

Course Outline

Business and Finance

REVISED: August/2020

75-35-70

Administrative Assistant/3: Business Math

Credits: 5

Hours: 90

Job Title

Administrative Assistant

Career Pathway:

Business Management

Industry Sector:

Business and Finance

O*NET-SOC CODE:

43-6014.00

CBEDS Title:

Business Communications

CBEDS No.:

4623

Course Description:

This competency-based course is the last in a sequence of three designed for administrative assistant training. It provides students with technical instruction and practical experience in business mathematics. It includes an introduction, reviews of workplace safety procedures and employability skills, and entrepreneurial skills. Emphasis is placed on the addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and mixed numbers as well as the applications of the mathematical rules in the computation of word and money problems. This course also promotes speed and accuracy utilizing an electronic calculator. It develops proficiency in checking and verifying data and other business-related problems with and without the use of an electronic calculator. 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 Administrative Assistant/2: Business English (65-35-60) 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

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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

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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 takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within 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 that it ensures the student will learn at an optimum level.

pp. 7-12

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) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 14

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

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.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

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.

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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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 Administrative Assistant/3: Business Math Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local industry standards.</p> <p>(3 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 classroom and workplace first aid and emergency procedures. 5. Review the different occupations in the Finance and Business Industry Sector which have an impact on the role of the administrative assistant. 6. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing administrative assistants. 7. Review software copyright laws as they pertain to computers. 8. Review the definition of ergonomics. 9. Review and demonstrate sound ergonomic practices in organizing one’s workspace. 10. Review causes, effects, and preventive measures for repetitive strain injuries. 11. Review and demonstrate correct typing technique and posture. 12. Review and demonstrate proper keyboard and monitor angle. 13. Review the benefits of periodic breaks to stretch and relax. 14. Review and demonstrate a variety of stretches involving the wrists, neck and shoulders. 15. Review and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it. 16. Review the benefits of learning keyboard equivalent commands as opposed to mouse movements only. 17. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 3, 4, 6, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.6 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6 Technical Knowledge and Skills: 10.3, 10.10, 10.11, 10.12 Demonstration and Application: 11.1, 11.2, 11.4</p> <p>CTE Pathway: A1.2, A1.3, A1.4, A2.2, A2.3, A3.4, A6.1, A6.2, A7.2, A7.3</p>
<p>B. ADDITION AND SUBTRACTION</p> <p>Understand, apply, and evaluate the addition and subtraction of whole numbers, decimals, and dollar amounts with and without the use of a calculator.</p>	<ol style="list-style-type: none"> 1. Identify the following: <ol style="list-style-type: none"> a. adder b. addend c. sum or total d. minuend e. subtrahend f. difference 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> 2. Describe and demonstrate the following: <ol 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. Use the numeric keyboard on the calculator and apply addition, subtraction, and decimal procedures. 4. Compute 10 money and word problems using addition, subtraction, and decimals. 	<p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</p>
<p>C. MULTIPLICATION AND DIVISION</p> <p>Understand, apply, and evaluate the multiplication and division of whole numbers, decimals, and dollar amounts with and without the use of the calculator.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify the following: <ol style="list-style-type: none"> a. multiplier b. multiplicand c. product d. divider e. divisor f. quotient 2. Describe and demonstrate the following: <ol 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 3. Use the numeric keyboard on the calculator and apply multiplication, division, and decimal procedures. 4. Compute 10 money and word problems using multiplication, division, and decimals. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</p>
<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. Identify the following parts of a fraction: <ol style="list-style-type: none"> a. numerator b. denominator 2. Describe the following types of fractions: <ol style="list-style-type: none"> a. proper b. improper 3. Describe and demonstrate the following: <ol 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 4. Compute 10 money and word problems using fractions, mixed numbers, and decimals. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</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>(13 hours)</p>	<ol style="list-style-type: none"> 1. Identify the following: <ol style="list-style-type: none"> a. percent b. base c. rate 2. Describe and demonstrate 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. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</p>
<p>F. DISCOUNTS AND INTEREST RATES</p> <p>Understand, apply, and evaluate the use of discounts interest rates for specific business application problems with and without the use of the calculator.</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate 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 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 simple interest when given principal, rate, and time i. calculating compound interest based on principal, rate, and time j. calculating the total interest for an installment purchase k. find the total installment price for an installment purchase l. determining the finance charge for an installment purchase 2. Compute 10 money and word problems relative to the: <ol 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 c. recording income and expenses to compute an office budget for a unit or division of a company 3. Identify three types of endorsements. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ol style="list-style-type: none"> 4. Describe and demonstrate the following: <ol style="list-style-type: none"> a. completing deposit slips b. writing checks correctly c. reconciling a checkbook balance with the balance contained in a monthly bank statement 	
<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> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify the following: <ol style="list-style-type: none"> a. conversion tables b. measurement tools c. postage rate table d. payroll deduction table e. sales tax table f. cash report g. tax table h. line graph, bar graph, and pie graph 2. Define estimation. 3. Describe and demonstrate the following: <ol 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 d. count coins and currency to complete cash report e. uses of graphs 4. Define the following: <ol style="list-style-type: none"> a. mean (average) b. median c. mode 5. Compute 10 money and word problems relative to the: <ol style="list-style-type: none"> a. measurements, tables, and graphs b. using the federal income tax table to identify withholding tax for employees c. interpretation of data from a line graph, a bar graph, and a circle graph d. finding the mean, median, and mode from an ungrouped data 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</p>
<p>H. ELECTRONIC CALCULATOR OPERATION</p> <p>Review, apply, and evaluate the operational techniques for electronic calculators to solve business-related math problems.</p>	<ol style="list-style-type: none"> 1. Use the touch system on the numeric keypad, electronic/media device to perform basic operations of addition, subtraction, multiplication, and division. 2. Add and subtract decimal numbers. 3. Use the subtotal key in business problems. 4. Use the total key in solving business problems. 5. Correct problems using the “add” or “subtract” key. 6. Describe proper correcting techniques. 7. Verify answers using proper correcting techniques. 8. Use the decimal selector and decimal key correctly. 9. Use the touch system to multiply whole numbers and decimals. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ol style="list-style-type: none"> 10. Use the touch system to divide whole numbers and decimals. 11. Use the equal key in solving business problems. 12. Use add-mode setting, clear keys, item counter, and non-add key. 13. Use the constant function in multiplication and division. 14. Use the memory keys to add, subtract, and recall amounts in memory. 15. Describe decimal settings and usage in relation to multiplication and division problems. 16. Use the percent key in business problems. 17. Compute square balance problems. 18. Describe problem solving steps. 19. Solve word problems using the problem-solving steps. 	<p>CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.5, A5.6</p>
<p>I. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills desired of administrative assistants.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Review employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. responsibility g. timeliness h. communication skills 2. Update the list of potential employers through traditional and internet sources. 3. Finalize a résumé. 4. Review the importance of filling out a job application legibly, with accurate and complete information. 5. Complete sample job application forms correctly. 6. Review the importance of enthusiasm in the interview and on a job. 7. Review the importance of appropriate appearance in the interview and on a job. 8. Review the importance of the continuous upgrading of job skills. 9. Review customer service as a method of building permanent relationships between the organization and the customer. 	<p>Career Ready Practice: 2, 3, 6, 7, 9, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.3, 9.4, 9.7 Technical Knowledge and Skills: 10.4, 10.8 Demonstration and Application: 11.5</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A2.3, A3.1, A3.2, A3.4, A3.5, A3.6, A4.2, A4.3, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.4, A8.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>J. ENTREPRENEURIAL SKILLS</p> <p>Understand the process involved in becoming an entrepreneur.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Define entrepreneurship. 2. Identify the necessary characteristics of successful entrepreneurs. 3. Describe the contributions of entrepreneurs to the economy. 4. Explain the purpose and components of a business plan. 5. Examine personal goals prior to starting a business. 6. Evaluate sources of monetary investment in a business opportunity. 7. Describe licensing requirements for a business. 8. Develop a scenario depicting the student as the owner of a business. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Career Planning and Management: 3.4, 3.5, 3.7 Responsibility and Flexibility: 7.3, 7.4 Ethics and Legal Responsibilities: 8.3, 8.4 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.10, 10.11 Demonstration and Application: 11.3, 11.4</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A2.4, A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A5.6, A8.2, A8.3, A8.4, A8.5, A8.6</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

- Alvey, George and Marceda Johnson Nelson. Essentials of Math with Business Applications, 6th Edition. Glencoe/McGraw-Hill, 2000.
- Burton, Sharon and Nelda Skelton. Practical Math Applications, 2nd Edition. South-Western Educational Publishing, 2004.
- Dul, Jan and Bernard Weerdmeester. Ergonomics for Beginners, 2nd Edition. CRC, 2001.
- Nelson, Marceda. Essentials of Math with Business Applications, 7th Edition. McGraw-Hill Irwin, 2006.
- Jacques, Ian. Mathematics for Economics and Business, 5rd Edition. Prentice Hall, 2006.
- Jones, Arvella. Touch Operation of the Electronic Calculator, 3rd Edition. South-Western Educational Publishing, 2004.
- Paserwark, William R. Calculators: Printing and Display, 4th Edition. South-Western Educational Publishing, 2005.
- Polisky, Mildred. Solving Business Problems Using a Calculator, 5th Edition. Glencoe/McGraw-Hill, 2003.
- Schulman, Madelyn L. and Bonnie F. Kowadlo. Working Smart, 3rd Edition. South-Western Educational Publishing, 2004.

RESOURCES

Employer Advisory Board members

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

California Department of Education. Challenge Standards: Career Preparation – Business Education. California Department of Education, Career Vocation Education Division, 2000.

California Department of Education. High School Academic Content Standards. California Department of Education, 2004.

California Department of Education. High School Exit Exam – English/Language. California Department of Education, 2001.

California Department of Education. High School Exit Exam – Mathematics. California Department of Education, 2001.

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Students hands-on practice
- D. Individualized instruction
- E. Critical thinking and listening skills
- F. Peer teaching and cooperative learning

EVALUATION

SECTION A — Introduction and Safety — Pass the safety test with a score of 100%.

SECTION B — Addition and Subtraction — Pass all assignments and exams on addition and subtraction with a minimum score of 80%.

SECTION C — Multiplication and Division — Pass all assignments and exams on spelling and vocabulary with a minimum score of 80%.

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

SECTION E — Percentage, Base, and Rate — Pass all assignments and exams on percentage, base, and rate with a minimum score of 80%.

SECTION F — Discounts and Interest Rates — Pass all assignments and exams on discounts and interest rates with a minimum score of 80%.

SECTION G — Measurements, Tables, and Graphs — Pass all assignments and exams on measurements, tables, and graphs with a minimum score of 80%.

SECTION H — Electronic Calculator Operation — Pass all assignments and exams on electronic calculator operation with a minimum score of 80%.

SECTION I — Employability Skills Review — Pass all assignments and exams on employability skills review with a minimum score of 80%.

SECTION J — Entrepreneurial Skills — Pass all assignments and exams on entrepreneurial skills 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.



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