

Course Outline

Business and Finance

REVISED: August/2023

Job Title

Office Technician

Career Pathway:

Business Management

Industry Sector:

Business and Finance

O*NET-SOC CODE:

43-9061.00

CBEDS Title:

Business Management

CBEDS No.:

4637

75-35-65

Office Technician/2: Trade Mathematics

Credits: 5

Hours: 90

Course Description:

This competency-based course is the second in a sequence of three designed for office technician training. It includes an introduction, safety and ergonomics, addition, subtraction, multiplication, and division, fractions, percentage, base, and rate, discounts and interest rates, measurements, tables and graphs, calculator operation, and employability skills and resume preparation. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires successful completion of the Office Technician/1: Fundamentals (75-35-55) course. All other students in different industry sector(s) may enroll in this course.

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 15
<p>Instructional techniques or methods could include laboratory techniques, lecture methods, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach considers the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit on the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be so that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) are listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	p. 15
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performance as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to AIDA GUERRERO, JULIO C. NAVARRO, JULIA ROSARIO, and KATHERINE VALENZUELA for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

MATTHEW OBERLANDER
Coordinator
Adult Education Instruction

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

RENNY NEYRA
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Business and Finance Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions, when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

Business and Finance Pathway Standards

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- ◆ Human Resources Specialist
- ◆ Education Administrator
- ◆ Purchasing Agent
- ◆ Office Manager
- ◆ Chief Financial Officer

- A1.0 Explain entrepreneurship and the fundamentals of developing a new business.
- A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.
- A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
- A4.0 Apply economic concepts as they relate to business.
- A5.0 Analyze financial data in order to make short-term and long-term decisions.
- A6.0 Explain the importance of risk management and regulatory compliance in business.
- A7.0 Utilize information and technology tools to conduct business effectively and efficiently.
- A8.0 Construct a Marketing Plan.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Office Technician/2: Trade Mathematics Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Review, apply, and evaluate classroom and workplace policies.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review classroom policies and procedures. 3. Review the importance of prioritizing work. 4. Review the different career paths, occupations, employment outlook, career advancements, and its impact on the administrative assistant and/or office technician. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations. 6. Review the importance of ethical behavior, teamwork, respecting individual and cultural differences and diversity in the workplace. 7. Review the duties and job roles as they apply to the Business and Finance industry sector. 	<p>Career Ready Practice: 1, 2, 3, 8, 9</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1 Career Planning and Management: 3.1, 3.3, 3.5, 3.9 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.6</p> <p>CTE Pathway: A4.2</p>
<p>B. SAFETY AND ERGONOMICS</p> <p>Review, understand, apply, and demonstrate the principles of safety and ergonomics.</p>	<ol style="list-style-type: none"> 1. Review and describe classroom and workplace first aid and emergency procedures. 2. Review, discuss, and research the California Occupational Safety and Health Administration (Cal/OSHA) workplace requirements. 3. Review how each of the following ensures a safe workplace to include verbal and nonverbal communication: <ol style="list-style-type: none"> a. employees’ rights as they apply to job safety b. employees’ obligations as they apply to safety c. safety laws applying to tools and equipment 4. Review and demonstrate operating a computer safely and in a manner that protects equipment. 5. Review definition of ergonomics and demonstrate sound ergonomic practices such as: <ol style="list-style-type: none"> a. identify causes, effects, and preventive measures for repetitive strain injuries b. typing technique, posture, and finger placement c. keyboard and monitor angle 	<p>Career Ready Practice: 1, 2, 4, 5, 8, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communication: 2.1, 2.3, 2.6 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ul style="list-style-type: none"> d. ways to hold and move a mouse without gripping it hard or squeezing it e. list benefits of periodic breaks to stretch and relax f. variety of stretches involving the wrists, neck, and shoulders g. organizing one's workspace. <ul style="list-style-type: none"> 6. Review software copyright laws as they pertain to computers. 7. Review and sign LAUSD Responsible Use Policy (RUP). 8. Pass the safety test with 100% accuracy. 	<p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Ethics and Legal Responsibilities: 8.4, 8.6, 8.7</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstrate and Application: 11.1</p> <p>CTE Pathway: A6.1, A7.1, A7.4</p>
<p>C. ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION</p> <p>Understand, apply, and evaluate the basic math functions of addition, subtraction, multiplication, division.</p>	<ul style="list-style-type: none"> 1. Define the following terms: <ul style="list-style-type: none"> a. addition b. addend c. sum, total, or amount d. subtotal e. subtraction f. minuend g. subtrahend h. difference i. decimal 2. Describe and demonstrate the following: <ul style="list-style-type: none"> a. reading and writing numbers in words and figures using accurate place values b. rounding off whole numbers c. adding whole numbers to find the sum d. subtracting whole numbers to find the difference e. adding and subtracting using decimals f. rounding off decimals 3. Identify and demonstrate the different parts of a calculator by comparing and contrasting with a computer keyboard. 4. Use the numeric keyboard/device and apply addition, subtraction, and decimal procedures. 5. Define the following terms: <ul style="list-style-type: none"> a. multiplier b. multiplicand or factors c. product d. dividend e. divisor f. quotient g. remainder h. averaging i. estimation 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.1, 2.3, 2.4</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ul style="list-style-type: none"> j. whole numbers k. rounding <ol style="list-style-type: none"> 6. Describe, demonstrate, and ask significant questions for the following: <ul style="list-style-type: none"> a. multiplying whole numbers to find the product b. dividing whole numbers to find the quotient c. multiplying and dividing numbers that contain decimals d. rounding off decimals 7. Use the numeric keyboard and apply multiplication, division, and decimal procedures. 8. Compute 20 money and word problems using addition, subtraction, multiplication, division, and decimals by using various types of reasoning (inductive, deductive) to make an informed decision. 9. Pass a math assessment with an 80% score or higher. 	
<p>D. FRACTIONS</p> <p>Understand, apply, and evaluate the addition, subtraction, multiplication, and division of fractions and mixed numbers with and without the use of the calculator.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Define the following terms: <ul style="list-style-type: none"> a. fractions b. numerator c. denominator d. prime number e. proper fractions f. improper fractions g. mixed numbers h. common fractions i. converting fractions j. lowest terms 2. Identify the following parts of a fraction: <ul style="list-style-type: none"> a. numerator b. denominator 3. Describe and demonstrate prime numbers. 4. Describe the following types of fractions: <ul style="list-style-type: none"> a. proper b. improper 5. Describe, demonstrate, and ask significant questions for the following: <ul style="list-style-type: none"> a. converting improper fractions to whole or mixed numbers b. converting mixed numbers to improper fractions c. converting common fractions to decimals d. converting decimals to fractions e. reducing common fractions to the lowest terms 6. Compute ten money and word problems using fractions, mixed numbers, and decimals by using various types of reasoning (inductive, deductive) to make an informed decision. 7. Pass a fraction assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. PERCENTAGE, BASE, AND RATE</p> <p>Understand, apply, and evaluate the calculation of percentages, bases, and rates with and without the use of the calculator.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Define and identify the following: <ol style="list-style-type: none"> a. percent b. base c. rate 2. Describe, demonstrate, and ask significant questions for the following: <ol style="list-style-type: none"> a. converting percents to decimals b. converting decimals to percents c. converting common fractions to percents d. convert percents to common fractions e. finding the percentage in a mathematical problem when given the rate and the base f. finding the rate in a mathematical problem when given the percentage and base g. finding the base in a mathematical problem when given the percentage and rate h. calculating percent of increase and decrease i. distinguishing between increase and decrease problems j. figuring the percentage distribution 3. Compute 10 money and word problems using percentage, base, and rate by using various types of reasoning (inductive, deductive) to make an informed decision. 4. Pass a percentage, base, and rate assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>
<p>F. DISCOUNTS AND INTEREST RATES</p> <p>Understand, apply, and evaluate the use of discounts interest rates for specific business problems with and without the use of the calculator.</p>	<ol style="list-style-type: none"> 1. Define and identify the following: <ol style="list-style-type: none"> a. discount rate b. interest rate and table c. net cost d. payment terms e. markup f. principal, rate, time g. finance charges h. annual percentage rates i. endorsements j. deposit k. payment l. fees m. checkbook n. bank statement 2. Describe, demonstrate, solve, and ask significant questions for the following: <ol style="list-style-type: none"> a. determining discount amounts and net cost b. calculating discounts based on payment terms c. calculating discount amount, discount rate, and net cost d. calculating multiple discounts 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.10 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ul style="list-style-type: none"> e. calculating markup and markup based on percent of cost f. calculating markup and rate based on percent of selling price g. using the interest table h. calculating interest when given principal, rate, and time i. calculating the total interest for an installment purchase j. find the total installment price for an installment purchase k. determining the finance charge for an installment purchase <p>3. Compute five money and word problems to interpret and draw conclusions relative to the:</p> <ul style="list-style-type: none"> a. calculation of monthly payment amounts for office products and supplies b. finding the annual percentage rate for an installment purchase of a major piece of office equipment <p>4. Identify three types of endorsements:</p> <ul style="list-style-type: none"> a. blank b. restrictive c. full <p>5. Describe and demonstrate the following:</p> <ul style="list-style-type: none"> a. collecting deposits, payments, or fees b. writing checks correctly c. reconciling a checkbook balance with the balance contained in a monthly bank statement <p>6. Pass a discount and interest assessment with an 80% score or higher.</p>	<p>CTE Pathway: A7.1, A7.2</p>
<p>G. MEASUREMENTS, TABLES, AND GRAPHS</p> <p>Understand, apply, and evaluate the use of measurements, tables, graphs in estimation and other business-related problems.</p>	<ul style="list-style-type: none"> 1. Define and identify the following: <ul style="list-style-type: none"> a. conversion tables b. measurement tools and tables c. postage rate table d. payroll deduction table e. sales tax table f. currency g. cash report h. tax table i. line graph, bar graph, circle, and pie graph j. estimation k. mean l. median m. mode n. federal income tax table o. withholding tax 2. Describe, demonstrate, solve, and ask significant questions the following: <ul style="list-style-type: none"> a. use measurement tables to convert from one measurement to another measurement b. estimate reasonable answers to problems before solving them c. retrieve information from a postage rate table, a payroll deduction table, and a sales tax table to solve problems 	<p>Career Ready Practice: 1, 2, 4, 5, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ul style="list-style-type: none"> d. count coins and currency to complete cash report e. uses of graphs <p>3. Compute 7 money and word problems relative to researching and using measurements, tables, and graphs by using various types of reasoning (inductive, deductive) to make an informed decision:</p> <ul style="list-style-type: none"> a. using the rules of the federal income tax table to identify withholding tax for employees b. interpretation of data from a line graph, a bar graph, and a circle graph c. finding the mean, median, and mode from an ungrouped data <p>4. Pass a measurement, tables, and graph assessment with an 80% score or higher.</p>	
<p>H. CALCULATOR OPERATION</p> <p>Review, apply, and evaluate the operational techniques for calculators to solve business-related math problems.</p>	<ul style="list-style-type: none"> 1. Define the following terms: <ul style="list-style-type: none"> a. numeric keypad b. touch system c. add mode setting d. clear keys e. item counter f. non-add key g. constant function h. memory keys i. recall 2. Describe and explain the features and functions of the different parts of the calculator. 3. Use the touch system on the numeric keypad to perform basic operations of addition, subtraction, multiplication, and division. 4. Demonstrate the following: <ul style="list-style-type: none"> a. adding and subtracting decimal numbers b. subtotalling and totaling in business problems. c. Use the total key in totaling by solving business problems. d. correcting problems using the “add” or “subtract” key 5. Describe, demonstrate, and verify proper correcting techniques. 6. Demonstrate the following by using the: <ul style="list-style-type: none"> a. decimal selector and decimal key correctly b. touch system to multiply and divide whole numbers and decimals c. equal key in solving business problems d. add-mode setting, clear keys, item counter, and non-add key e. constant function in multiplication and division f. memory keys to add, subtract, and recall amounts in memory 7. Describe decimal settings and usage in relation to multiplication and division problems. 8. Demonstrate using the percent key in business problems. 9. Demonstrate using the four steps in problem solving: <ul style="list-style-type: none"> a. clues b. action plan c. solve d. conclusion 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	10. Solve word problems using the four problem-solving step process by using various types of reasoning (inductive, deductive) to make an informed decision. 11. Pass a calculator operation assessment with an 80% score or higher.	
I. EMPLOYABILITY SKILLS AND RESUME PREPARATION Understand, apply, and evaluate the employability skills and resume preparation desired of office technicians.	1. Review and define employer requirements for soft skills such as: <ol style="list-style-type: none"> attitude toward work communication and collaboration critical thinking, problem solving, and decision-making customer service diversity in the workplace flexibility and adaptability interpersonal skills leadership and responsibility punctuality and attendance quality of work respect, cultural and diversity differences teamwork time management trust and ethical behavior work ethic 2. Review a career plan that reflects career interests, pathways, and post-secondary options. 3. Revise a resume, cover letter and/or portfolio. 4. Review the role of online job searching platforms and career websites to make informed decisions. 5. Review the importance of assessing social media account content for professionalism. 6. Review an online job application. 7. Review interview skills to get the job: <ol style="list-style-type: none"> do's and don'ts for job interviews how to dress for the job 8. Revise sample follow-up letters. 9. Review the importance of the continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> certification, licensure, and/or renewal professional organizations/events industry associations and/or organized labor 	Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 CTE Anchor: Academics: 1.0 Communication: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 Technology: 4.1, 4.2, 4.5 Problem Solving and Critical Thinking: 5.1, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.1 Demonstrate and Application: 11.1, 11.2, 11.5 CTE Pathway: A7.1, A7.2, A7.4
(3 hours)		

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Burton, Sharon, and Nelda Skelton. Practical Math Applications, 3rd Edition. South-Western Educational Publishing, 2011.

SUPPLEMENTAL TEXTBOOKS

Paserwark, William R. Calculators: Printing and Display, 4th Edition. South-Western Educational Publishing, 2005.

Barker, Loretta, Business Skills Exercises, 5th Edition, Cengage Learning, 2013

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Business and Finance
<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Individualized instruction
- D. Multimedia presentations
- E. Peer teaching
- F. Cooperative learning opportunities
- G. Development of critical thinking and listening skills

EVALUATION

SECTION A – Introduction – Pass all assignments and exams with a minimum score of 80%.

SECTION B – Safety and Ergonomics – Pass the safety test with a score of 100%.

SECTION C – Addition, Subtraction, Multiplication, & Division – Pass all assignments and exams with a minimum score of 80%.

SECTION D – Fractions – Pass all assignments and exams with a minimum score of 80%.

SECTION E – Percentage, Base, and Rate – Pass all assignments and exams with a minimum score of 80%.

SECTION F – Discounts & Interest Rates – Pass all assignments and exams with a minimum score of 80%.

SECTION G – Measurements, Tables, & Graphs – Pass all assignments and exams with a minimum score of 80%.

SECTION H – Calculator Operation – Pass all assignments and exams with a minimum score of 80%.

SECTION I – Employability Skills & Resume Preparation – Pass all assignments and exams with a minimum score of 80%.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



This copyrighted material is provided by the Los Angeles Unified School District ("District"), Division of Adult and Career Education solely for educational purposes. You may not reproduce, distribute, republish, transfer, upload, download, or post the material except as authorized, without prior written authorization of the District. You may not modify, adapt, or create derivative works therefrom without express written consent of the District.