

Worthington Schools



Business Graded Course of Study

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TABLE OF CONTENTS

Introduction	i
Philosophy and Goals of the Worthington Board of Education	ii
Mission Statement and Beliefs	iv
National Standards for Business Education	1
Philosophy of the Business Program	16
Goals for the Business Program	17
Assessment	18
Courses	20
Business Courses:	
Keyboarding and Computer Skills	21
Microsoft Office Advanced Applications	25
Web Page Design	50
Accounting 1	56
Accounting 2	60

TABLE OF CONTENTS

Law 1	62
Law 2	67
Personal Financial Management	71
Introduction to Business	81
Academies:	
International Business Academy	91
Entrepreneurship Business Academy	93
Dual Enrollment Option	94

INTRODUCTION

The Worthington School District has developed a Graded Course of Study for the Business Department to communicate with staff members, students, parents, and community the overall goals, instructional objectives, and the performance expectations of the Business Program. This document establishes the instructional objectives that must be taught in Business across the school district. It provides teachers with a structure that supports them in facilitating quality learning experiences in Business for all of the students in Worthington.

The Business Graded Course of Study incorporates the *National Standards for Business Education*.

The Graded Course of Study for Business was developed as a collaborative effort by all of the teachers of the department as well as members of the business community.

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PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

Instructional Philosophy and Goals

A. Generally

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.

- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.
- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

C. Personnel

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

D. Evaluation

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

MISSION STATEMENT AND BELIEFS

Mission

The Worthington Schools Inspires Learning for All.

Vision

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

Beliefs

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self-worth by meeting individual needs,
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

NATIONAL STANDARDS FOR BUSINESS EDUCATION*

ACCOUNTING (A)

I. The Accounting Profession

Achievement Standards:

- Understand the role that accountants play in business and society.
- Describe career opportunities in the accounting profession.
- Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career.

II. Financial Reports

Achievement Standard:

- Develop an understanding and working knowledge of an annual report and financial statements.

III. Financial Analysis

Achievement Standard:

- Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

IV. Accounting Principles

Achievement Standard:

- Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements.

V. Accounting Process

Achievement Standard:

- Complete the steps in the accounting cycle in order to prepare the financial statements.

VI. Interpretation and Use of Data

Achievement Standard:

- Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

VII. Compliance

Achievement Standard:

- Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations.

BUSINESS LAW (BL)

I. Basics of the Law

Achievement Standard:

- Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

II. Contract Law, Law of Sales, and Consumer Law

Achievement Standard:

- Analyze the relationships between contract law, law of sales, and consumer law.

III. Agency and Employment

Achievement Standard:

- Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.

IV. Business Organizations

Achievement Standard:

- Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.

V. Property Law

Achievement Standard:

- Explain the legal rules that apply to personal property, real property, and intellectual property.

VI. Negotiable Instruments, Insurance, Secured Transactions, Bankruptcy

Achievement Standard:

- Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

VII. Computer Law

Achievement Standard:

- Explain how advances in computer technology impact such areas as intellectual property, contract law, criminal law, tort law, and international law.

VIII. Environmental Law and Energy Regulation

Achievement Standard:

- Explain the legal rules that apply to environmental law and energy regulation.

IX. Family Law

Achievement Standard:

- Explain the legal rules that apply to marriage, divorce, and child custody.

X. Wills and Trusts

Achievement Standard:

- Determine the appropriateness of wills and trusts in estate planning.

CAREER DEVELOPMENT (CD)

I. Self-Awareness

Achievement Standard:

- Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

II. Career Research

Achievement Standard:

- Utilize career resources to develop a career information database that includes international career opportunities.

III. Workplace Expectations

Achievement Standard:

- Relate the importance of workplace expectations to career development.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

IV. Career Strategy

Achievement Standard:

- Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

V. School-to-Career Transition

Achievement Standard:

- Develop strategies to make an effective transition from school to career.

VI. Lifelong Learning

Achievement Standard:

- Relate the importance of lifelong learning to career success.

COMMUNICATION (COMM)

I. Foundations of Communication

Achievement Standard:

- Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication

Achievement Standard:

- Apply basic social communication skills in both personal and professional settings.

III. Workplace Communication

Achievement Standard:

- Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

IV. Technological Communication

Achievement Standard:

- Use technology to enhance the effectiveness of communication.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

COMPUTATION (COMP)

I. Mathematical Foundations

Achievement Standard:

- Apply basic mathematical operations to solve problems.

II. Number Relationships and Operations

Achievement Standard:

- Solve problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions.

III. Patterns, Functions, and Algebra

Achievement Standard:

- Use algebraic operations to solve problems.

IV. Measurements

Achievement Standard:

- Use common international standards of measurement when solving problems.

V. Statistics and Probability

Achievement Standard:

- Analyze and interpret data using common statistical procedures.

VI. Problem-Solving Applications

Achievement Standard:

- Use mathematical procedures to analyze and solve business problems.

ECONOMICS AND PERSONAL FINANCE (E&PF)

Economics

I. Allocation of Resources

Achievement Standard:

- Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

II. Economic Systems

Achievement Standard:

- Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.

III. Economic Institutions and Incentives

Achievement Standard:

- Analyze the role of core economic institutions and incentives in the U.S. economy.

IV. Markets and Prices

Achievement Standard:

- Analyze the role of markets and prices in the U.S. economy.

V. Market Structures

Achievement Standard:

- Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

VI. Productivity

Achievement Standard:

- Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

VII. The Role of Government

Achievement Standard:

- Analyze the role of government in economic systems, especially the role of government in the U.S. economy.

VIII. Global Economic Concepts

Achievement Standard:

- Examine the role of trade, protectionism, and monetary markets in the global economy.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

IX. Aggregate Supply and Aggregate Demand

Achievement Standard:

- Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

Personal Finance

I. Personal Decision Making

Achievement Standard:

- Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

II. Earning and Reporting Income

Achievement Standard:

- Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

III. Managing Finances and Budgeting

Achievement Standard:

- Develop and evaluate a spending/savings plan.

IV. Saving and Investing

Achievement Standard:

- Evaluate savings and investment options to meet short- and long-term goals.

V. Buying Goods and Services

Achievement Standard:

- Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

VI. Banking and Financial Institutions

Achievement Standard:

- Evaluate services provided by financial deposit institutions to transfer funds.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

VII. Using Credit

Achievement Standard:

- Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

VIII. Protecting Against Risk

Achievement Standard:

- Analyze choices available to consumers for protection against risk and financial loss.

ENTREPRENEURSHIP (E)

I. Entrepreneurs and Entrepreneurial Opportunities

Achievement Standard:

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

II. Marketing

Achievement Standard:

- Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

III. Economics

Achievement Standard:

- Apply economic concepts when making decisions for an entrepreneurial venture.

IV. Finance

Achievement Standard:

- Use the financial concepts and tools needed by the entrepreneur in making business decisions.

V. Accounting

Achievement Standard:

- Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

VI. Management

Achievement Standard:

- Develop a management plan for an entrepreneurial venture.

VII. Global Markets

Achievement Standard:

- Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

VIII. Legal

Achievement Standard:

- Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

IX. Business Plans

Achievement Standard:

- Develop a business plan.

INFORMATION TECHNOLOGY (IT)

I. Impact on Society

Achievement Standard:

- Assess the impact of information technology in a global society.

II. Hardware

Achievement Standard:

- Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

III. Operating Systems and Utilities

Achievement Standard:

- Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.

IV. Input Technologies

Achievement Standard:

- Use various input technologies to enter and manipulate information appropriately.

V. Productivity Software

Achievement Standard:

- Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

VI. Interactive Multimedia

Achievement Standard:

- Use multimedia software to create media rich projects.

VII. Web Development and Design

Achievement Standard:

- Design, develop, test, implement, update, and evaluate web solutions.

VIII. Information Retrieval and Synthesis

Achievement Standard:

- Gather, evaluate, use, cite, and disseminate information from technology sources.

IX. Database Management Systems

Achievement Standard:

- Use, plan, develop, and maintain database management systems.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

X. Systems Analysis and Design

Achievement Standard:

- Analyze and design information systems using appropriate development tools.

XI. Programming and Application Development

Achievement Standard:

- Design, develop, test, and implement programs.

XII. Telecommunications and Networking Infrastructures

Achievement Standard:

- Develop the skills to design, deploy, and administer networks and telecommunications systems.

XIII. Information Technology Planning and Acquisition

Achievement Standard:

- Plan the selection and acquisition of information technologies.

XIV. Security, Privacy, and Risk Management

Achievement Standard:

- Design and implement security, privacy, and risk management policies and procedures for information technology.

XV. Ethical and Legal Issues

Achievement Standard:

- Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.

XVI. Technical Support and Training

Achievement Standard:

- Develop the technical and interpersonal skills and knowledge to train and support the user community.

XVII. Information Technology and Business Functions

Achievement Standard:

- Describe the information technology components of business functions and explain their interrelationships.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

XVIII. Information Technology Careers

Achievement Standard:

- Explore positions and career paths in information technology.

INTERNATIONAL BUSINESS (IB)

I. Foundations of International Business

Achievement Standard:

- Explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels.

II. The Global Business Environment

Achievement Standard:

- Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment.

III. International Business Communication

Achievement Standard:

- Apply communication strategies necessary and appropriate for effective and profitable international business relations.

IV. Global Business Ethics and Social Responsibility

Achievement Standard:

- Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

V. Organizational Structures for International Business Activities

Achievement Standard:

- Identify forms of business ownership and entrepreneurial opportunities available in international business.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

VI. International Trade

Achievement Standard:

- Relate balance of trade concepts to the import/export process.

VII. International Management

Achievement Standard:

- Analyze special challenges in operations, human resources, and strategic management in international business.

VIII. International Marketing

Achievement Standard:

- Apply marketing concepts to international business situations.

IX. International Finance

Achievement Standard:

- Explain the concepts, role, and importance of international finance and risk management.

MANAGEMENT (MGMT)

I. Management Functions

Achievement Standard:

- Analyze the management functions and their implementation and integration within the business environment.

II. Management Theories

Achievement Standard:

- Analyze management theories and their application within the business environment.

III. Business Organization

Achievement Standard:

- Analyze the organization of a business.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

IV. Personal Management Skills

Achievement Standard:

- Develop personal management skills to function effectively and efficiently in a business environment.

V. Ethics and Social Responsibility

Achievement Standard:

- Examine the role of ethics and social responsibility in decision making.

VI. Human Resource Management

Achievement Standard:

- Describe human resource functions and their importance to an organization's successful operation.

VII. Organized Labor

Achievement Standard:

- Describe the role of organized labor and its influence on government and business.

VIII. Technology and Information Management

Achievement Standard:

- Utilize information and technology tools to conduct business effectively and efficiently

IX. Industry Analysis

Achievement Standard:

- Analyze a business organization's competitive position within the industry.

X. Financial Decision Making

Achievement Standard:

- Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

XI. Operations Management

Achievement Standard:

- Apply operations management principles and procedures to the design of an operations plan.

NATIONAL STANDARDS FOR BUSINESS EDUCATION

XII. Global Perspective

Achievement Standard:

- Examine the issues of corporate culture and managing in the global environment.

MARKETING (MKTG)

I. Foundations of Marketing

Achievement Standard:

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

II. Consumers and Their Behavior

Achievement Standard:

- Analyze the characteristics, motivations, and behaviors of consumers.

III. External Factors

Achievement Standard:

- Analyze the influence of external factors on marketing.

IV. The Marketing Mix

Achievement Standard:

- Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

V. Marketing Research

Achievement Standard:

- Analyze the role of marketing research in decision making.

VI. The Marketing Plan

Achievement Standard:

- Describe the elements, design, and purposes of a marketing plan.

**National Standards for Business Education*, NBEA Publication Sales, 2007.

PHILOSOPHY OF THE BUSINESS EDUCATION PROGRAM

The Worthington School District values the skills, knowledge, and experiences the Business Program provides to all students. The Business curriculum prepares students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens in an increasingly global environment. The business curriculum comprises a significant component of general education for all students. The integration of current and changing technology leading us into the 21st century has revolutionized this program.

The Business Program enables Worthington students to acquire the tools for their personal and professional lives. Professionally, students will become well equipped to study in a post-secondary business program, become successful employees in the workforce, or manage their own businesses. Personally, students will gain the knowledge and skills to live effectively in an ever-changing world.

Through the implementation of the Entrepreneurship Business Academy and the International Business Academy, students will explore and develop flexible career paths and confidence in their ability to adapt to a workplace that is constantly changing. As part of these academies, community and higher education partnerships and mentorships link the schools and the community in positive ways that promote students' understanding and awareness of the real world.

The Business Program offers students the opportunity to master the fundamental knowledge and skills needed to succeed in business—wherever in the world it is conducted—and more importantly, an equal opportunity to succeed in life.

GOALS FOR THE BUSINESS EDUCATION PROGRAM

- Develop business knowledge and skills that apply to digital-age literacy, in their personal lives, as well as in their careers. Skills that include information-technology, economic and financial literacy, multicultural literacy, and global awareness.
- Function as economically and technologically literate citizens.
- Demonstrate the interpersonal, teamwork, and leadership skills needed to function in the global marketplace.
- Develop an awareness of career opportunities and the lifelong learning skills that will enable students to thrive personally and professionally.
- Select and apply technology tools for making personal and business decisions that are goal oriented.
- Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
- Demonstrate the ability to be highly productive individuals capable of planning, managing, and producing relevant, quality business products.
- An acknowledgement and deeper understanding of the interrelatedness of the basic business content areas—accounting, law, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management and marketing—with the core subject areas.

ASSESSMENT

The Worthington School District believes the study of business prepares students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens in an increasingly global environment. The business curriculum also prepares students to succeed in our increasingly global economy whether they intend to continue their education after high school or go directly into the workforce. As such, the assessment of what students know and are able to do should reflect life beyond the classroom. The Business Department believes good assessment leads to the increased learning of students and encapsulates the following principles:

- Good assessment is aligned directly with the identified learning targets or objectives.
- Good assessment is authentic and real world like.
- Good assessment improves student learning by providing feedback. It does not just monitor the learning.
- Good assessment increases student motivation to learn.
- Good assessment is part of instruction – not separate from it.
- Good assessment values the process of learning as well as the product of learning.
- Good assessment includes varied approaches, multiple measures taken across time, and different opportunities for learners to demonstrate outcomes.
- Good assessment yields comprehensive information about students for effective decision-making.
- Good assessment reveals the criteria by which student performance is judged. These criteria are understood in advance, explicit, and appropriate to the task.
- Good assessment includes opportunities for students to gain feedback about their progress towards the learning objectives through self assessment.
- Good assessment engages students with significant learning and is worthy of their time.

ASSESSMENT

The National Standards for Business Education describe what students should know and be able to do as a result of completing one or more business courses. Assessment of learning is done through a variety of methods including:

- Performances
- Portfolios
- Projects / Products / Media
- Reports / Research
- Rubrics / Checklists
- Student Interviews – Written and Oral
- Student Self Reflection / Assessment
- Videos / Slide Shows / Posters
- Work Samples
- Computerized Assessment
- Demonstrations / Presentations / Multimedia
- Individual and Group Activities
- Informal Observations / Discussions
- Open-ended Questioning
- Paper and Pencil Tests
- Peer Assessment

COURSES

Because of the comprehensiveness of the Business Program, students are prepared to pursue postsecondary educational opportunities as well as enter the world of work.

Keyboarding and Computer Skills
Microsoft Office Advanced Applications
Web Page Design

Accounting 1
Accounting 2

Law 1
Law 2

Personal Financial Management
Introduction to Business

Keyboarding and Computer Skills

Course Description: Keyboarding and Computer Skills focuses on word processing skills that are used to create memos, letters, tables and reports. Students learn to master keyboarding techniques and build speed and accuracy. Students create a resume and employment documents. Database and spreadsheet concepts are also introduced. The skills learned using Microsoft Office will benefit students in high school, college, and in any career.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <p>1. Use the keyboarding program to learn proper techniques to master the keyboard.</p>	<p>The student will:</p> <p>a. Exhibit proper touch-technique.</p> <p>b. Apply correct spacing and punctuation rules.</p> <p>c. Identify and use proofreaders' marks in a rough draft copy.</p> <p>d. Meet speed and accuracy standards on straight-copy timed writings.</p>	IT – IV	
<p>2. Learn basic business and personal document formats.</p>	<p>a. Format personal and business letters, memos, announcements, tables and emails.</p> <p>b. Format bound and unbound reports.</p>	IT – V	
<p>3. Become familiar with basic word processing applications using Microsoft Word.</p>	<p>a. Access menus, toolbars, dialog boxes and icons.</p> <p>b. Use shortcut features.</p> <p>c. Move and copy text within a document.</p> <p>d. Use spell check and grammar correction tools.</p> <p>e. Change fonts, font sizes, character spacing, case, and paragraph spacing.</p>	IT – V	<p>3 – B2</p> <p>4 – A1</p> <p>4 – B1 (Grade 9)</p>

Keyboarding and Computer Skills

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> f. Insert page breaks, page numbers, headers and footers. g. Create and edit tables. h. Set margins, indentations and tabs. i. Apply formatting features including borders/shading and bullets/numbering. j. Insert and format text boxes, images and clip art. k. Print preview and print documents. l. Change page setup. 		
<p>4. Become familiar with basic spreadsheet applications using Microsoft Excel.</p>	<ul style="list-style-type: none"> a. Access menus, toolbars, dialog boxes and icons. b. Use shortcut features. c. Create a worksheet and enter data into cells. d. Name a worksheet and workbook. e. Print a worksheet. f. Edit a worksheet, correct and delete data. g. Move and copy data. h. Change column width. 	<p>IT – V</p>	<p>2 – E2 3 – B2 4 – A1</p>

Keyboarding and Computer Skills

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> i. Apply formatting features including borders and shading. j. Create and use formulas. k. Create and edit charts. l. Change page setup. m. Save document as different versions. 		
<p>5. Become familiar with basic database applications using Microsoft Access.</p>	<ul style="list-style-type: none"> a. Access menus, toolbars, dialog boxes and icons. b. Use shortcut features. c. Find, open, save and close a database. d. Use data sheets to view information in tables. e. Enter and find data in existing tables. f. Select, edit, insert, copy, paste and delete information in a table. g. Sort records within a database. h. Create and print reports from tables. i. Perform simple queries. 	<p>IT – V</p>	<p>3 – B2 4 – A1</p>

Keyboarding and Computer Skills

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
6. Complete hands-on activities and simulations combining the above applications.	a. Use real world exercises to reinforce document processing skills. b. Integrate Microsoft Office programs to create and manipulate documents.	IT – V	
7. Acquire skills to function effectively in a technological world.	a. Explain how current technology is used in business settings. b. Create documents in an efficient and effective manner. c. Identify how current technology is used in today's business world.	IT – IV	3 – A1,3 3 – B1 4 – A2
8. Learn documents used in obtaining employment and exploring career opportunities.	a. Demonstrate efficient time management skills necessary to meet deadlines. b. Work cooperatively in a team setting through group work. c. Prepare a resume, cover letter and thank you letter.	IT – IV, V	

Microsoft Office Advanced Applications

Course Description: Today computer skills are increasingly important to people in all walks of life. This course is intended to give students the ability to use advanced features associated with word processing (Word), spreadsheet (Excel), database (Access), and presentations (PowerPoint) applications. Students will demonstrate knowledge and competence in using the basic functions of a personal computer and its operating system. Students collaborate to develop projects and presentations using skills learned in class.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <ol style="list-style-type: none"> 1. Learn concepts of Information Technology (IT). 	<p>Getting Started</p> <ol style="list-style-type: none"> a. Hardware / Software Information Technology <ol style="list-style-type: none"> i. Understand the basic concepts of hardware, software and Information Technology (IT). b. Types of Computers <ol style="list-style-type: none"> i. Understand and distinguish between mainframe computer, minicomputer, network computer, personal computer, and laptop computer in terms of capacity, speed, cost, and typical users. ii. Understand the terms intelligent and dumb terminal. c. Main Parts of a Personal Computer <ol style="list-style-type: none"> i. Know the main parts of a personal computer: the central processing unit (CPU), the hard disk, common input/output devices, types of memory, removable storage devices such as diskette, zip disc, CD-ROM, etc. ii. Understand the term peripheral device. <p>Hardware</p> <ol style="list-style-type: none"> a. Central Processing Unit <ol style="list-style-type: none"> i. Understand the term central processing unit (CPU) and know what the CPU does (calculations, logic control, immediate access memory, etc.). ii. Know that the speed of the CPU is measured in megahertz (MHz). b. Input Devices <ol style="list-style-type: none"> i. Know some of the main devices for inputting data into a computer such as mice, keyboards, trackballs, scanners, touchpads, light pens, joysticks, etc. 	<p>IS – V</p>	<p>I</p>

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	<p>c. Output Devices</p> <ul style="list-style-type: none"> i. Know the most common output devices for displaying the results of processing carried out by a computer; e.g., various visual display units (VDUs), screens or monitors, printers such as those commonly available, plotters, speakers, speech synthesizers, etc. ii. Know where and how these devices are used. <p>Storage</p> <ul style="list-style-type: none"> a. Memory Storage Devices <ul style="list-style-type: none"> i. Compare the main types of memory storage devices in terms of speed, cost and capacity; e.g., internal/external hard disk, zip disk, data cartridges, CD-ROM, diskette, etc. b. Types of Memory <ul style="list-style-type: none"> i. Understand different types of computer memory; e.g., RAM (random-access memory), ROM (read only memory). ii. Understand when they are used. c. Measuring Memory <ul style="list-style-type: none"> i. Know how computer memory is measured (bit, byte, KB, MB, GB). ii. Relate computer memory measurements to characters, fields, records, files and directories/ folders. d. Computer Performance <ul style="list-style-type: none"> i. Know some of the factors that impact on a computer's performance; e.g., CPU speed, RAM size, hard disk speed and capacity. <p>Software</p> <ul style="list-style-type: none"> a. Types of Software <ul style="list-style-type: none"> i. Know the meaning of the terms operating systems software and applications software. ii. Understand the distinction between them. 		

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	<ul style="list-style-type: none"> b. Operating System Software <ul style="list-style-type: none"> i. Understand the main functions of an operating system. ii. Understand the term Graphical User Interface (GUI) and give examples; be aware of the main advantages of using a GUI interface. c. Applications Software <ul style="list-style-type: none"> i. List some common software applications together with their uses; e.g., word processing applications, spreadsheets, database, payroll, presentation tools, desktop publishing and multimedia applications. d. Systems Development <ul style="list-style-type: none"> i. Understand how computer-based systems are developed. ii. Know about the process of research, analysis, programming and testing often used in developing computer based systems. Information Networks a. LAN and WAN <ul style="list-style-type: none"> i. Know the definitions of local area networks (LAN) and wide area networks (WAN). ii. Know about the advantages of group working and sharing resources over a network. b. The Telephone Network in Computing <ul style="list-style-type: none"> i. Understand the use of the telephone network in computing. ii. Understand the terms Public Switched Data Network (PSDN), Integrated Service Digital Network (ISDN), satellite communications. Understand the terms fax, telex, modem, digital, analogue, baud (measured in bps – bits per second). c. Electronic Mail <ul style="list-style-type: none"> i. Understand the term electronic mail and know the uses of e-mail. 		

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	<ul style="list-style-type: none"> ii. Understand what is needed to send and receive e-mail. iii. Detail some of the information and communications technology (ICT) equipment needed to use e-mail. d. The Internet <ul style="list-style-type: none"> i. Know what the Internet is. ii. Understand the concept of the Internet and some of its main uses. iii. Understand the economics of Internet mail systems relative to other mail delivery methods. iv. Know what a search engine is. Understand the distinction between the Internet and the World Wide Web (WWW). Computers in Everyday Life a. Computers in the Home <ul style="list-style-type: none"> i. Know some of the uses of the PC at home; e.g., hobbies, household accounts, working from home, projects and homework, using e-mail and the Internet. b. Computers at Work or in Education <ul style="list-style-type: none"> i. Know the uses of office applications; give examples of the types of computer-based systems used in business, industry, government and education. ii. Be aware of where a computer might be more appropriate than a person for carrying out a task and where not. c. Computers in Daily Life <ul style="list-style-type: none"> i. Be aware of the uses of computers in everyday life; e.g., in supermarkets or libraries, at the doctor's surgery, the use of smart cards. IT and Society a. A Changing World <ul style="list-style-type: none"> i. Understand the terms Information Society and Information Superhighway. 		

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	<ul style="list-style-type: none"> ii. Understand the concept of Electronic Commerce. b. A Good Workspace <ul style="list-style-type: none"> i. Understand what elements and practices can help create a good working environment; e.g., frequent breaks away from the computer; appropriate positioning of screens, chairs and keyboards; provision of adequate lighting and ventilation. c. Ergonomics <ul style="list-style-type: none"> i. Be aware of Health and Safety precautions when using a computer; e.g., ensuring that power cables are safely secured and power points are not overloaded. ii. Know about injuries common in a bad working environment; e.g., repetitive strain injury (RSI), eye strain caused by screen glare, problems associated with bad posture. Security, Copyright and the Law a. Security <ul style="list-style-type: none"> i. Know about the purpose and value of backing store of computer files to removable storage devices. ii. Know how to protect a personal computer against intrusion. iii. Know about privacy issues associated with personal computers; e.g., protecting the computer, adopting good password policies. iv. Know what happens to your data and files if there is a power outage. b. Computer Viruses <ul style="list-style-type: none"> i. Understand the term virus when used in computing. ii. Be aware how viruses can enter a computer system. iii. Understand the dangers of downloading files onto your computer. iv. Know about some anti-virus measures. 		

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	<ul style="list-style-type: none"> c. Copyright <ul style="list-style-type: none"> i. Understand software copyright and some of the main security and legal issues associated with copying, sharing and lending diskettes. ii. Understand some of the implications of transferring files across a network. iii. Understand the terms shareware, freeware, user licenses, and intellectual property. d. Data Protection Act <ul style="list-style-type: none"> i. Know the Data Protection Act in your country. ii. Understand the implications of the Data Protection Act. iii. Describe some of the uses of personal data. 		
<p>2. Learn how to use the computer and manage files.</p>	<p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with the Computer <ul style="list-style-type: none"> i. Start the computer. ii. Shut down the computer properly. iii. Restart the computer. iv. View the computer's basic system information; e.g., the operating system, processor type, installed RAM (random-access memory), etc. v. View the computer's desktop configuration: date & time, volume settings, desktop display options (e.g., background options, screen settings, screen saver options, etc.) vi. Be able to format and store files on media devices. vii. Use available Help functions. <p>Desktop Environment</p> <ul style="list-style-type: none"> a. Work with Icons <ul style="list-style-type: none"> i. Select and move desktop icons. ii. Recognize basic desktop icons such as hard disk, directory tree, directories/folders and files, recycle bin/wastebasket. 	IS-V	I

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> iii. Create a desktop shortcut icon or a desktop menu alias. b. Work with Windows <ul style="list-style-type: none"> i. Recognize the different parts of a desktop window: title bar, toolbar, menu bar, status bar, scroll bar, etc. ii. Understand how to reduce a desktop window, how to enlarge a desktop window, how to resize and scale a desktop window, how to close a desktop window. iii. Recognize the different parts of an applications window: title bar, toolbar, menu bar, status bar, scroll bar, etc. vi. Move windows on the desktop. v. Understand how to reduce an applications window, how to enlarge an applications window, how to re-size and scale an applications window, how to close an applications window. vi. Move between open windows. Organizing Files a. Directories/Folders <ul style="list-style-type: none"> i. Understand the basic directory and folder structure on the computer. ii. Create a directory/folder and a further subdirectory and sub-folder. iii. Examine a directory/folder. View some of the directory/folder attributes: name, size, date when last updated, etc. iv. Be able to recognize the most widely used types of files in a directory/folder; e.g., word processing files, spreadsheet files, database files, rich text format (RTF) files, image files, etc. v. View file attributes; e.g., name, size, file type, date last modified, etc. vi. Re-name files and directories/folders. 		

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	<p>b. Copy, Move, Delete</p> <ul style="list-style-type: none"> i. Select a file individually or as part of an adjacent or non-adjacent group. ii. Copy and Paste files within directories/folders to make a duplicate copy. iii. Make backup copies of data onto a diskette. iv. Use Cut and Paste functions to move files within directories/folders. v. Delete files from one or more directories/folders. vi. Delete selected directories/folders. <p>c. Searching</p> <ul style="list-style-type: none"> i. Use the Find tool to locate a file or a directory/folder. ii. Search by name, date created, file or directory/folder type etc. <p>Simple Editing</p> <p>a. Use a Text Editing Application</p> <ul style="list-style-type: none"> i. Launch an editing application or a word processing program and create a file. ii. Save the file to a directory/folder. iii. Save the file onto a diskette. iv. Close the editing application. <p>Print Management</p> <p>a. Printing</p> <ul style="list-style-type: none"> i. Be able to print from an installed printer. ii. Change the default printer from an installed printer list. iii. View a print job's progress from a desktop print manager. 		

Microsoft Office Advanced Applications

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<p>3. Learn advanced skills in word processing using MS Word.</p>	<p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with Word Processing <ul style="list-style-type: none"> i. Review how to open a word processing application. ii. Review how to open an existing document – make some modifications and save. iii. Review how to open several documents. iv. Review how to create a new document and save. v. Review how to save an existing document onto the hard disk or onto a diskette. vi. Review how to close the document. vii. Review how to close the word processing application. b. Adjust Basic Settings <ul style="list-style-type: none"> i. Change page display modes. ii. Use the page view magnification tool/zoom tool. iii. Modify the toolbar display. c. Document Exchange <ul style="list-style-type: none"> i. Save an existing document under another file format: text file, Rich Text Format (rtf), document template, software type or version number, etc. ii. Save a document in a format appropriate for posting to a Web site. <p>Basic Operations</p> <ul style="list-style-type: none"> a. Insert Data <ul style="list-style-type: none"> i. Insert a character, word, sentence, or small amount of text. ii. Use Undo and Redo commands. iii. Insert a new paragraph. iv. Insert special characters/symbols. v. Insert various types of breaks (page, column, continuous) into a document. vi. Insert the date and time. vii. Insert and format charts. 	<p>IS-VII</p>	<p>I, II</p>

Microsoft Office Advanced Applications

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> b. Select Data <ul style="list-style-type: none"> i. Select character, word, sentence, paragraph or entire document. c. Copy, Move, Delete <ul style="list-style-type: none"> i. Use Copy and Paste tools to duplicate text within (and between) a document. ii. Use Cut and Paste tools to move text within (and between) a document. iii. Copy and move text between active documents. iv. Delete text. d. Search and Replace <ul style="list-style-type: none"> i. Use the Search and/or Replace command for a word or phrase within a document. e. Help Feature <ul style="list-style-type: none"> i. Use the Help feature. Formatting a. Text Formatting <ul style="list-style-type: none"> i. Change font sizes and types. ii. Use italics, boldening, and underlining. iii. Apply different colors to text. iv. Use alignment and justification options. v. Hyphenate words automatically and manually. vi. Indent text. vii. Modify line spacing and before/after paragraphs. viii. Copy the formatting from a selected piece of text. ix. Reveal and compare formatting. b. General Formatting <ul style="list-style-type: none"> i. Use, set, move, and clear tabs (left, right, center, decimal). ii. Add standard and custom borders and shading. iii. Use lists (bulleted and numbered). iv. Align text vertically. v. Create a drop cap. 		

Microsoft Office Advanced Applications

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	<p>c. Templates</p> <ul style="list-style-type: none"> i. Choose an appropriate document template for use in a specified task. ii. Work within a template on a specified task. <p>Finishing a Document</p> <p>a. Styles and Pagination</p> <ul style="list-style-type: none"> i. Apply existing styles and themes to a document. ii. Insert page numbering in a document. <p>b. Headers and Footers</p> <ul style="list-style-type: none"> i. Add Headers and Footers to a document. ii. Insert date, author, page numbers, etc. in Headers and Footers. iii. Apply basic text format options in Headers and Footers. iv. Apply basic text format options in Headers and Footers. <p>c. Spelling and Grammar</p> <ul style="list-style-type: none"> i. Check spelling and grammar in a document. ii. Use the translation feature to translate words from English to other languages. iii. Display document word, paragraph and character counts. <p>d. Document Setup</p> <ul style="list-style-type: none"> i. Modify document setup (page orientation, page size, etc.). ii. Modify document margins. <p>Printing</p> <p>a. Prepare to Print</p> <ul style="list-style-type: none"> i. Preview and print specific pages and sections in a document. ii. Use basic print options to print one or multiple copies of a document. iii. Print a document from an installed printer. 		

Microsoft Office Advanced Applications

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	<p>More Advanced Features</p> <ul style="list-style-type: none"> a. Tables <ul style="list-style-type: none"> i. Create standard tables. ii. Change cell attributes (formatting, cell size, color, etc.). iii. Insert and delete columns and rows. iv. Add borders to a table. v. Use the automatic table formatting tool. vi. Sort text in a table. vii. Perform calculations in a table. b. Pictures and Images <ul style="list-style-type: none"> i. Add, format, and customize pictures, clip art images, and text boxes. ii. Add AutoShapes to a document: change line colors, change AutoShape fill colors. iii. Move images or drawn objects within a document. iv. Re-size a graphic. v. Create and format a SmartArt diagram and organization chart. c. Importing Objects <ul style="list-style-type: none"> i. Import a spreadsheet into a document. ii. Import an image file, chart or graph into a document. d. Mail Merge <ul style="list-style-type: none"> i. Create a mailing list or other data file for use in a Mail Merge. ii. Merge a mailing list with a letter document or a label document. iii. Create custom fields for a merge. iv. Edit main documents and data source files. v. Input text during a merge. 		
<p>4. Learn advanced skills in spreadsheet applications using MS Excel.</p>	<p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with Spreadsheets <ul style="list-style-type: none"> i. Review how to open a spreadsheet application. 	<p>IS-VII</p>	<p>I, II</p>

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> ii. Review how to open an existing spreadsheet, make modifications, and save. iii. Review how to open several spreadsheets. iv. Review how to create a new spreadsheet and save. v. Review how to save an existing spreadsheet onto the hard disk or diskette. vi. Review how to close the spreadsheet. vii. Review how to use application Help functions. viii. Review how to close the spreadsheet application. b. Adjust Basic Settings <ul style="list-style-type: none"> i. Change spreadsheet view mode. ii. Use the page view magnification tool/zoom tool. iii. Modify toolbar display. c. Document Exchange <ul style="list-style-type: none"> i. Save an existing spreadsheet under another file format (text file, document template, software type or version number, etc.). ii. Save a document in a format appropriate for posting to a Web site. Basic Operations a. Insert Data <ul style="list-style-type: none"> i. Enter and edit data in a workbook. ii. Enter symbols or special characters in a cell. iii. Enter simple formulas in a cell. iv. Use the Undo command. v. Create and modify a Hyperlink. b. Select Data <ul style="list-style-type: none"> i. Select a cell or range of adjacent or non-adjacent cells. ii. Select a row or column. Select a range of adjacent or non-adjacent rows or columns. c. Copy, Move, Delete <ul style="list-style-type: none"> i. Use the Copy and Paste tools to duplicate cell contents in another part of a worksheet. 		

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> ii. Use the Cut and Paste tools to move cell contents within worksheet. iii. Move cell contents between active worksheets. iv. Move cell contents between active spreadsheets. v. Delete cell contents in a selected cell range. vi. Delete workbooks and folders. vii. Copy and move workbooks within and between folders. <p>d. Search and Replace</p> <ul style="list-style-type: none"> i. Use the Search command for specified cell content. ii. Use the Replace command for specified cell content. <p>e. Rows and Columns</p> <ul style="list-style-type: none"> i. Insert rows and columns. ii. Modify column width and row height. iii. Delete selected rows or columns. iv. Hide and unhide rows and columns. <p>f. Sort Data</p> <ul style="list-style-type: none"> i. Sort selected data in ascending or descending numeric order. ii. Sort selected data in ascending or descending alphabetic order. <p>Formulas and Functions</p> <p>a. Arithmetic and Logical Formulas</p> <ul style="list-style-type: none"> i. Use basic arithmetic and logical formulas in a spreadsheet (addition, subtraction, multiplication, division). ii. Recognize standard error messages associated with formulas. iii. Use the AutoFill tool/copy handle tool to copy or increment data entries. iv. Understand and use relative cell referencing in formulas or functions. v. Understand and use absolute cell-referencing in formulas or functions. 		

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> vi. Write formulas with the PMT, FV, DATE, NOW, and IF functions. vii. Name a range of cells and use a range in a formula. b. Working with Functions <ul style="list-style-type: none"> i. Use the Sum function. ii. Use the Average function. Formatting a. Format Cells – Numbers <ul style="list-style-type: none"> i. Format cells to display different number styles (number of decimal places, number of zeros after the decimal point, with or without commas to indicate thousands). ii. Format cells to display different date styles. iii. Format cells to display different currency symbols. iv. Format cells to display numbers as percentages. b. Format Cells – Text <ul style="list-style-type: none"> i. Change text size. Format text (bold, italic, font type). ii. Change text font color. iii. Adjust text orientation. c. Format Cells – Cell Ranges <ul style="list-style-type: none"> i. Center and align cell contents in a selected cell range (left and right, top and bottom). ii. Add border effects to a selected cell range. d. Spelling <ul style="list-style-type: none"> i. Use a spell-check program and make changes where necessary. e. Document Setup <ul style="list-style-type: none"> i. Modify document margin settings. ii. Adjust document setup to fit one page. iii. Add a Header and Footer. iv. Change document orientation (portrait or landscape, page size, etc.). f. Templates <ul style="list-style-type: none"> i. Create financial forms using templates. 		

Microsoft Office Advanced Applications

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	<p>Printing</p> <ul style="list-style-type: none"> a. Printing simple spreadsheet documents. <ul style="list-style-type: none"> i. Use basic print options. ii. Preview a spreadsheet. iii. Print a spreadsheet or a worksheet. iv. Print part of a worksheet or a pre-defined cell range. <p>More Advanced Features</p> <ul style="list-style-type: none"> a. Importing Objects <ul style="list-style-type: none"> i. Import objects into a spreadsheet (image files, graphs, text files, etc.). ii. Move and resize imported objects within a spreadsheet. b. Charts and Graphs <ul style="list-style-type: none"> i. Produce different types of charts and graphs from spreadsheet figures to analyze data; e.g., pie charts, column charts, bar charts. ii. Edit or modify a chart or graph (add a title or label, change the scale). Modify the colors in the chart or graph. iii. Change the chart type. iv. Move and delete charts or graphs. c. Images <ul style="list-style-type: none"> i. Insert a picture image as a watermark. ii. Insert and format SmartArt diagrams. iii. Create and format WordArt. d. Link Data <ul style="list-style-type: none"> i. Link data between worksheets. ii. Link worksheets with a 3-D reference. iii. Copy and paste a worksheet between programs. 		
5. Learn skills in database applications using MS Access.	<p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with Databases <ul style="list-style-type: none"> i. Review how to open a database application. ii. Review how to open an existing database with default layout. 	IS-IV	I, II

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> iii. Review how to modify a record within an existing database and save. iv. Review how to save a database onto the hard disk or a diskette. v. Review how to close the database. vi. Review how to use application Help functions. b. Adjust Basic Settings <ul style="list-style-type: none"> i. Change viewing modes. ii. Modify toolbar display. Create a Database a. Basic Operations <ul style="list-style-type: none"> i. Design and plan a database. ii. Create a table with fields and attributes. iii. Navigate throughout a table. iv. Enter data in a table. b. Define Keys <ul style="list-style-type: none"> i. Define a primary key and a foreign key. ii. Set up an index. c. Table Design <ul style="list-style-type: none"> i. Modify table layout attributes. ii. Modify field attributes. iii. Create a one-to-one relationship between tables. iv. Create a one-to-many relationship between tables. d. Updating a Database <ul style="list-style-type: none"> i. Modify data in a table. ii. Delete data in a table. iii. Add records to the database. iv. Delete records in the database. Use of Forms a. Create a Form <ul style="list-style-type: none"> i. Create a simple form. ii. Enter data into the database using simple forms. b. Modify Form Layout <ul style="list-style-type: none"> i. Format text. ii. Change background colors in form layout. 		

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> iii. Import an image or graphics file into a form. iv. Change arrangement of objects within form layout. <p>Retrieve Information</p> <ul style="list-style-type: none"> a. Basic Operations <ul style="list-style-type: none"> i. Load or log onto an existing database. ii. Find a record based on given criteria. iii. Create a simple query. iv. Create a query with multiple criteria. v. Save a query. vi. Add filters. vii. Remove filters. 		
<p>6. Learn skills in creating presentation graphics using MS PowerPoint.</p>	<p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with Presentation Tools <ul style="list-style-type: none"> i. Open a presentation application. ii. Open an existing presentation document, make some modifications and save. iii. Open several documents. iv. Save an existing presentation onto the hard disk or a diskette. v. Close the presentation document. vi. Use available Help functions. vii. Close the presentation application. b. Adjust Basic Settings <ul style="list-style-type: none"> i. Change display modes. ii. Use page view magnification tool/zoom tool. iii. Modify toolbar display. iv. Display rulers, gridlines, and guides. c. Document Exchange <ul style="list-style-type: none"> i. Save an existing presentation under another file format: Rich Text Format (rtf), presentation template, image file format, software type or version number, etc. ii. Save a presentation in a format appropriate for posting to a Web site. 	IS-VII	I, II

Microsoft Office Advanced Applications

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	<ul style="list-style-type: none"> iii. Save slides as images. iv. Package a presentation for a CD. <p>Basic Operations</p> <ul style="list-style-type: none"> a. Create a Presentation <ul style="list-style-type: none"> i. Create a new presentation. ii. Choose an appropriate automatic slide layout format for individual slides; e.g., title slide, organizational chart, chart and text, bulleted lists, etc. iii. Modify slide layout and background. iv. Add text. v. Add an image from an image library. vi. Use a master slide. b. Copy, Move, Delete Text <ul style="list-style-type: none"> i. Use the Copy and Paste tools to duplicate text within or between presentations. ii. Use the Cut and Paste tools to move text within or between presentations. iii. Delete selected text. iv. Copy and Paste data using the Clipboard task pane. c. Copy, Move, Delete Images <ul style="list-style-type: none"> i. Use the Copy and Paste tools to duplicate an image within the presentation or active presentations. ii. Use the Cut and Paste tools to move an image within the presentation or active presentations. iii. Delete an image. d. Copy, Move, Delete Slides <ul style="list-style-type: none"> i. Use the Copy and Paste tools to duplicate a slide within or between presentations. ii. Use the Cut and Paste tools to move a slide within or between presentations. iii. Re-order slides within the presentation. iv. Delete a slide/slides within the presentation. 		

Microsoft Office Advanced Applications

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	<p>Formatting</p> <ul style="list-style-type: none"> a. Format Text <ul style="list-style-type: none"> i. Change font type. ii. Apply italics, bold, underlining and case changes to text. iii. Apply shadow to text, use subscript and superscript. iv. Apply different colors to text font. v. Center text, align text (left and right, top and bottom). vi. Adjust line spacing. vii. Customize bullets/numbers in a list. viii. Create and modify custom themes, including colors and fonts. b. Modify Text Boxes <ul style="list-style-type: none"> i. Re-size and move text box within a slide. ii. Set line weights, style and colors of a text box. c. Slide Masters <ul style="list-style-type: none"> i. Format slides in Slide Master view. ii. Apply themes and background in Slide Master view. iii. Delete placeholders and slide master layouts. iv. Insert elements in Slide Master view. v. Create and rename a custom slide layout. vi. Insert a new slide master. vii. Save a presentation as a template. d. Views <ul style="list-style-type: none"> i. Customize a handout in Handout Master view. ii. Customize notes pages in Notes Master view. <p>Graphics and Charts</p> <ul style="list-style-type: none"> a. Drawn Objects <ul style="list-style-type: none"> i. Add different types of lines to a slide. ii. Move lines in a slide. iii. Change line color/modify line width. 		

Microsoft Office Advanced Applications

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> iv. Add various forms of shape (boxes, circles, etc.) to a slide. Add a free drawn line. v. Rotate or flip a drawn object in a slide. vi. Change the attributes of the shape (color in the shape, change the line type). vii. Apply shadow to a shape. viii. Group and ungroup objects. b. Charts <ul style="list-style-type: none"> i. Create and format charts ii. Create and modify the structure of an organizational chart. iii. Create different kinds of charts (bar chart, pie chart, etc.). c. Images and Other Objects <ul style="list-style-type: none"> i. Import images from other files. ii. Resize and move an image in a slide. iii. Import other objects (text, spreadsheet, table, chart or graphic files) to a slide. iv. Copy an imported object to a master slide. v. Add border effects to an object. vi. Insert objects such as headers, footers, date, slide numbers, and symbols. vii. Create, edit, and format a photo album. viii. Insert action buttons. ix. Create Hyperlinks. x. Insert and customize sounds and movie clips. d. Tables <ul style="list-style-type: none"> i. Create and format tables. ii. Modify the design and layout of a table. iii. Insert an image into a table. 		

Microsoft Office Advanced Applications

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<p>Printing and Distribution</p> <ul style="list-style-type: none"> a. Slide Setup <ul style="list-style-type: none"> i. Set up a slide show ii. Select appropriate output format for slide presentation (overhead, handout, 35mm slides, onscreen show). iii. Change slide orientation: landscape or portrait. b. Prepare for Distribution <ul style="list-style-type: none"> i. Add notes for the presenter to slides. ii. Number the slides. iii. Use spell-check program and make changes where necessary. c. Printing <ul style="list-style-type: none"> i. Preview the presentation document in slide, outline, slide sorter, or notes view. ii. Print slides in various views and output formats. <p>Slide Show Effects</p> <ul style="list-style-type: none"> a. Preset Animation <ul style="list-style-type: none"> i. Apply built-in animations. ii. Modify and remove animations. iii. Create custom animations. iv. Apply custom animation effects. v. Modify and remove animation effects. vi. Animate shapes, images, SmartArt, and chart elements. vii. Apply a build. b. Transitions <ul style="list-style-type: none"> i. Add transitions and sound to a presentation. ii. Set and rehearse timings for slides. <p>View a Slide Show</p> <ul style="list-style-type: none"> a. Delivering a Presentation <ul style="list-style-type: none"> i. Start a slide show on any slide. ii. Use on-screen navigation tools. iii. Hide slides. 		

Microsoft Office Advanced Applications

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>7. Learn skills to integrate the Internet and demonstrate online communication skills.</p>	<p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with the Internet <ul style="list-style-type: none"> i. Open a Web browsing application. ii. Understand the make-up and structure of a Web address. iii. Display a given Web page. iv. Change the Web browser Home page/Start page. v. Save a Web page as a file. vi. Use application Help functions. vii. Close the Web browsing application. b. Adjust Basic Settings <ul style="list-style-type: none"> i. Change view/display modes. ii. Modify toolbar display. iii. Display images on Web page. iv. Do not load image files onto Web page. <p>Web Navigation</p> <ul style="list-style-type: none"> a. Accessing a Web Address <ul style="list-style-type: none"> i. Open a URL (Uniform Resource Locator) and collect data. ii. Open Hyperlink or an image link and return to original page. iii. Browse a specified site and collect data. <p>Web Searching</p> <ul style="list-style-type: none"> a. Using a Search Engine <ul style="list-style-type: none"> i. Define search requirements. ii. Use a key word in a search. iii. Use common logical operators in a search. b. Printing <ul style="list-style-type: none"> i. Modify page setup options. ii. Print a Web page using basic print options. iii. Present a search report as a printed document. 		

Microsoft Office Advanced Applications

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<p>Bookmarks</p> <ul style="list-style-type: none"> a. Create a Bookmark <ul style="list-style-type: none"> i. Open a bookmarked Web page. ii. Bookmark a Web page. iii. Add Web pages to bookmark folder. <p>Getting Started</p> <ul style="list-style-type: none"> a. First Steps with Electronic Mail <ul style="list-style-type: none"> i. Open an electronic mail application. ii. Open a mail inbox for a specified user. iii. Open a mail message. iv. Close the electronic mail application. v. Use Online Help functions. b. Adjust Basic Settings <ul style="list-style-type: none"> i. Change display modes. ii. Modify toolbar display. <p>Messaging</p> <ul style="list-style-type: none"> a. Send a Message <ul style="list-style-type: none"> i. Create a new message. ii. Insert a mail address in the "mailto" field. iii. Insert a title in the subject field. iv. Add an auto-signature to a message. v. Use a spell checking tool if available. vi. Attach a file to a message. vii. Send a message with high/low priority. b. Copy, Move, Delete <ul style="list-style-type: none"> i. Use Copy and Paste tools to duplicate text within a message or to another active message. ii. Use Cut and Paste tools to move text within a message or to another active message. iii. Use Cut and Paste tools to insert text from another source into a message. iv. Delete text in a message. v. Delete a file attachment from a message. 		

Microsoft Office Advanced Applications

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> c. Read a Message <ul style="list-style-type: none"> i. Collect or open mail. ii. Mark/highlight a message in a mail folder. iii. Use the mail bin. iv. Open and save a file attachment. d. Reply to a Message <ul style="list-style-type: none"> i. Use reply to sender function. ii. Use reply to all function. iii. Reply with original message insertion. 		
<p>8. Learn skills needed to use Microsoft Publisher.</p>	<p>Getting Started with Publisher</p> <ul style="list-style-type: none"> a. Create simple one-page publications that include text boxes. b. Use spell-check c. Navigate Publisher <p>Changing the Design and Layout</p> <ul style="list-style-type: none"> a. Change a publication's look by choosing color schemes, designs, and paper types and sizes. b. Insert pages and work with master pages. c. Use the Content Library and Design Gallery. <p>Working with Fonts and Styles</p> <ul style="list-style-type: none"> a. Apply formatting, such as changing font styles, sizes, and colors. b. Set tab stops, create lists and tables, and manage styles. <p>Working with Graphics</p> <ul style="list-style-type: none"> a. Use clip art, scanned images, drawn lines and shapes, and WordArt. b. Align, format, and distribute objects. c. Copy content from other programs. <p>Exploring Publication Types</p> <ul style="list-style-type: none"> a. Create business cards, greetings cards, and newsletters. b. Complete a mail merge. 		

Web Page Design

Course Description: Would you like to be able to design your very own web site? If so, then this course is for you. The skills you learn could lead you into a part-time high school job or a career in Web Publishing. Skills that are taught include Internet basics, HTML, web design fundamentals, layout and web authoring. The course covers topics and insights related to E-Commerce. These topics are reinforced by hands-on computer activities in which students design several web sites. All work is done in class—NO HOMEWORK!

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <p>1. Gain a better understanding of what the Internet and the worldwide web are and how they work.</p>	<p>The student will:</p> <p>a. History of the Internet and the www.</p> <p>b. Demonstrate ability to use web browsers and file management.</p> <p>c. Demonstrate an understanding of net addresses.</p> <p>d. Use Boolean language to effectively use search engines by using the following commands:</p> <ul style="list-style-type: none"> • And/or/+ • Not/- • Near/adj • Parentheses • Natural language/phrase searching <p>e. Investigate uses and purposes of the Internet.</p> <ul style="list-style-type: none"> • HTTP – www • Email • Gopher • FTP • Blogs 	<p>IT I, VII</p>	<p>5 – C, D</p>
<p>2. Become familiar with the concept of E-Commerce.</p>	<p>a. Demonstrate knowledge and use of:</p> <ul style="list-style-type: none"> • Retailing • Electronic catalogs 	<p>XVII</p>	

Web Page Design

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> • Organizations and associations • Small businesses • Corporations <p>b. List the steps involved in Internet marketing.</p> <p>c. Describe various types of digital advertising.</p> <p>d. Research global E-Commerce.</p>		
<p>3. Become familiar with the skills in the basic components of HTML (hyper text markup language).</p>	<p>a. Define and use HTML basics relating to home page, images, backgrounds, color and text.</p> <p>b. Build a site using HTML tags.</p> <p>c. Define needs in preparation to create a site.</p> <p>d. Define format of tags including use of containers.</p> <p>e. Manipulate text using various tags.</p> <p>f. Create a link to other web sites and allow e-mail interaction.</p> <p>g. Insert images on the web page, adjust image formats and create a clickable image.</p> <p>h. Manipulate images and adjust placement, alignment and size adjustments.</p> <p>i. Create tables.</p>	<p>VI, VII</p>	<p>4 – A1, 2 6 – A</p>

Web Page Design

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>4. Learn skills necessary to use web page editors, such as Dreamweaver.</p>	<p>a. Describe how a web page editor works.</p> <p>b. Demonstrate an understanding of web site creation and management features.</p> <p>c. Perform the following functions:</p> <ul style="list-style-type: none"> • Preview pages • Explore links • Create new pages • Add and manipulate text • Add images • Make images transparent • Create links • Insert tables • Create frames • Create forms • Display information about the site <p>d. Understand the term Graphical User Interface.</p>	<p>VI, VII</p>	<p>6 – A</p>
<p>5. Introduce web design fundamentals.</p>	<p>a. Explain the phases of web page design, including:</p> <ul style="list-style-type: none"> • Planning • Design • Implementation • Evaluation <p>b. Describe the elements of the planning phase, including:</p> <ul style="list-style-type: none"> • Defining web site message • Defining the audience 	<p>VI, VII</p>	<p>4 – A1, 2, 3 5 – A1, 2, 3 5 – B1, 2, 3, 4, 5, 6 6 – A</p>

Web Page Design

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> • Defining the purpose and scope • Storyboarding, including thumbnails and rough sketches • Navigation <p>c. Identify basic design principles:</p> <ul style="list-style-type: none"> • Visual theme • Balance • Proportion • Color scheme • Font choices • Layout 		
6. Understand process for publishing a web site.	<p>a. Discuss cost considerations in developing a web site.</p> <p>b. Define FTP and its purpose.</p> <p>c. Investigate options for web hosts.</p> <p>d. Upload a web site to a server.</p>	VII, X	
7. Learn skills to design and manipulate graphics using Adobe Photoshop.	<p>a. Define differences between CMYK, RGB and indexed color.</p> <p>b. Demonstrate knowledge of graphic definitions such as:</p> <ul style="list-style-type: none"> • File formats • Gif file formats • Jpeg file formats • Png file formats 	VI, VII	

Web Page Design

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> • Anti-aliasing • File size of images • Image maps alternate labels • Thumbnails <p>c. Prepare images using the following methods:</p> <ul style="list-style-type: none"> • Web graphic specifications • Use clipart • Use a scanner • Use a digital camera • Make a gif • Make a jpeg 		
<p>8. Work in a hands-on environment to assist in organizing and developing a web site.</p>	<p>a. Integrate skills to develop a web site.</p> <p>b. Troubleshoot and problem solve while developing parts of a web site in a group setting.</p> <p>c. Research and gather information to use in developing a web site.</p> <p>d. Interact with other webmasters from other schools to share ideas and improve web sites.</p>	VII	
<p>9. Copyright issues involved in downloading information from the Internet.</p>	<p>a. Understand the terms copyright, trademark, shareware, freeware, and intellectual property.</p> <p>b. Explain the process of registering a copyright for a Web site.</p> <p>c. Explain the parts of a copyright notice.</p>	XI	<p>2 – D3, 4 (Grade 12)</p> <p>4 – A3</p> <p>5 – B5</p>

Web Page Design

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
10. Learn methods for marketing web sites.	a. Define the term metatag. b. Explain the 3 main types of metatags and their purpose. c. Add appropriate metatags to a web site.	XVII	
11. Learn basic skills necessary to use Adobe Flash.	a. Explain the use of Flash when creating Web pages. b. Demonstrate an understanding of how to create Flash animations. c. Perform the following functions: <ul style="list-style-type: none"> • Draw basic shapes • Select objects • Position objects on the stage • Transfer objects • Arrange the stack order • Group/ungroup objects • Work with frames and keyframes to create animations • Insert a flash movie onto a Web page. 	VI, VII	

Accounting 1

Course Description: Accounting 1 introduces students to accounting fundamentals and how to analyze and record financial records. After manual accounting procedures are mastered, computerized accounting is used to reinforce accounting concepts. Business accounting simulations are completed throughout the course.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <ol style="list-style-type: none"> 1. Understand accounting concepts and practices related to an accounting system for a service business organized as a proprietorship. 	<p>The student will:</p> <ol style="list-style-type: none"> a. Classify accounts as assets, liabilities, capital. b. Analyze business transactions involving balance sheet accounts and revenue and expense accounts using the accounting equation. c. Define accounting terminology. d. Analyze transactions into debit and credit parts. e. Use +/- accounts to show which accounts are debited and credited for each transaction. f. Journalize transactions into a multi-column journal. g. Total and rule the journal. h. Prepare a chart of accounts with appropriate account numbers. i. Open general ledger accounts. j. Post the entries from the journal to a general ledger. 	<p>A-I, A-II, A-III</p>	<p>1 – A1, 2, 3</p>

Accounting 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> k. Prepare a work sheet for a service business organized as a proprietorship with appropriate adjustments. l. Prepare an income statement and a balance sheet using information from a work sheet. m. Record and post adjusting entries for a service business. n. Record and post closing entries for a service business. o. Prepare a post-closing trial balance to prove the accuracy of the general ledger. 		
<p>2. Understand accounting concepts and practices related to a cash control system.</p>	<ul style="list-style-type: none"> a. Checking accounts b. Bank reconciliation c. Dishonored checks and electronic banking d. Petty cash 	A-I	5 – A1
<p>3. Understand accounting concepts and practices related to an accounting system for a merchandising business organized as a corporation.</p>	<ul style="list-style-type: none"> a. Utilize the chart of accounts for a merchandising business organized as a corporation. b. Analyze transactions affecting purchases and cash payments. c. Journalize and post transactions related to purchases and cash payments. 	A-IV	5 – A2

Accounting 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> d. Analyze transactions affecting sales and cash receipts. e. Journalize and post transactions related to sales and cash receipts. 		
<p>4. Identify accounting practices related to payroll records.</p>	<ul style="list-style-type: none"> a. Prepare a payroll register. b. Record information in an employee earnings record. c. Journalize and post the journal entry for payment of a payroll. d. Journalize and post the employer's payroll taxes entry. e. Journalize and post withholding and payroll taxes. 	A-IV	3 – B2
<p>5. Gain an understanding of accounting concepts related to distributing dividends and preparing a work sheet for a merchandising business organized as a corporation.</p>	<ul style="list-style-type: none"> a. Define vocabulary terms related to distributing dividends and preparing a work sheet. b. Journalize the declaration and payment of a dividend. c. Plan end-of-fiscal-period adjustments for a merchandising business organized as a corporation. d. Complete a work sheet for a merchandising business organized as a corporation. 	A-IV	5 – B4

Accounting 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
6. Prepare financial statements and end-of-fiscal-period entries for a merchandising business organized as a corporation.	a. Prepare and analyze an income statement. b. Prepare a statement of shareholders' equity. c. Prepare and analyze a balance sheet. d. Record adjusting and closing entries. e. Record reversing entries.	A-III, A-IV	4 – B2
7. Use automated accounting software to computerize selected accounting problems.	a. Complete several simulations to reinforce accounting concepts.	A-IV	3 – B2
8. Become familiar with an automated accounting software program.	a. Computerize selected accounting problems using accounting software.	A-I, A-II, A-III, A-IV	3 – B2

Accounting 2

Course Description: Accounting 2 instructs students in more advanced accounting concepts. Students learn the accounting cycle for a corporation, including depreciation, inventory, notes payable and receivable, and uncollectible accounts. Several simulations for the various topics are completed electronically to reinforce these relationships and provide practical applications of student learning.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <ol style="list-style-type: none"> 1. Become familiar with the allowance method of recording uncollectible accounts expense. 	<p>The student will:</p> <ol style="list-style-type: none"> a. Identify accounting terms related to uncollectible accounts. b. Calculate estimated uncollectible accounts expense. c. Journalize and post entries related to uncollectible accounts. 	<p>A-IV</p>	<p>3 – B1</p>
<ol style="list-style-type: none"> 2. Accounting for plant assets and depreciation. 	<ol style="list-style-type: none"> a. Define accounting terms related to plant assets, depreciation, and property tax expense. b. Calculate depreciation expense and the book value of a plant asset. c. Record plant asset information in a plant asset record. d. Journalize entries related to accounting for plant assets, depreciation, and property tax expense. e. Journalize disposal of plant assets with both gains and losses. 	<p>A-IV</p>	<p>3 – B1</p>

Accounting 2

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
3. Become familiar with accounting concepts and practices related to inventory.	a. Define accounting terms related to inventory. b. Determine the cost of merchandise inventory using the FIFO, LIFO, and weighted-average inventory costing methods. c. Estimate the cost of merchandise inventory using the gross profit method of estimating inventory.	A-IV	5 – B4
4. Understand the procedures of accounting for notes payable and notes receivable.	a. Define accounting terms related to notes and interest. b. Calculate interest and maturity dates for notes. c. Analyze and record transactions for notes payable and notes receivable. d. Promissory notes.	A-IV	5 – B4
5. Identify accounting concepts and practices related to accrued revenue and accrued expenses.	a. Define the accounting terms related to accrued revenue and accrued expenses. b. Record adjusting, closing, and reversing entries for accrued revenue. c. Record adjusting, closing, and reversing entries for accrued expenses.	A-IV	5 – B4
6. Use automated accounting software to computerize selected accounting problems.			3 – B2

Law 1

Course Description: Are you interested in finding out how the law affects you? Have you ever wondered what it would be like to be an attorney or a witness or to actually try a case in court? If so, then Law 1 is the course for you! Law 1 focuses on civil law as well as juvenile law. Law 1 provides students with interesting information that affects them. Students learn about the legal system by studying the civil trial process and by participating in several mock trials throughout the semester. Students take a field trip to the Juvenile Court to watch cases being tried. During the course of the semester, students also take a tour of the Franklin County Jail, study torts (a type of lawsuit) and consumer law. Speakers, including attorneys, police officers and judges, are invited to class to share their expertise.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <ol style="list-style-type: none"> 1. Gain an understanding of the origin of laws and the types of laws that affect us. 	<p>The student will:</p> <ol style="list-style-type: none"> a. Explain reasons for having laws. b. Discuss the relationship between laws and values. c. Identify the types of laws that affect their daily lives: <ul style="list-style-type: none"> • Civil Laws • Criminal Laws • Constitutional Laws • Administrative Laws • Common Law • Statutory Law d. Provide examples of types of federal, state, and local laws. e. Explore, through cases, the relationship between laws and morals. f. Explain differences between civil and criminal law. g. Explain how a bill becomes a law. 	<p>BL – IB, E</p>	<p>2 – D</p>

Law 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>2. Describe the basic structure of the federal and state court system and the organization of individual courts.</p>	<p>a. Explain the basic structure and function of the court system.</p> <p>b. Identify the different courts in the Ohio system.</p> <p>c. Distinguish between state trial courts and their jurisdiction.</p> <p>d. Describe how a case would advance through the different levels of courts.</p> <p>e. Identify alternative dispute resolution methods for settling disputes out of court.</p> <p>f. Identify different courts in the federal court system.</p>	<p>BL – I</p>	
<p>3. Learn roles related to court proceedings and gain an understanding of the trial process.</p>	<p>a. Analyze the voir dire process.</p> <p>b. List and explain the steps in a trial.</p> <p>c. Identify the type of information required for the main parts of a trial.</p> <ul style="list-style-type: none"> • Opening statement • Direct examination • Cross examination • Closing argument <p>d. Create arguments and questions to effectively act out the role of attorney and witness.</p>	<p>BL – I</p>	

Law 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	e. Prepare case materials and actively participate in classroom mock trials. f. Identify the main people in the courtroom.	BL – I	
4. Develop an understanding of the Juvenile Court System.	a. Identify the 5 stages in the juvenile court system <ul style="list-style-type: none"> • Intake • Preliminary hearing • Adjudicatory hearing • Disposition hearing • Aftercare b. Compare the goals and role of the juvenile system to the adult system. c. Analyze case law that influences current rights and responsibilities of juveniles. d. Identify the procedures in Juvenile Court through a field trip to the court. e. Discuss Ohio laws that affect juveniles (i.e., bindover laws, status offenses, juvenile offenses).	BL – I CD – I, CD – II, CD – III, CD – V, CD – VI E&PF – XV	
5. Explore concepts in civil/tort law.	a. Define and distinguish the 3 main categories of torts: <ul style="list-style-type: none"> • Intentional torts • Negligence • Strict liability b. List possible defenses for each type of tort.	BL – V	

Law 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	b. Investigate cases involving torts by briefing the situation to determine: <ul style="list-style-type: none"> • Facts • Issues • Arguments • Appropriate decisions c. Evaluate behaviors that are wrongful acts; brief these situations and apply appropriate remedies.		
6. Investigate consumer rights and responsibilities.	a. Discuss consumer legislation and agencies that protect consumers. b. Demonstrate awareness that wise consumers can avoid and resolve on their own. c. Explain the concept of contracts and implication for minors (under 18). d. Describe remedies for unfair and deceptive trade practices. e. Identify various remedies available to consumers through civil court.	BL – II E&PF – X E&PF – XIII E&PF – XV	
7. Study legal aspects of family law.	a. Compare changes in the American family. b. Explain the legal requirements for marriage in Ohio.	BL – IX	

Law 1

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<ul style="list-style-type: none"> c. Define the legal rights and responsibilities of husbands and wives and how this has changed over the years. d. Discuss legal ramifications associated with unmarried living situations. e. Analyze the societal problems and remedies for child abuse and neglect. 		
<p><u>Mock Trial Team (Co-curricular Activity)</u></p> <p>Students may participate as a member of the Mock Trial Team either while taking Law 1 or after successfully completing Law 1.</p>			

Law 2

Course Description: Law 2 focuses on criminal law. This course places emphasis on the adult legal system and the appeals process. Student field trips may include the Ohio Supreme Court, Common Pleas Court or other related sites. Students role play important issues through Mock Trials and Appellate Court Hearings. The culminating project for this course allows students to take lessons learned during Law 2 and apply them toward a simulated case.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <p>1. Review types of laws and the origin of the legal system in the United States.</p>	<p>The student will:</p> <p>a. Describe the differences between criminal and civil, substantive and procedural, and business and other forms of law.</p> <p>b. Explain the nature of crime in America.</p>	<p>BL – I</p>	
<p>2. Explore the concept of ethics.</p>	<p>a. Define ethics and the elements of ethical thinking.</p> <p>b. Explain how laws reflect ethics based on:</p> <ul style="list-style-type: none"> • Consequences • Reasoning <p>c. Analyze decisions recently made by courts and discuss their ethical reasoning and implications.</p>	<p>BL – I</p>	
<p>3. Investigate criminal law and criminal procedure in Ohio.</p>	<p>a. Identify the elements of a crime and various types of crime:</p> <ul style="list-style-type: none"> • Elements of a crime • Culpable mental states • Discuss various state statutes <p>b. Compare and contrast the pre-trial steps in a civil lawsuit with the steps in criminal prosecution.</p>	<p>BL – I E</p>	

Law 2

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	c. Identify the procedure in criminal court through a field trip to a court. <ul style="list-style-type: none"> • Discuss courtroom observations with the judge. • Interact with court personnel regarding court procedure. 		
4. Evaluate appellate options for defendants.	a. Describe the federal court system. b. Identify the different Federal Circuits and their geographic jurisdiction. c. Explain the process of getting a case to the United States Supreme Court. <ul style="list-style-type: none"> • Writ of certiorari cases • Original jurisdiction cases 	BL – I C, D	
5. Learn the roles of attorneys and witnesses in Mock Trials and Moot Court Hearings.	a. Describe and provide examples of objections to effectively utilize these objections in court simulations through role-play. b. Create strategies and arguments to effectively try a case. <ul style="list-style-type: none"> • Mock Trial with witnesses • Moot Court Case – appellate level 	B – I C	
6. Determine Constitution freedoms with regard to search and seizure and Miranda warnings.	a. Discuss the cases that established basic philosophies governing search and seizure.	BL – I	

Law 2

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<p>b. Analyze various cases with regard to warrants and warrantless searches.</p> <ul style="list-style-type: none"> • What is needed for a warrant? • What are the exceptions to warrants? <p>c. Prepare arguments for the search and seizure moot court hearing involving expectations of privacy.</p> <p>d. Discuss the cases that established basic philosophies governing Miranda warnings.</p>		
<p>7. Gain an understanding of the elements that are required for contracts.</p>	<p>a. List the elements required to form a contract:</p> <ul style="list-style-type: none"> • Offer • Acceptance • Consideration • Capacity • Legality • Agreement <p>b. Describe the requirements of these elements.</p> <p>c. Evaluate the importance of contracts in their personal lives.</p> <p>d. Breach of contract</p>	<p>BL – I, II A</p>	
<p>8. Gain an understanding of crime scene investigation.</p>	<p>a. Identify procedures that are appropriate.</p> <p>b. Recognize elements involved in an investigation.</p>	<p>BL – I, II</p>	

Law 2

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	c. Recognize appropriate testing methods for evidence.		
9. Study of historical criminal cases and trials.	a. Research cases. b. Analyze decisions of the court. c. Discuss application of the legal procedures.		
10. Apply criminal law concepts to a culminating hands-on project.	a. Research topic of interest within area of law. b. Discuss legal aspects of this area. c. Present case or findings.		

Personal Financial Management

Course Description: Personal Financial Management provides students with the knowledge and skills needed to make wise personal financial decisions—now and in the future. This is a great introductory course that includes the following topics presented in four parts: Part 1 – Understanding Income; Part 2 – Money Management; Part 3 – Spending and Credit; Part 4 – Saving and Investing. These topics are reinforced through Internet research, hands-on applications, guest speakers, and electronic simulations.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
PART 1: UNDERSTANDING INCOME			
<p>Chapter 1: Choices That Affect Income</p> <ul style="list-style-type: none"> • 1-1 Personal Financial Decisions • 1-2 Career Planning 	<p>The student will:</p> <ol style="list-style-type: none"> a. Discuss how the job market changes over time. b. Explain how career choices affect earning potential. c. Explain how goals, values, and education are related to career choices. d. Describe how a person's education may affect the amount of money that person earns. <ol style="list-style-type: none"> a. Describe how economic conditions can affect prices and income. b. Discuss training and skills that workers need for job success. c. Explore tuition costs for colleges and other educational programs. d. Explore the options available to pay for education and training. 	<p>Economics and Personal Finance</p> <p>II. Earning and Reporting Income</p> <p>PF – Levels 1, 3, 4</p>	<p>2 – A1, 2, 3, 5</p>
<p>Chapter 2: Income Sources</p> <ul style="list-style-type: none"> • 2-1 Earned Income and Benefits 	<ol style="list-style-type: none"> a. List and discuss types of earned income, such as wages, salaries, tips, and commissions. b. Discuss the advantages and disadvantages of self-employment. c. Describe employee benefits. 	<p>II. Earning and Reporting Income</p> <p>PF – Levels 1, 3, 4</p>	<p>2 – A1, 2, 3, 5</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<ul style="list-style-type: none"> • 2-2 Unearned Income • 2-3 Taxes and Other Deductions 	<ul style="list-style-type: none"> a. List private sources of unearned income. b. List several types of government transfer payments. c. Explain the difference between in-kind and in-cash transfer payments. d. Discuss the costs and benefits of paying taxes. a. Explain how taxes affect disposable income. b. List types of deductions required for taxes. c. Compute net pay. d. List examples of optional deductions from pay. e. Complete a Form I-9 and a Form W-4. f. Complete a federal income tax return 		
<p style="text-align: center;">Chapter 3: Income and Purchasing Power</p> <ul style="list-style-type: none"> • 3-1 Inflation and Prices • 3-2 Price and Demand • 3-3 Selling and Buying Strategies 	<ul style="list-style-type: none"> a. Define inflation and explain how it is measured. b. Describe types of inflation. c. Describe the causes of inflation. d. Explain how inflation and employment levels are related. e. Explain how inflation affects spending, saving, and investing decisions. a. Describe three methods of setting prices in a market economy. b. Explain how consumer's buying strategies affect demand and prices in a market economy. a. Describe strategies used by businesses to sell goods and services. 	<p>Economics IV. Levels 1, 2, 3 V. Levels 1, 2 IX. Levels 1, 2, 3</p> <p>Markets and Prices IV. Levels 1, 2, 3</p> <p>Market Structures V. Levels 1, 2</p> <p>Economics Aggregate Demand IV. Levels 1, 2, 3</p>	<p>2 – A1, 2, 3, 5</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	b. Explain how businesses are able to create demand for a product. c. Discuss strategies buyers can use before, during, and after a purchase.		
PART 2: MONEY MANAGEMENT			
Chapter 4: Financial Decisions and Planning <ul style="list-style-type: none"> • 4-1 Resources and Choices • 4-2 Budgeting • 4-3 Personal Financial Planning 	<ul style="list-style-type: none"> a. Explain how basic needs, other needs, and wants differ. b. Describe how limited resources affect consumer choices. c. Prepare a personal income and expense statement. d. Prepare a personal balance sheet. e. Apply a decision-making process to personal financial choices. a. Identify the purpose of a budget. b. Prepare a personal budget using the “pay-yourself-first” philosophy. c. Describe recordkeeping methods used in the budgeting process. a. Explain the purpose of a financial plan. b. List the steps of the financial planning process. c. Describe how financial goals help make achieving personal goals possible. d. Prepare a personal financial plan. 	Economic and Personal Finance PF – Levels 1, 2 III. Managing Finance and Budgeting Personal Finance Levels 1, 2, 3, 4	3 – A1, 2, 3

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>Chapter 5: Banking Procedures</p> <ul style="list-style-type: none"> • 5-1 Checking Accounts • 5-2 Savings Accounts 	<ul style="list-style-type: none"> a. Explain the purpose and use of a checking account. b. Prepare a checkbook register. c. Write a check and prepare a deposit slip. d. Prepare a bank reconciliation. a. Explain the purpose of savings. b. Compute interest on savings at a fixed interest rate. c. List savings options and their advantages. 	<p>Economics VII. The Role of Government Levels 1, 2, 3, 4</p> <p>Personal Finance VI. Banking and Financial Institutions Levels 1, 2, 3, 4</p>	<p>3 – A1, 2, 3</p>
<p>Chapter 6: Personal Risk Management</p> <ul style="list-style-type: none"> • 6-1 Risk Assessment and Strategies • 6-2 Income Protection 	<ul style="list-style-type: none"> a. Explain the concept of risk. b. List the three types of risk. c. Explain what is meant by risk assessment. d. Discuss four risk strategies. a. Explain the need for health insurance and the types of plans available. b. Describe types of coverage available in health insurance plans. c. List ways you can lower costs and manage health care spending. d. Explain the need for disability coverage and the types of plans available. e. Explain the need for life insurance and types of life insurance coverage. 	<p>Personal Finance VIII. Protecting Against Risk Levels 1, 2, 3, 4</p>	<p>3 – A1, 2, 3</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<ul style="list-style-type: none"> • 6-3 Property Protection 	<ul style="list-style-type: none"> a. Explain the need for homeowner's insurance and the types of coverage provided. b. Explain the need for renter's insurance. c. Explain the need for automobile insurance and the types of coverage provided. d. Describe the purpose of an umbrella policy. 		
PART 3: SPENDING AND CREDIT			
<p>Chapter 7: Buying Decisions</p> <ul style="list-style-type: none"> • 7-1 Buying Plans • 7-2 Sources and Benefits of Credit • 7-3 Costs of Credit 	<ul style="list-style-type: none"> a. Explain the advantages of using a buying plan. b. List the steps of a buying plan. c. Set criteria for selecting one item over another item to buy. d. Explain why comparison shopping leads to better buying decisions. e. Create a buying plan. a. Explain the purpose of credit. b. Compare sources of consumer credit. c. Complete a sample credit application. d. Describe the benefits of using credit. a. List costs associated with using credit. b. Explain the difference between fixed and variable interest rates. c. Use three different methods for computing finance charges. d. Describe penalties and fees imposed by credit card companies. e. Compare credit card offers. 	<p>Economics and Personal Finance</p> <p>Personal Finance Buying Goods and Services V. Levels 1, 2, 3, 4</p> <p>Personal Finance Using Credit VII. Levels 1, 2, 3, 4</p>	<p>5 – B1, 2, 3, 4, 5, 6</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>Chapter 8: Paying for Credit</p> <ul style="list-style-type: none"> • 8-1 Payment Methods • 8-2 Consumer Loans • 8-3 Credit Tips 	<ul style="list-style-type: none"> a. Describe manual and electronic options for making payments. b. Explain the advantages and disadvantages of manual payment options. c. Explain the advantages and disadvantages of electronic payment options. d. Name the primary advantage of wire transfers. e. Discuss the prepayment penalties and why a loan might be repaid early. a. Describe types of consumer loans. b. Explain how a personal loan differs from a secured loan. c. Explain how a fixed rate mortgage differs from an adjustable rate mortgage. d. Describe the purpose of a mortgage calculator. e. Explain the purpose of a student loan. f. Describe rent-to-own agreements and give their advantages and disadvantages. a. Explain why using credit may tie up future credit. b. Discuss why you should consider the state of the economy when planning credit purchases. c. List the terms typically included in a credit offer. d. List ways you can reduce and avoid credit costs. 	<p>Personal Finance Using Credit VII. Levels 1, 2, 3, 4</p>	<p>5 – B1, 2, 3, 4, 5, 6</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>Chapter 9: Credit Problems and Laws</p> <ul style="list-style-type: none"> • 9-1 Revolving Credit Problems • 9-2 Bankruptcy • 9-3 Consumer Protection and Laws 	<ul style="list-style-type: none"> a. Explain how to dispute an error on a credit statement. b. List ways to prevent credit card fraud. c. Describe the purpose of consumer advocacy groups. d. Explain how government consumer protection services help consumers. e. List ways to prevent garnishment and repossession of assets. a. Explain the purposes of bankruptcy. b. List strategies to help avoid bankruptcy. c. Describe Chapter 7 Liquidation bankruptcy. d. Describe Chapter 13 with Wage Earner Plan Bankruptcy. e. Explain bankruptcy exemptions and how they affect consumers. a. Explain the purpose of a credit report and credit score. b. Explain consumer rights related to denied credit. c. State the purposes of several consumer protection laws. d. Explain the process of alternate dispute resolution. e. Describe the process of resolution through filing a lawsuit. f. List credit scams and ways to protect yourself from them. 	<p>Personal Finance Using Credit VII. Levels 1, 2, 3, 4</p>	<p>5 – B1, 2, 3, 4, 5, 6</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
PART 4: SAVING AND INVESTING			
<p>Chapter 10: Understanding Saving and Investing</p> <ul style="list-style-type: none"> • 10-1 Reasons for Saving and Investing • 10-2 Saving and Investing Principles • 10-3 Saving and Investing Strategies 	<ul style="list-style-type: none"> a. Explain the differences between saving and investing. b. Describe reasons for saving and investing. c. Describe the concept of financial security. d. Explain what is meant by retirement planning. a. Discuss the concept of risk versus return. b. List some types of risk that savers and investors may face. c. Describe the possible tax advantages of long-term saving and investing. a. Explain how to use a systematic strategy for saving and investing. b. Explain the dollar-cost averaging strategy. c. Explain how a diversification strategy can lower risk. d. Explain the difference between a bull market and a bear market. e. Discuss buying and selling strategies in times of economic growth and decline. 	<p>Economics and Personal Finance</p> <p>Personal Finance Saving and Investing IV. Levels 1, 2, 3, 4</p>	<p>5 – B1, 2, 3, 4, 5, 6 (Grade 12)</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>Chapter 11: Savings and Investing Options</p> <ul style="list-style-type: none"> • 11-1 Low-Risk Investment Options • 11-2 Medium Risk Investment Options • 11-3 High-Risk Investment Options 	<ul style="list-style-type: none"> a. Discuss the importance of having liquid savings. b. Give examples of savings options that are liquid. c. Give examples of low-risk savings and investment options. d. Explain how corporate bonds are different from government bonds. e. Discuss how annuities can be used to provide for financial security. a. List the various kinds of retirement plans that can be opened by an individual. b. Describe retirement account options provided through employers. c. Discuss the importance of portability for retirement plans. d. Describe mutual fund investing and give advantages of investing in mutual funds. a. Describe several high-risk investment options. b. Compare common stock with preferred stock. c. Describe direct investing and the risk it involves. d. Discuss trading future contracts for commodities. e. Explain why indirect options reduce risk. 	<p>Personal Finance Saving and Investing IV. Levels 1, 2, 3, 4</p>	<p>5 – B1, 2, 3, 4, 5, 6 (Grade 12)</p>

Personal Financial Management

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>Chapter 12: Buying and Selling Investments</p> <ul style="list-style-type: none"> • 12-1 Researching Investments • 12-2 Buying and Selling Securities • 12-3 Regulatory Agencies 	<ul style="list-style-type: none"> a. Describe the types of financial information found in magazines, newspapers, and newsletters. b. Describe the type of data found in company reports. c. Explain how to find investing information on the Internet. d. List figures that can be used to compare the performance or value of companies. e. Explain how investment professionals help investors. a. Explain the difference between the primary market and the secondary market for securities. b. Compare buying stock on a securities exchange to buying in the over-the-counter market. c. Describe the steps in a buy transaction on a stock exchange. d. List advantages of direct investing. e. Compare a full-service stockbroker to a discount broker and an online broker. f. Discuss types of stock market orders. g. Explain the purpose of market timing strategies. a. Describe independent agencies that regulate and supervise the securities industry. b. Describe government agencies that regulate and supervise the securities industry. c. Explain the purpose of the Sarbanes-Oxley Act. 	<p>Personal Finance Saving and Investing IV. Levels 1, 2, 3, 4</p>	<p>5 – B1, 2, 3, 4, 5, 6 (Grade 12)</p>

Introduction to Business

Course Description: College Prep Business provides a broad base of business skills in the areas of Management, Human Resources, Economics, Marketing, Sales and International Business. Students will be exposed to the global economy, different aspects of accounting, and an overall view of real-world business. Area business leaders share insights and offer practical perspectives as well as career possibilities. Students use PowerPoint to prepare and present a business plan that reflects the critical elements of their learning in this academic offering.

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>The student will:</p> <p>1. Understand the business environment.</p>	<p>The student will:</p> <p>a. Understand the economic and legal environment.</p> <p>b. Understand the technological environment.</p> <p>c. Understand the competitive environment.</p> <p>d. Understand the social environment.</p> <p>e. Understand the global environment.</p> <p>f. Understand the progress in the agricultural and manufacturing industries.</p> <p>g. Understand the progress in service industries.</p>	<p>E&PF – III</p>	<p>I, II, III</p>
<p>2. Understand how economics affects business.</p>	<p>a. Explain how economic conditions affect businesses.</p> <p>b. Understand:</p> <ul style="list-style-type: none"> • free-market capitalism • socialism • communism • the trend towards mixed economies <p>b. Understand and define the elements of the economic system of the United States.</p>	<p>E&PF – IV E&PF – VIII E&PF – XI</p>	<p>I, II, III</p>

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>3. Demonstrate an understanding of competing in global markets.</p>	<p>a. Understand the global market.</p> <p>b. Explain why countries trade with other nations.</p> <ul style="list-style-type: none"> • Theory of Comparative Advantage • Theory of Absolute Advantage <p>c. Compare importing and exporting.</p> <p>d. Discuss the strategies for reaching global markets.</p> <ul style="list-style-type: none"> • Licensing • Exporting • Franchising • Contract manufacturing • Joint ventures and strategic alliances • Foreign direct investment <p>e. Discuss forces affecting trading in global markets.</p> <ul style="list-style-type: none"> • Sociocultural forces • Economic and financial forces • Legal and regulatory forces • Physical and environment forces <p>f. Discuss trade protectionism.</p> <ul style="list-style-type: none"> • World Trade Organization • Common Markets • NAFTA 	<p>E&PF – VII E&PF – XIV</p>	<p>I, II, III</p>
<p>4. Demonstrate ethical behavior.</p>	<p>a. Make ethical decisions.</p> <p>b. Explain what it means to manage businesses ethically and responsibly.</p>		

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	c. Understand corporate social responsibility. d. Understand international ethics and social responsibility.		
5. Study forms of business ownership.	a. Compare the advantages and disadvantages of: <ul style="list-style-type: none"> • Sole proprietorships • Partnerships • Corporations • Corporate mergers and acquisitions • Franchises 	EE – VIII	I, II, III
6. Understand entrepreneurship and starting a small business.	a. List characteristics needed to be a successful entrepreneur. b. Discuss small business operations – success and failure. c. Discuss factors involved in managing a small business. <ul style="list-style-type: none"> • Planning • Writing a business plan • Obtaining financing • The Small Business Administration • Knowing your customers • Managing employees • Keeping records • Looking for help d. Discuss prospects for going international. e. Create and implement a business plan.	EE – IX	I, II, III

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
7. Understand how to adapt organizations to today's markets.	a. Explain how to build an organization. b. Discuss issues involved in structuring organizations. c. Compare organization models. d. Discuss how organizations adapt to change.		
8. Understand what is involved in producing world-class goods and services.	a. Explain what manufacturers have done to become more competitive. b. Discuss the production process. c. Explain the steps involved in operations management planning. d. Discuss control procedures. <ul style="list-style-type: none"> • PERT • Gantt Charts 		
9. Explain the functions of management.	a. Identify management functions. <ul style="list-style-type: none"> • Planning • Organizing • Leading • Controlling 	MGMT – I	I, II, III
10. Gain an understanding of human resource management.	a. Explain how to determine human resource needs. b. Discuss challenges with recruiting employees from a diverse population.	MGMT – V	I, II, III

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<p>c. Describe current issues in managing human resources.</p> <p>d. Define methods that companies use to recruit new employees.</p> <p>e. Outline steps in selecting employees.</p> <p>f. Analyze employee compensation methods, pay systems and fringe benefits.</p> <p>g. Discuss various types of employee training and development methods.</p> <p>h. Identify how legislation affects human resource management.</p>		
<p>11. Understand how to deal with employee-management issues and relationships.</p>	<p>a. Discuss employee-management issues.</p> <p>b. Identify legislation that affects labor and collective bargaining.</p> <p>c. Explain various tactics used in labor-management conflicts.</p> <p>d. Investigate controversial employee-management issues.</p> <ul style="list-style-type: none"> • Executive compensation • Pay equity • Sexual harassment • Child care • Elder care • Drug testing • Violence in the workplace 		

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
12. Understand the marketing process.	a. Summarize the steps in the marketing process. <ul style="list-style-type: none"> • Find a consumer need. • Develop a product to meet the need based on research. • Do product testing. • Determine a brand name, design a package, and set a price. • Select a distribution system. • Design a promotional strategy. • Build a relationship with customers. 	MKTG – I MKTG – III MKTG – V	I, II, III
13. Understand how to develop and price products and services.	a. Define the term product line. b. Describe how businesses create product differentiation for their goods and services in both consumer and industrial markets. c. Describe the function of packaging. d. Discuss the role of branding. e. Define brand equity. f. Identify and describe the stages of the product life cycle, and describe marketing strategies at each stage. g. List and discuss the steps involved in new-product development. <ul style="list-style-type: none"> • Generating new product ideas • Product screening • Product analysis • Product development and testing • Commercialization 	MKTG – IV MKTG – V MKTG – VI	I, II, III

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	h. Explain the stages of the product life cycle. i. Explain popular pricing objectives. j. Compare pricing strategies.		I
14. Understand how to distribute products quickly and efficiently.	a. Explain the role of a marketing intermediary. b. Discuss the types of utility created by intermediaries. <ul style="list-style-type: none"> • Form • Time • Place • Possession • Information • Service c. Compare the different types of intermediaries. <ul style="list-style-type: none"> • Wholesale • Retail d. Discuss the different types of channel systems. <ul style="list-style-type: none"> • Corporate • Contractual • Administered • Supply chains e. Discuss factors to consider in choosing the right distribution mode.		

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
<p>15. Understand how to use effective promotional techniques.</p>	<p>a. Discuss the four elements of the promotion mix.</p> <ul style="list-style-type: none"> • Advertising • Personal selling • Public relations • Sales promotion <p>b. List and describe the steps of the selling process.</p> <p>c. Give examples of different types of sales promotion.</p> <ul style="list-style-type: none"> • Sampling • Word of mouth <p>d. Describe the functions of the public relations department.</p> <p>e. Analyze advantages and disadvantages of various advertising media.</p>	<p>MKTG – VII MKTG – IX</p>	<p>I, II, III</p>
<p>16. Understand financial information and accounting.</p>	<p>a. Explain the different areas of the accounting profession.</p> <p>b. List the steps in the accounting cycle.</p> <p>c. Explain the differences between the major financial statements.</p> <p>d. Identify important items on financial statements such as gross profit, net profit, etc.</p> <p>e. Compare and contrast information on financial statements.</p>	<p>EE – V</p>	<p>I, II, III</p>

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	f. Describe the impact of computer technology on accounting.		
17. Understand financial management.	a. Explain what is meant by the term financial management. b. Understand financial planning. c. Explain why it is important to have operating funds. d. Discuss types of short-term financing available to businesses. e. Discuss types of long-term financing available to businesses.		
18. Understand the securities markets.	a. Explain the function of securities markets. b. Explain the advantages and disadvantages of issuing bonds. c. Discuss the different classes of bonds. d. Explain the advantages and disadvantages of issuing stock. e. Discuss the differences between preferred stock and common stock. f. List and discuss stock exchanges, both domestic and global.		

Introduction to Business

Instructional Objectives	Performance Objectives	National Standards for Business Education	ODE Technology Standards
	<p>g. Explain how to invest in securities.</p> <ul style="list-style-type: none"> • Bonds • Stocks • Mutual funds • High risk investments <p>h. Discuss bond, stock, and mutual fund quotations.</p>		
<p>19. Understand money, financial institutions, and the Federal Reserve.</p>	<p>a. Explain why money is important.</p> <p>b. Discuss the basic of the Federal Reserve.</p> <ul style="list-style-type: none"> • The reserve requirement • Open-market operations • The discount rate • The Federal Reserve's check-clearing role <p>c. Explain the need for the Federal Reserve.</p> <p>d. List the various types of institutions in the American banking system.</p> <ul style="list-style-type: none"> • Commercial banks • Savings and Loan associations • Credit unions • Other financial institutions (nonbanks) <p>e. Explain how the government protects our funds.</p> <ul style="list-style-type: none"> • Federal Deposit Insurance Corporation • Savings Association Insurance Fund • National Credit Union Administration <p>f. Discuss the future of banking.</p> <p>g. Name some of the leaders in international banking.</p>		

International Business Academy

The International Business Academy is a four-year career academy, which will provide a rigorous and relevant interdisciplinary curriculum in the areas of business, culture, language, and technology, along with the core academic areas of English, math, and social studies. Interdisciplinary curriculum units at each grade level will connect all included subject areas together, as well as to the students' career interests.

Benefits of a career academy include: (1) Small learning communities which allow students to move through classes together with a core set of teachers, for at least two years; (2) Classes centered around particular career interests; (3) Allow for team planning of curriculum and activities; (4) Prepare students for both college and careers – College Prep curriculum with a career theme; and (5) Enhance partnerships with employers, community, and local colleges.

The Academy provides a wonderful foundation in 21st century skills for students interested in pursuing business-related careers, as well as providing students the opportunity to earn college credit for many of the Academy courses (although students are not required to take the courses for college credit through Columbus State Community College). At each grade level, specific Academy courses are required to be taken. Academy students will take their Academy classes together, although arrangements can be made for students who wish to substitute enriched or AP courses in place of certain core academic course requirements. Students not enrolled in the Academy are invited to sample Academy classes as space permits.

Throughout the four years of the Academy, students will be members of a student business organization. Students will also have the chance to hear from guest speakers and to participate in field trips and other Academy activities such as International Day, an online forum about cultural/business issues, and videoconferences with students and businesses in other states and countries. All Academy sophomores will be assigned a mentor from the business community. Juniors will participate in an internship at a local business as part of the Career Mentorship course, and seniors will complete the IBA Capstone Course during second semester, where they will have the opportunity to explore a business problem/issue and design a product or project in conjunction with a local business. Students who complete the Academy will receive a Diploma of Distinction at graduation.

The following table shows the suggested pathway for Academy courses and grade level course sequence.

International Business Academy

9th Grade	10th Grade	11th Grade	12th Grade
Keyboarding and Computer Skills	Accounting 1	Business Principles	Personal Financial Management
Microsoft Advanced Applications	Web Page Design	Virtual Enterprises*	IBA Capstone Project*
Enriched Spanish 2 or French 2 or Latin 2	Enriched Spanish 3 or French 3 or Latin 3	Enriched Spanish 4 or French 4 or Latin 4	Spanish 5 or AP Spanish, French, or Latin
Enriched English 1	Enriched English 2	Speech	Advanced Composition
Enriched Algebra 1	Geometry	Enriched Algebra 2	PDM
		Global Cultures	Government and Economics
		Career Mentorship*	

*Denotes new course proposal to be piloted and phased in over three-year period.

Entrepreneurship Business Academy

The Business Department at Thomas Worthington High School is offering an Entrepreneurship Business Academy (EBA) to all incoming freshmen. The academy is a four-year sequence of business courses designed to prepare students for post-secondary business programs in college and/or entry into the workforce. The business teachers will partner with the World Language and the English Departments to incorporate language skills needed in the business world.

During their freshman year, students take Keyboarding and Computer Skills for the first semester and Microsoft Office Advanced Applications for the second semester.

Students may receive college credit through Columbus State Community College for many of the Academy courses (although this is not required). The business teachers are pursuing college credit for other courses in the EBA.

The following table identifies the sequence of business courses for the four-year academy.

	Year 1	Year 2	Year 3	Year 4
Semester 1	Keyboarding and Computer Skills (.5 units)	Web Page Design (.5 units)	Personal Financial Management (.5 units)	Exploring Entrepreneurship (.5 units) <i>(under construction)</i>
Semester 2	Microsoft Office Advanced Applications (.5 units)	Accounting 1 (.5 units)	Introduction to Business (.5 units)	Business Mentorship (.5 units) <i>(under construction)</i>

Dual Enrollment Option

The Business Department has established a partnership with Columbus State Community College to offer some business courses for dual enrollment credit. This means students will receive both high school as well as college credit for the following courses:

- Keyboarding and Computer Skills
- Microsoft Office Advanced Applications
- Accounting 1

Additional courses may be offered for dual enrollment credit in future years.