

# Course Outline

Business and Finance

REVISED: August/2020

**Job Title**

Administrative Assistant

**75-35-60**

**Career Pathway:**

Business Management

**Administrative Assistant/2:  
Business English**

**Industry Sector:**

Business and Finance

**Credits:** 5

**Hours:** 90

**O\*NET-SOC CODE:**

43-6014.00

**Course Description:**

This competency-based course is the second in a sequence of three designed for administrative assistant training. It provides students with technical instruction and practical experience in written and oral business communications. It includes an introduction and reviews of workplace safety procedures and employability skills. Emphasis is placed on the rules of English grammar, spelling, and punctuation, and the applications of those rules in business writing and reporting. It also covers techniques in effective reading, listening and speaking. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**

Business Communications

**Prerequisites:**

Enrollment requires successful completion of the Administrative Assistant/1: Office Procedures (75-35-50) course.

**CBEDS No.:**

4623

**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.

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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**

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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 KARL PORTER and 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/2: Business English 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>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the scope and purpose of the course.</li> <li>2. Review classroom policies and procedures.</li> <li>3. Review the importance of prioritizing work.</li> <li>4. Review classroom and workplace first aid and emergency procedures.</li> <li>5. Review the different occupations in the Finance and Business Industry Sector which have an impact on the role of the administrative assistant.</li> <li>6. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing administrative assistants.</li> <li>7. Review software copyright laws as they pertain to computers.</li> <li>8. Review the definition of ergonomics.</li> <li>9. Review and demonstrate sound ergonomic practices in organizing one’s workspace.</li> <li>10. Review causes, effects, and preventive measures for repetitive strain injuries.</li> <li>11. Review and demonstrate correct typing technique and posture.</li> <li>12. Review and demonstrate proper keyboard and monitor angle.</li> <li>13. Review the benefits of periodic breaks to stretch and relax.</li> <li>14. Review and demonstrate a variety of stretches involving the wrists, neck and shoulders.</li> <li>15. Review and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it.</li> <li>16. Review the benefits of learning keyboard equivalent commands as opposed to mouse movements only.</li> <li>17. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 6, 7, 8, 12</p> <p><b>CTE Anchor:</b> Communications: 2.6 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.2, 7.4, 7.6 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6 Technical Knowledge and Skills: 10.2, 10.3, 10.10, 10.11, 10.12 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> A1.2, A1.3, A1.4, A2.2, A2.3, A3.4, A6.1, A6.2, A7.1, A7.2, A7.3,</p>
<p>B. GRAMMAR</p> <p>Understand, apply, and evaluate the rules of grammar.</p>	<ol style="list-style-type: none"> <li>1. Define the following:             <ol style="list-style-type: none"> <li>a. sentence</li> <li>b. fragments</li> <li>c. run-on sentences</li> <li>d. phrases</li> </ol> </li> <li>2. Describe and demonstrate the use of the following types of sentences:             <ol style="list-style-type: none"> <li>a. declarative</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 5, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> <li>b. interrogative</li> <li>c. imperative</li> </ul> <ol style="list-style-type: none"> <li>3. Describe and demonstrate the use of the following eight parts of speech:               <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. pronouns</li> <li>c. verbs</li> <li>d. adjectives</li> <li>e. adverbs</li> <li>f. prepositions</li> <li>g. conjunctions</li> <li>h. interjections</li> </ul> </li> <li>4. Describe and demonstrate the use of the different types of subjects.</li> <li>5. Identify and demonstrate the use of the two types of clauses:               <ul style="list-style-type: none"> <li>a. independent</li> <li>b. dependent</li> </ul> </li> <li>6. Describe and demonstrate the use of the following phrases:               <ul style="list-style-type: none"> <li>a. prepositional</li> <li>b. infinitive</li> <li>c. verb</li> </ul> </li> <li>7. Describe and demonstrate the use of transitive and intransitive verbs and phrases.</li> <li>8. Describe and demonstrate the use of subject/verb agreement.</li> <li>9. Compose three business paragraphs using the following:               <ul style="list-style-type: none"> <li>a. eight parts of speech</li> <li>b. three types of sentences</li> <li>c. independent and dependent clauses</li> <li>d. verb tense</li> </ul> </li> </ol>	<p><b>CTE Anchor:</b>            Technical            Knowledge and Skills:            10.1, 10.2, 10.3, 10.10            Demonstration and Application:            11.1</p> <p><b>CTE Pathway:</b>            A1.2, A1.3, A2.3, A2.4, A3.1, A3.2, A3.6</p>
<p>C. SPELLING AND VOCABULARY</p> <p>Understand, apply, and evaluate the rules of spelling.</p>	<ol style="list-style-type: none"> <li>1. Know and apply basic spelling rules.</li> <li>2. Define the following:           <ul style="list-style-type: none"> <li>a. homonyms</li> <li>b. synonyms</li> <li>c. antonyms</li> <li>d. eponyms</li> </ul> </li> <li>3. Review and demonstrate the use of the following reference materials:           <ul style="list-style-type: none"> <li>a. dictionary</li> <li>b. thesaurus</li> <li>c. secretarial handbook</li> <li>d. word division book for writing</li> <li>e. reference guides</li> <li>f. instructional manuals</li> <li>g. company procedure manual</li> <li>h. zip code directories</li> <li>i. telephone directories</li> <li>j. almanacs</li> <li>k. atlases</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b>            1, 4, 5, 12</p> <p><b>CTE Anchor:</b>            Technical            Knowledge and Skills:            10.1, 10.2, 10.3, 10.10            Demonstration and Application:            11.1</p> <p><b>CTE Pathway:</b>            A1.2, A1.3, A2.3, A2.4, A3.1, A3.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ul style="list-style-type: none"> <li>l. maps</li> <li>m. internet</li> </ul> <ol style="list-style-type: none"> <li>4. Write definitions of 50 business vocabulary words found in a dictionary and use in sentences.</li> <li>5. Write 25 sentences using correct spelling and business vocabulary and pass oral and written spelling tests.</li> <li>6. Compose three business paragraphs using the following:               <ul style="list-style-type: none"> <li>a. homonyms</li> <li>b. synonyms</li> <li>c. antonyms</li> <li>d. eponyms</li> </ul> </li> </ol>	
<p>D. PUNCTUATION</p> <p>Understand, apply, and evaluate the rules of punctuation.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify and describe the functions of the following punctuation marks:           <ul style="list-style-type: none"> <li>a. period</li> <li>b. question mark</li> <li>c. exclamation point</li> <li>d. comma</li> <li>e. parentheses</li> <li>f. quotation mark</li> <li>g. apostrophes</li> <li>h. colon</li> <li>i. semicolon</li> <li>j. dash</li> <li>k. hyphen</li> <li>l. underscore or italics</li> </ul> </li> <li>2. Describe the punctuation rules.</li> <li>3. Write sentences using the following punctuation marks:           <ul style="list-style-type: none"> <li>a. period</li> <li>b. question mark</li> <li>c. exclamation point</li> <li>d. comma</li> <li>e. parentheses</li> <li>f. quotation mark</li> <li>g. apostrophes</li> <li>h. colon</li> <li>i. semicolon</li> <li>j. dash</li> <li>k. hyphen</li> <li>l. underscore or italics</li> </ul> </li> <li>4. Describe and use the rules of capitalization.</li> <li>5. Describe and use: abbreviations, acronyms, symbols, and numbers in written communications.</li> <li>6. Compose three business paragraphs using the following:           <ul style="list-style-type: none"> <li>a. at least five punctuation marks</li> <li>b. at least three abbreviations</li> <li>c. at least three acronyms</li> <li>d. at least three symbols</li> <li>e. rules of capitalization</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 5, 12</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.10 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A1.2, A1.3, A2.3, A2.4, A3.1, A3.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. BUSINESS LETTER AND REPORT WRITING</p> <p>Understand, apply, and evaluate the rules of business letter and report writing.</p> <p>(25 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following parts of a business letter: <ol style="list-style-type: none"> <li>a. heading</li> <li>b. greeting/salutation</li> <li>c. body of the letter</li> <li>d. closing</li> <li>e. signature</li> </ol> </li> <li>2. Describe writing effective sentences and joining them into paragraphs to convey proper tone.</li> <li>3. Describe the components of a clear, complete, and concise business letter.</li> <li>4. Identify titles that are used in business communications.</li> <li>5. Describe the importance of courtesy and tact in all business communications.</li> <li>6. Create an outline as a letter planning tool.</li> <li>7. Compose two samples of the following: <ol style="list-style-type: none"> <li>a. a letter of request</li> <li>b. transmittal letter</li> <li>c. letter of acknowledgement</li> <li>d. letter of complaint</li> <li>e. adjustment letter</li> <li>f. sales letter</li> <li>g. collection letter</li> <li>h. cover letter</li> <li>i. office memo</li> <li>j. business report</li> <li>k. grant proposal</li> </ol> </li> <li>8. Describe the sizes and types of envelopes used for business correspondence.</li> <li>9. Review and demonstrate proper addressing and posting of envelopes.</li> <li>10. Using the appropriate paragraph symbols, indicate paragraphs in a non-paragraphed letter.</li> <li>11. Use internet tools to share documents.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 5, 12</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.10 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A1.2, A1.3, A2.3, A2.4, A3.1, A3.6</p>
<p>F. READING, LISTENING, AND SPEAKING SKILLS</p> <p>Understand, apply, and evaluate effective reading, listening, and speaking techniques.</p>	<ol style="list-style-type: none"> <li>1. Role-play three scenarios using standard pronunciation, diction, vocabulary, and grammar.</li> <li>2. Describe sensitivity toward and appreciation of diverse cultures and the tendency of bilinguals/multilinguals to use their mother languages to the exclusion of others in linguistically and culturally mixed groups.</li> <li>3. Listen to an oral presentation and critique, orally and in writing, the content and delivery.</li> <li>4. Read an article of your choice and identify fact as opposed to opinion.</li> <li>5. Read a business article and identify the main idea in writing.</li> <li>6. Read office-related classified ads, identify skills required, and determine qualifications.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 5, 12</p> <p><b>CTE Anchor:</b> Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.10 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>7. Research information on an item in a supply or equipment catalog and prepare a letter of requisition.</li> <li>8. As part of an evaluation, complete the following: read an article of interest and deliver a short speech on the article; use a cassette recorder or videocassette to record the speech and listen to the cassette or watch the video; listen to other class members' speeches; take notes and write a summary of one of their speeches.</li> <li>9. Role-play three telephone scenarios and respond to the caller(s) using proper grammar and etiquette.</li> <li>10. Take three written messages and describe the manner in which they should be delivered.</li> </ol>	<p><b>CTE Pathway:</b> A1.2, A1.3, A2.3, A2.4, A3.1, A3.6</p>
<p><b>G. EMPLOYABILITY SKILLS REVIEW</b></p> <p>Review, apply, and evaluate the employability skills desired of administrative assistants.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Review employer requirements for the following: <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. communication skills</li> </ol> </li> <li>2. Update the list of potential employers through traditional and internet sources.</li> <li>3. Update a résumé.</li> <li>4. Review the importance of filling out a job application legibly, with accurate and complete information.</li> <li>5. Complete sample job application forms correctly.</li> <li>6. Review the importance of enthusiasm in the interview and on a job.</li> <li>7. Review the importance of appropriate appearance in the interview and on a job.</li> <li>8. Review the importance of the continuous upgrading of job skills.</li> <li>9. Review customer service as a method of building permanent relationships between the organization and the customer.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 3, 6, 7, 9, 11, 12</p> <p><b>CTE Anchor:</b> 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><b>CTE Pathway:</b> 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>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Cleland, Jane K. Business Writing for Results. McGraw-Hill, 2003.

Dul, Jan and Bernard Weerdmeester. Ergonomics for Beginners, 2<sup>nd</sup> Edition. CRC, 2001.

Friedman, Jack. Dictionary of Business Terms. Barron's Educational Series, Incorporated, 2007.

Guffey, Mary Ellen. Business Communication: Process and Product, 6<sup>th</sup> Edition. South-Western Educational Publishing, 2007.

Holmes, Ralph M. The Quick Reference Guide. Glencoe, 2000.

Hosler, Mary. English Made Easy, 5<sup>th</sup> Edition. Glencoe/McGraw-Hill, 2004.

Jaderstrom, Susan and Joanne Miller. Complete Office Handbook: 3<sup>rd</sup> Edition. Random House Reference Publishing, 2002.

Netzley, Michael and Craig Snow. Guide to Report Writing. Prentice Hall, 2001.

Reynolds, Sara and Deborah Valentine. Guide to Cross-Cultural Communication. Prentice Hall, 2003.

Sabin, William A. The Gregg Reference Manual, 10<sup>th</sup> Edition. Career Education, 2004.

Schacter, Norman and Karen Schneitar Williams. Basic English Review: English the Easy Way, 8<sup>th</sup> Edition. South-Western Educational Publishing, 2003.

VanHuss, Susan H. Basic Letter and Memo Writing, 5<sup>th</sup> 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. Individualized instruction
- D. Multimedia presentations
- E. Peer teaching
- F. Cooperative learning opportunities
- G. Development of critical thinking and listening skills

### **EVALUATION**

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

SECTION B – Grammar – Pass all assignments and exams on grammar with a minimum score of 80%.

SECTION C – Spelling and Vocabulary – Pass all assignments and exams on spelling and vocabulary with a minimum score of 80%.

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

SECTION E – Business Letter and Report Writing – Pass all assignments and exams on business letter writing and report writing with a minimum score of 80%.

SECTION F – Reading, Listening, and Speaking Skills – Pass all assignments and exams on reading, listening, and speaking with a minimum score of 80%.

SECTION G – Employability Skills Review – Pass all assignments and exams on employability skills review 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.

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### 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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