

Business Technology  
CIP Code: 520407

McCann Technical School  
70 Hodges Cross Road  
North Adams, MA 01247

Instructors:

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Developed: June 2005  
Revised: February 2011

**Program Philosophy:**

The Business Technology students of McCann Technical School are preparing to become superior future workers in the ever-growing and changing area of Business Technology. Through the four years at McCann Technical School, students will develop skills that will make them hard working, versatile, and technologically advanced professionals. This will be accomplished through skill development and software used, as well as preparing for the Microsoft Office Specialist certifications and Internet and Computing Core Certifications (IC3) that are recognized nationwide. Upon commencement, graduates can explore numerous career avenues within the business world as well as pursue continuing education.

**Program Description:**

The Business Technology shop (BT) prepares students for a wide range of office and business career paths by combining the best of the business, computer, and Business Technology fields into one course of study.

The student graduating from the Business Technology program is ready to enter the world of work with very marketable skills. Through the four year program, the BT student becomes knowledgeable in word processing, spreadsheet, database, presentation, and desktop publishing applications. Students also explore related business topics such as marketing, management, customer service, entrepreneurship, business meetings, communications, accounting and finance. Other topics of study include office procedures and records management, business law, project management and web page development.

In addition to the technical skills developed, the BT student is also trained to be an effective team member in a business organization by developing the skills and attitudes necessary for success in today's competitive business world.

All students are able to test for industry certifications in Microsoft Office (MOS) and Internet and Computing Core Certification (IC3). Sophomores in Business Technology complete an on-line OSHA training program through [www.careersafeonline.com](http://www.careersafeonline.com) and, upon completion of the course, earn an OSHA 10-hour General Industry Certification.

The Business Technology students at McCann Technical School have the opportunity to participate in Business Professionals of America (BPA), a national student leadership organization that focuses on preparing students to excel in the business industry.

Additionally, all Business Technology students are members of SkillsUSA and participate in annual competitions in the areas of Office Computer Applications (all grades), Job Interview (junior/senior years), and Customer Service (junior/senior years).

This program is Chapter 74 certified under the name of Business Technology, CIP code 520407.

McCann Technical School has an articulation agreement with Berkshire Community College (BCC) which enables students to receive college credits for work that they have completed while at McCann Technical School. The current agreement allows up to 9 credits if the student is enrolled in BCC's Business Software Systems program and has successfully achieved MOS certification.

During junior and senior year, Business Technology students may be able to participate in McCann's cooperative work program. Students have held a variety of cooperative education jobs with local companies including Steepleview Realty, BerkshireRides, TOG Manufacturing, and McAndrews-King.

### **Program Syllabus:**

Each year, BT students further their experience with word processing, spreadsheet, database, presentations, and desktop publishing applications. In addition, business topics pertaining to management, marketing, finance, customer service and entrepreneurship are covered and implemented into 'real world' scenarios and built-upon within the curriculum each year. OSHA and shop safety guidelines are reviewed at the start of each year. Throughout their four years, students are required to complete research projects on various topics and present them to teachers and peers.

During freshman year, BT students cover courses in communication, keyboarding, business math and calculator skills, and OSHA/shop safety. They will begin to explore the Microsoft Office Suite and Internet and Computing Core (IC3) course work. By the end the freshmen year, students will be prepared to take the Microsoft Office Specialist Certification in PowerPoint and IC3 certifications in Computing Fundamentals, Key Applications, and Living On-Line.

During sophomore year, the students will complete an online OSHA course, further explore business communication skills, topics in business and Microsoft Office as well as begin accounting, email, Adobe Photoshop, and independent and group projects in various business topics. Upon completion of an online OSHA course (available at

[www.careersafeonline.com](http://www.careersafeonline.com)), students earn the OSHA 10-hour General Industry certification card.

In junior year, the students progress into advanced topics of Microsoft Office, accounting, business topics (such as marketing, management, basics of entrepreneurship, finance) and business communications. The other areas of study they will begin are office procedures (including telephone techniques & customer service, filing), and the career unit. By the end of their junior year, students have completed the necessary coursework to take MOS certification exams in Word, Word Expert, Excel, Excel Expert, and Access. BT students concentrate heavily on their senior projects during senior year. They are also introduced to topics in E-commerce, entrepreneurship, project management, desktop publishing, and insurance, while continuing to perfect their written and oral communication skills.

### **Assessment plan**

The students are assessed in a variety of ways in the Business Technology program. They usually receive homework on a daily basis that is reviewed with the class on the following day; credit is granted if homework was completed. Students also complete tests, projects, written papers, presentations, and cumulative exams throughout the year, as well as a final exam which showcases overall knowledge gained from the year at the culmination of the school year. The students receive the graded assessments back with an attached rubric specific to that task in a timely manner and are required to keep all coursework in a notebook or place in their portfolio if it is a good representation of their skill and ability. The students receive the rubric prior to completing the task, so they

know what they will be graded on. The following is a list of the percentages and categories that determine a student's shop grade:

- 50% Competency/Performance
- 15% Tests/Quizzes
- 10% Attendance/Participation
- 10% Notebook/Portfolio
- 10% Project Work
- 5% Homework

## Grade 9 Shop/Theory Course Outline

OSHA/shop safety unit  
Business Communications  
Business Topics  
Introduction to Keyboarding (*posture, technique, style, finger placement*)  
Data Entry  
Fundamental Topics in Microsoft Office  
Business Math and Calculator Skills  
IC<sup>3</sup> Computing Fundamentals, Key Applications, and Living Online  
**Microsoft Office Specialist testing:** (*PowerPoint*)  
**IC<sup>3</sup> Testing:** (*Computing Fundamentals, Key Applications, and Living Online*)

## Grade 10 Shop/Theory Course Outline

OSHA/shop safety unit review  
Business Communications (*Technical Writing, Grammar Review, Process Description, Instructions*)  
Accounting Applications  
Finance  
Web Pages  
Intermediate Topics in Microsoft Office  
E-Mail  
Business Topics (*Customer Service, Business Meetings, Marketing Fundamentals, Management Fundamentals*)  
Adobe Photoshop  
Intermediate Keyboarding/data entry (*daily timings*)  
**OSHA 10-Hour General Industry Certification**



## Grade 11 Shop/Theory Course Outline

OSHA/shop safety unit review  
Business Communications: (*Comparing & Contrast, Seven C's of Writing, Persuasion*)  
Accounting/Record Keeping  
Finance  
Career Unit  
Business Topics: (*Customer Service, Marketing, Management*)  
Advanced Topics of Microsoft Office  
Office Procedures  
Advanced Keyboarding/data entry (*daily timings*)  
**Microsoft Office Specialist testing:** (*Word / Word Expert, Excel, Excel Expert*)

## Grade 12 Shop/Theory Course Outline

OSHA/shop safety unit review  
Business Communications (*Business Letters*)  
Desktop Publishing  
E-Commerce  
Project Management  
Insurance  
Keyboarding (*daily timings*)  
Senior Project  
**Microsoft Office Specialist testing:** (*Access – any testing required not completed previous years*)

### Occupational Analysis

Since the BT program offers courses in accounting, business, Business Technology, and fundamental information technology the students are able to pursue many different career paths. Whether an BT graduate seeks a job as a software specialist or an office assistant or decides to further his/her education, he/she has been given a variety of technical and non-technical skills, which will serve him/her well in any future endeavor. Many BT students pursue further education at four year institutions.

Here are some examples of occupations or related fields that an BT student may choose to enter. The list includes the title along with the salary that was taken from the Occupational Outlook Handbook.

Upon graduation from Business Technology:

- Administrative Assistant (\$33,410)
- Office Assistant/Support (\$20,384 - \$29,000)
  - Accounting Clerk
  - Receptionist
  - Financial Clerk
- Front Desk Clerk
- Bank Teller
- Customer Service Representative (\$26,240)

The majority of our students do go on to continue their education in a variety of fields:

- Accounting and Finance (average \$47,000)
- Business Administration/Marketing/Management (average \$57,000)
- Computer Science (average \$62,890)

**Competency Listing:**

Please refer to the Massachusetts Vocational Technical Education Frameworks, Business and Consumer Services cluster, for Business Technology identified in the “Resources” section.

**Performance Standards:**

There are individual rubrics used depending on the assignment, but below is the general rubric that is incorporated into all rubrics.

Exemplary (4)	Demonstrates thorough knowledge
Proficient (3)	Demonstrates adequate knowledge
Developing (2)	Demonstrates basic knowledge
Attempted (1)	Taught, but needs more practice

**Competency reporting system:**

The students' performance standings are communicated with each student and the parents/guardians in various ways. The X2 family portal enables parents and students to monitor progress online. During each mid-quarter a cumulative progress report generated by our school-wide computer system is sent home to the parent/guardian. Report cards are generated on a quarterly basis. A parent night is held during the 1<sup>st</sup> quarter to allow parents to meet with teachers; other parent teacher conferences can be set up when needed through the guidance department. Email communication between the parent and teacher is encouraged and practiced in BT. Teachers also meet with students who are in danger of failing for a quarter before the quarter closes; missing and make-up work is discussed and students are given the opportunity to makeup work that was not completed. Student progress is documented electronically using the VTCTS (Vocational Technical Competency Tracking System) online tracking system.

**Instructional Activities:**

Below you will find a detailed listing of techniques used within the BT shop:

- Independent – Beginner level assignments; student reads through and performs task.
- Project Based – Simulations integrating various software learned; research projects.
- Group – Assignments students review together and then present findings to their classmates.
- Cooperative – Work with different grade level students within the classroom.

Technology is used on a daily basis within the trade area.

**Resources:**

Here is a list of the textbooks that are available to the students in the BT shop. The students also have full access to the web for research projects.

Microsoft Office Access 2007  
Learning Microsoft Excel 2007  
Learning Microsoft PowerPoint 2007  
Learning Microsoft Word 2007  
Learning Accounting Applications with Microsoft Excel 2002  
Mathematics with Business Applications  
Understanding Business and Personal Law  
Telephone Courtesy & Customer Service  
Job Search That Works  
Videostop – Computer Application Simulation  
Fun & Games—A Keyboarding Simulation  
Learning English Skills through Word Processing  
E-Commerce Business Internet  
Communicating for Success  
Learning Basic Math & business Math with a calculator  
HTML—Complete Illustrated Series  
Accounting—1<sup>st</sup> year course  
QuickBooks Learning Guide 2010  
Computer Literacy BASICS

**Supplemental reading materials:**

Rich Dad Poor Dad  
How Full is Your Bucket  
Vital Friends  
Monday Morning Customer Service  
*Wall Street Journal* Classroom edition

**Software currently used in shop:**

- MS Office 2007 (Word, Excel, PowerPoint, Access, Outlook, Publisher)
- QuickBooks 2010
- Adobe Photoshop 7.0

**Online Resources:**

- [www.questgarden.com](http://www.questgarden.com) – webquest creation
- [www.zamzar.com](http://www.zamzar.com) – file conversion site
- [www.effectivemeetings.com](http://www.effectivemeetings.com) – meetings unit outline
- [www.bpanet.org](http://www.bpanet.org) – BPA website – various lesson plans / external sites listed to aid student learning
- [www.weeseed.com](http://www.weeseed.com) – stock market unit

- [www.richkidsmartkid.com](http://www.richkidsmartkid.com) – finance unit
- [www.microsoft.com](http://www.microsoft.com) – various template and download center
- [www.pe.usps.com](http://www.pe.usps.com) – US postal & mail classification framework
- [www.bucketbook.com](http://www.bucketbook.com) – Strand 4 – employability skills (*positive work behaviors*)
- [www.vitalfriends.com](http://www.vitalfriends.com) – Strand 4 – employability skills (*positive work behaviors*)
- [www.learn2type.com](http://www.learn2type.com) – daily timing taken from this site (grades 10 – 12)
- [www.edutyping.com](http://www.edutyping.com) – freshman keyboarding
- [www.theiei.org/edu](http://www.theiei.org/edu) - insurance education institute
- [www.wsj.com](http://www.wsj.com) – exploration of news articles
- [www.glencoe.com](http://www.glencoe.com) – business sections
- [www.careersafeonline.com](http://www.careersafeonline.com) – OSHA 10 hour online card
- [www.careercruising.com](http://www.careercruising.com) – Career Unit – Employability skills
  - Careerbuilder.com
  - Monster.com
  - WorkTree
- [www.disney.go.com](http://www.disney.go.com) – Exploratory Business – HotShot Business
- [www.certiport.com](http://www.certiport.com) – MOS and IC3 certification testing
- [www.edutyping.com](http://www.edutyping.com) – Freshman keyboarding simulation and teaching tool

**Links for additional information:**

Business Professionals of America (BPA):	<a href="http://www.bpa.org">www.bpa.org</a>
Microsoft Office Specialist certification:	<a href="http://www.certiport.com">www.certiport.com</a>
Internet and Core Computing certification (IC3):	<a href="http://www.certiport.com">www.certiport.com</a>
<i>Massachusetts Vocational Technical Education frameworks for Business Technology:</i>	<a href="http://www.mccte.org/frameworks/framework-list.cfm#4">http://www.mccte.org/frameworks/framework-list.cfm#4</a>

**Equipment:**

There are 34 computer stations that have network access as well as full Internet access.

The students also have seven (7) LaserJet printers and one (1) color LaserJet. There are two (2) LCD projection systems used for instruction as well as students’ presentations.

The room is equipped with a Smartboard that is used by both students and instructors.

Students also use telephone systems and other general office equipment when available (copier, scanner, fax, typewriter).

Freshman Year--Exploratory  
Business Technology  
CIP Code: 520407  
Course Code: 721

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## **Course Philosophy**

The purpose of the exploratory program for ninth grade students entering McCann Technical School is to provide students an overview of the curricula and activities of the nine technical areas offered at the secondary level. Each shop provides students with a broad knowledge of the possible career opportunities associated with the field, a hands-on experience using the tools of the trade, and the opportunity to understand the requirements for successful participation in the shop. During Tier I of the exploratory program students spend 2 ½ days in each of the nine shops. After this time, students select four shops that they would like to revisit for an additional 2 ½ days during Tier II. At the close of the exploratory experience students select three technical areas based on the exploratory experience, guidance from counselors with respect to the results of the interest survey, and personal preferences. While it is the goal of the exploratory program to demonstrate the rigors and technical competency of each program, the exploratory program also serves as an opportunity for students to “try-on” a technical program before making a commitment. This allows the shop instructors an opportunity to attract students who may not have had a prior interest or experience in the technical area. For students entering the school with a particular career interest or technical area they wish to pursue, participation in the exploratory program allows them to clarify their career goals and develop awareness of the interconnectedness of the technical areas.

## **Course Description**

There are three major goals of the McCann Technical School Exploratory program:

- To provide students with a learning experience in each shop, which includes an understanding of the career opportunities associated with the field, a hands-on experience using the tools of the trade, and the knowledge of the requirements for successful participation in the shop
- To assist students in making an informed shop selection
- To develop and awareness of the interconnectedness and integration of the technical fields.

Each student is scheduled for a rotation through each technical area for the first school calendar quarter for a two and a half or three day period. After the initial rotation (Tier I), students are asked place all nine shops in order of preference (one – nine) and then go through an additional two and a half day rotation in their top four shops. Though students choose their top four preferences, guidance counselors and teachers may also have recommendations for students.

While in each technical area the students are expected to participate fully in all activities and are assessed on work-based learning principles (see rubric). The scores from Tier I and Tier II are tallied and used to assist counselors in advising for shop selection and for placement within shop choices.

### Course syllabus/Instructional Activities

#### Tier I:

I.	Orientation	4.A.01a	Evaluate industries, organizations, and careers based on multiple sources of research and information
A.	Ice breaker/team building activity.	4.A.02a	Assess interest areas to determine potential career pathways, including career ladders
B.	Introduction to career opportunities within the Business Technology field.	4.A.09a	Assess alternative occupational choices (e.g. working conditions, benefits, and opportunities to change)
C.	Review of grading rubric and expectations.	6.B.01a	Identify ways in which technology is used in the workplace and in society
		6.B.02a	Summarize the rights and responsibilities of the school's Acceptable Use Policy
		6.B.04a	Discuss the concerns about electronic communications, privacy and security, including protection from spyware and viruses
		4.D.01a	Identify time management and task prioritization skills
		4.D.02a	Explain the importance of following workplace etiquette/protocol

	<p>4.D.03a Demonstrate willingness to learn and further develop skills</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p> <p>5.D.02a Describe proper working conditions for your industry</p>
<p>II. Safety and Health</p>	<p>1.B.03 Identify, describe and demonstrate personal, shop and job site safety practices and procedures</p> <p>1.B.04 Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus</p> <p>1.B.05 Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics</p> <p>1.B.06 Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits</p> <p>1.B.07 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom</p> <p>1.B.08 Describe safety practices and procedures to be followed when working with and around electricity</p> <p>1.B.09 Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling</p> <p>1.B.10 Demonstrate proper workspace cleaning procedures</p> <p>1.C.04a Identify practices used to avoid accidents</p> <p>1.C.06a Discuss the role of the individual and the company/organization in ensuring workplace safety</p>
<p>III. Internet</p> <p>A. Review proper use of the Internet and basic/intermediate search techniques.</p>	<p>6.A.07a Illustrate methods of selecting and using search engines.</p> <p>6.B.02a Summarize the rights and responsibilities of the school's Acceptable Use Policy</p> <p>6.B.03a Explain laws restricting use of copyrighted materials on the Internet</p> <p>6.C.01a Locate, evaluate, collect, and process information from a variety of electronic sources</p>
<p>IV. Word</p> <p>A. Formatting and desktop publishing skills</p>	
<p>V. Excel</p>	<p>2.N.02 Identify and locate cells, columns, and rows</p>

A. Car loans B. Personal budget	2.N.06 Create, edit, and save a worksheet 2.N.08 Perform basic functions such as average, sum, count, min/max 2.X.10 Prepare a personal budget
VI. PowerPoint A. Multimedia presentation with transitions and timings	
VII. Entrepreneurship A. Hot Shot Business game	5.A.01a Define entrepreneurship

**Tier II:**

I. Celebrity project A. Marketing principles B. Time management C. Internet research D. Word E. Excel F. Access G. PowerPoint	
II. Proofreading practice	
III. Business ethics	2.H.01c Explain difference between ethical values, business practice, and legal responsibility
IV. Additional Microsoft Office projects	

**Assessment:**

Students are assessed in each technical area based on work-based learning principles. During each shop rotation the student is evaluated for a maximum score of 48 points. The scores are tallied and used by guidance counselors for advising on shop selection and for placement within shop selection choices. Specific shop areas have grading criteria and rubrics for exploratory scoring, but the general scoring rubric shown indicates the basic work-based learning principles expected for the successful participation in the exploratory program.

## EXPLORATORY RUBRIC

Please score the student in the following four categories by assigning a number in each category. For clarification, the categories are defined below.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	10-11-12	7-8-9	4-5-6	1-2-3
<b>Safety</b>				
<b>Conduct</b>				
<b>Participation</b>				
<b>Exploratory Theory</b>				

Please enter the students total score (4-48) here: \_\_\_\_\_

**Safety:**

- 10-11-12: Follows all rules (90-100% of the time) for shop safety.
- 7-8-9: Follows most rules (80-89% of the time) for shop safety rules.
- 4-5-6: Follows shop safety rules 70-79% of time
- 1-2-3: Follows shop safety rules 69% or < of the time.

**Conduct:**

- 10-11-12: Demonstrates responsibility, respect, teamwork and willingness to try all shop assignments (0-1 warning issued)
- 7-8-9: Usually demonstrates (2-3 warnings issued) respect for instructors and equipment.
- 4-5-6: Needed daily reminders (4-5 warnings issued).
- 1-2-3: Student does not respect teachers, students, or facilities and equipment (more than 5 warnings issued)

**Participation:**

- 10-11-12: Student fully and actively (90-100% of the time) participates in and completes coursework and shop projects
- 7-8-9: Student participates in and completes most (76-89 %) coursework and shop projects
- 4-5-6: Student completed the minimum (65-75%) amount of course work and shop projects required
- 1-2-3: Student work does not meet (less than 65%) minimum requirements of course work and assigned projects

**Exploratory theory:**

- 10-11-12: Student achieved score of 90 or above
- 7-8-9: Students achieved scores of 80 -89
- 4-5-6: Student achieved score of 70 -79
- 1-2-3: Student achieved score of 69 or below

## Resources

<http://disney.go.com/hotshot/hsb3/index.html> - Hot Shot Business

<http://questgarden.com/57/41/6/081111075657/> - WebQuest for Celebrity Project

Business Technology  
Freshman Year  
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Course Code: 721

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## **Course Philosophy:**

The Business Technology students of McCann Technical School are preparing to become superior future workers in the ever-growing and changing area of Business Technology. Through the Business Technology program at McCann Technical School, students will develop skills that will make them hard working, versatile, and technologically advanced professionals. This course is designed to: 1) provide the students with a basic knowledge of word processing, spreadsheets, databases, and presentations software; 2) emphasize effective keyboarding and ten-key calculator skills; 3) develop an understanding of basic business math concepts; 4) introduce the fundamentals of effective oral and written business communication; 5) introduce basic business concepts to gain a working knowledge of business terminology and concepts; 6) instill an understanding of computer trends in business and society; 7) provide the student with an understanding of PCs and the Windows environment; 8) allow the student to explore the power of the Internet; and 9) begin development of appropriate and effective workplace skills. “Hands-on” activities will be utilized to re-enforce all concepts.

## **Course Description:**

In the freshman year, the OT students will study topics such as communication skills, keyboarding and electronic calculator skills, and OSHA/shop safety; they will begin also to explore the Microsoft Office Suite, business math, business topics, and Internet and Computing Core (IC3) coursework.

After completing the first year of the Business Technology program at McCann Technical School our students will be able to:

1. Demonstrate proper technique in keyboarding through correct posture, placement of fingers on the home row, and use of the touch method with a goal of keying 25 WPM.
2. Demonstrate proper technique in using the ten-key numeric touch.
3. Understand basic math operations, percents, decimals, discounts, sales tax, payroll applications, checking accounts, and savings accounts.
4. Demonstrate use of proper business letter formatting.
5. Understand the effect of the audience on written and oral communications.
6. Demonstrate basic oral communication skills through a short oral presentation.
7. Create, save, print, edit, and showcase basic formatting skills utilizing Microsoft Word.

8. Create, save, print, edit, and showcase basic formatting of spreadsheets utilizing Microsoft Excel.
9. Utilize formulas and functions in spreadsheets.
10. Create, save, edit, and print databases using Microsoft Access.
11. Create reports and utilize filters for a database.
12. Create, save, edit, modify and setup a slide show using Microsoft PowerPoint.
13. Understand and utilize basic business concepts and vocabulary.
14. Demonstrate an understanding of the affect of computers on society.
15. Effectively research information using the Internet.

**Certifications:**

At the completion of freshman year, students will be prepared to take the Microsoft Office Specialist Certification in PowerPoint and IC3 certifications in Computing Fundamentals, Key Applications, and Living On-line.

**Course Outline:** *(on following page)*

UNIT	FRAMEWORKS STANDARDS
<p>I. OSHA/shop safety unit</p> <ul style="list-style-type: none"> <li>A. Define health and safety regulations</li> <li>B. Demonstrate health and safety practices</li> <li>C. Demonstrate responses to situations that threaten health and safety</li> </ul>	<p>1.A Define health and safety regulations <i>All sub strands 1A.01a – 1A.06a</i></p> <p>1.B Demonstrate health and safety practices <i>All sub strands 1B.01a – 1B.11c</i></p> <p>1.C Demonstrate responses to situations that threaten health and safety <i>All sub strands 1C.01a – 1.C.07a</i></p>
<p>II. BUSINESS COMMUNICATIONS</p> <ul style="list-style-type: none"> <li>A. Identify elements of communication</li> <li>B. Present different forms of communication and their purpose</li> <li>C. Analyze the audience</li> <li>D. Improving listening skills</li> <li>E. Concrete vs. abstract ideas</li> <li>F. Strategies for improving writing skills</li> </ul>	<p>2.B.03c Demonstrate proper listening and speaking skills</p> <p>2.I.01 Proofread, edit, and format text within a document</p> <p>3.A.01c Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects</p> <p>3.A.06c Use different levels of formality, style, and tone when composing for different audiences</p> <p>3.A.09c Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness</p> <p>3.A.11c Use all conventions of standard English when writing and editing</p> <p>3.A.13c Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary</p> <p>3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive.</p> <p>4.B.01a Apply strategies to enhance effectiveness of all types of communications in the workplace</p> <p>4.B.02a Apply reading skills and strategies to work-related documents</p> <p>4.B.03a Locate information from books, journals, magazines, and the Internet</p> <p>4.B.04a Apply basic writing skills to work-related communication</p> <p>4.B.05a Write work-related materials</p> <p>4.B.08a Apply basic skills for work-related oral communication</p> <p>4.B.12a Apply active listening skills to obtain and clarify information</p>
<p>III. BUSINESS TOPICS</p> <ul style="list-style-type: none"> <li>A. Introduction to business</li> </ul>	<p>5.A.01a Define entrepreneurship</p> <p>5.A.05a Explain the value of competition in the business field</p> <p>5.B.01a Identify a company/organization’s chain of command and organizational structure</p> <p>5.C.01a Explain the role of small business in the economy</p> <p>5.F.05a Define ethical practices for your field</p>
<p>IV. KEYBOARD and DATA ENTRY</p>	<p>2.U.01 Develop proper input techniques for the alphabetic keyboard</p> <p>2.U.02 Enter and manipulate numeric data using the touch method on the numeric keypad</p>

<p>A. Keyboard Reinforcement Activities</p> <ol style="list-style-type: none"> <li>1. Proper Technique</li> <li>2. Speed and Accuracy goal 25 wpm</li> </ol>	
<p>V. WORD PROCESSING (Word)</p> <ol style="list-style-type: none"> <li>A. Create, Save, and Print Documents</li> <li>B. Edit Documents</li> <li>C. Text Alignments</li> <li>D. Margins, Indents, and Spacing</li> <li>E. Utilize Spell Check, Grammar Check, and Thesaurus</li> <li>F. Editing and Formatting One-page Documents</li> <li>G. Using Tabs and Bulleted Lists</li> <li>H. Import and Utilize ClipArt</li> <li>I. Create Envelopes and Labels</li> <li>J. Create and format tables</li> </ol>	<p>2.I.01 Proofread, edit, and format text within a document</p> <p>2.I.02 Check writing for grammar, spelling and usage errors using resource tools, e.g., thesaurus, dictionary, etc.</p> <p>2.I.03 Create, modify, and import objects, graphics, and charts in a document</p> <p>2.I.04 Insert and edit headers and footers, set margins, and define page orientation</p> <p>2.I.05 Prepare and print envelopes and labels</p> <p>2.I.07 Create and modify tables</p> <p>2.I.08 Format business documents with columns, bullets, and borders</p> <p>2.J.01 Replace text, formats, special characters, and nonprinting elements using advanced techniques</p> <p>2.J.02 Outline, bullet, and number lists using advanced techniques</p> <p>2.J.04 Align text vertically and horizontally</p> <p>2.J.05 Create and apply style formatting</p> <p>2.J.06 Apply character effects</p> <p>2.J.07 Set character, line, paragraph spacing, and indentation options</p> <p>2.J.08 Set, delete, and modify tabs</p> <p>2.J.09 Sort lists, paragraphs, and tables</p> <p>2.J.11 Apply borders and shading</p> <p>2.L.01 Create, format, and modify tables</p> <p>2.L.02 Enter, edit, and sort data</p> <p>2.L.03 Perform calculations in a table</p> <p>2.L.05 Insert, position and resize graphics, objects, and charts</p> <p>2.L.07 Place graphics into the document from different storage media and sources</p> <p>2.V.05 Format business letters and memorandums</p> <p>2.V.08 Format tables, graphs, and charts</p> <p>4.B.07a Use writing/publishing/presentation applications</p> <p>6.A.05a Save, retrieve, load, format, and import data into, and export a variety of electronic documents (word processing, spreadsheet, database, AND desktop publishing)</p> <p>6.A.09a Demonstrate proper use of electronic proofreading tools and explain reasons why these shouldn't be relied upon solely</p>
<p>VI. Spreadsheets (Excel)</p> <ol style="list-style-type: none"> <li>A. Getting started with Excel essentials</li> </ol>	<p>2.N.01 Define spreadsheet terminology</p> <p>2.N.02 Identify and locate cells, columns, and rows</p> <p>2.N.03 Format cells, rows, and columns</p> <p>2.N.01 Define spreadsheet terminology.</p> <p>2.N.02 Identify and locate cells, columns, and rows.</p> <p>2.N.03 Format cells, rows, and columns.</p>

<p>B. Organizing and enhancing worksheets</p> <p>C. Creating formulas and charting data</p>	<p>2.N.04 Enter, edit, and sort data.</p> <p>2.N.06 Create, edit, and save a worksheet.</p> <p>2.N.07 Perform basic functions such as average, sum, count, min/max.</p> <p>2.N.10 Create, edit, print, and save a chart.</p> <p>2.N.11 Insert, move, and delete an object.</p> <p>2.N.12 Link multiple worksheets within a workbook.</p> <p>2.O.04 Paste formulas, values, formats, and links.</p> <p>2.P.01 Create, copy, edit and apply a formula.</p> <p>2.P.02 Calculate absolute and relative references.</p> <p>2.P.03 Calculate basic functions and basic financial functions (pmt, fv).</p> <p>2.P.05 Preview and print selections, worksheets, and workbooks.</p> <p>2.P.06 Change page formatting, orientation, and scaling.</p> <p>2.P.07 Create and edit headers/footers.</p> <p>2.P.08 Set print options.</p> <p>2.Q.01 Create, edit, and save a workbook.</p> <p>2.Q.05 Select the data and perimeters to chart.</p> <p>2.Q.06 Edit and format chart.</p> <p>2.Q.13 Apply filter functions.</p> <p>2.Q.14 Demonstrate proper use of noncontiguous cells and ranges.</p>
<p>VII. Databases (Access)</p> <p>A. Getting started with Access essentials</p> <p>B. Managing and reporting database information</p>	<p>2.R.01 Describe the purpose and uses of a database and its components</p> <p>2.R.02 Create and modify tables, forms and reports</p> <p>2.R.04 Create a table using a table wizard</p> <p>2.R.05 Build, modify and maintain data in tables</p> <p>2.R.06 Set primary keys</p> <p>2.R.07 Modify field properties</p> <p>2.R.08 Demonstrate the advanced use of multiple data types</p> <p>2.R.09 Demonstrate the advanced use of input and look up features</p> <p>2.R.10 Build and modify forms</p> <p>2.R.11 Create custom forms using controls</p> <p>2.R.13 Create and organize records</p> <p>2.R.14 Enter, modify, delete data into datasheet view of table</p> <p>2.R.19 Establish relationships between tables</p> <p>6.A.05a</p> <p>Save, retrieve, load, format, and import data into, and export a variety of electronic documents (word processing, spreadsheet, database, AND desktop publishing)</p>
<p>VIII. Presentations (PowerPoint)</p> <p>A. Create, Save, Print a Presentation</p> <p>B. View and Print Options</p> <p>C. Templates and Slide Backgrounds</p> <p>D. Format Slides</p> <p>E. Use Slide and Title Masters</p> <p>F. Including Graphic Elements</p> <p>G. Use Tables and Organization Charts</p> <p>H. Paste, Link, and Embed</p>	<p>2.S.01 Create a presentation</p> <p>2.S.02 Navigate among different views</p> <p>2.S.03 Customize and modify a presentation</p> <p>2.S.04 Create, modify, and import objects, graphics, and charts in a presentation</p> <p>2.S.05 Create outputs in various formats</p> <p>2.S.06 Deliver a presentation</p> <p>2.S.07 Create a slide show using wizards and templates</p> <p>2.S.08 Create masters to maintain consistency</p> <p>2.S.09 Insert graphics, objects and tables</p> <p>2.S.10 Customize design layout</p> <p>2.S.11 Format paragraphs</p> <p>2.S.12 Use build techniques, transitions, and custom animations</p> <p>2.S.13 Delete, copy, and move slides within and among presentations</p> <p>2.S.14 Change a slide layout</p>

<p>Objects</p> <p>I. Transitions, Sound, Timings</p> <p>J. Animate Text and Objects</p> <p>K. Setup a Slide Show</p> <p>L. Utilizing Effective Presentations in Communications</p> <p>M. Publish Presentations as Web Pages</p>	<p>2.S.15 Use the search and replace feature</p> <p>2.S.16 Move, copy, size, and delete paragraphs</p> <p>2.S.17 Create and modify headers and footers</p> <p>2.S.18 Set, modify, and delete tabs</p> <p>2.S.19 Link and embed data between applications</p> <p>2.S.20 Create and edit action buttons and hyperlinks</p> <p>2.T.01 Demonstrate the advanced use of the scale and size feature</p> <p>2.T.02 Demonstrate the advanced use of, crop, rotate, and fill features</p> <p>2.T.03 Create text boxes and wrap around objects</p> <p>2.T.04 Create tables within a presentation</p> <p>2.T.05 Add, build, and modify an organizational chart</p> <p>2.T.06 Add music and narrations</p> <p>2.T.07 Print slides, handouts, and speaker notes</p> <p>2.T.08 Print slides as an outline</p> <p>2.T.09 Set and rehearse timings on a presentation to automatically advance</p> <p>2.T.10 Convert a presentation to HTML and preview as a web page for viewing on all types of computers</p> <p>2.V.08 Format tables, graphs, and charts</p> <p>4.B.07a Use writing/publishing/presentation applications</p> <p>6.A.05a Save, retrieve, load, format, and import data into, and export a variety of electronic documents (word processing, spreadsheet, database, AND desktop publishing)</p>
<p><b>IX. EMPLOYABILITY SKILLS and WORK ETHIC DEVELOPMENT</b></p>	<p>4.D.01a Identify time management and task prioritization skills</p> <p>4.D.02a Explain the importance of following workplace etiquette/protocol</p> <p>4.D.04a Demonstrate self-management skills</p> <p>4.D.06a Describe the importance of having a positive attitude and techniques that boost morale</p> <p>4.D.07a Show initiative by coming up with unique solutions and taking on extra responsibilities</p> <p>4.D.08a Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals</p> <p>4.D.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p> <p>4.B.13a Communicate with others in a diverse workforce</p>
<p><b>X. BUSINESS MATH AND CALCULATOR SKILLS</b></p> <p>A. Review percent/base/rate;</p>	<p>2.F.05c Describe how paycheck deductions affect a worker</p> <p>2.F.07c List advantages/disadvantages of hourly and salaried employees</p> <p>3.B.02c</p>

<p>discounts/markup; inventory</p> <p>B. Gross Income</p> <p>C. Net Income</p> <p>D. Managing business finances</p> <p>E. Operating Calculator Using Ten-key Numeric Touch Method</p>	<p>Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.</p>
<p>XII. IC3</p> <p>A. Computers and computer systems</p> <p>B. Input, output, and processing</p> <p>C. Computer protection</p> <p>D. Computer maintenance</p> <p>E. Computer-related issues</p> <p>F. Software and hardware interaction</p> <p>G. Software fundamentals</p> <p>H. Operating systems</p> <p>I. Windows management</p> <p>J. Operating system configuration</p>	<p>6.A.01a Select and utilize the appropriate technology to solve a problem or complete a task.</p> <p>6.A.02a Demonstrate file management skills (e.g., install new software, compress and expand files as needed, download files as appropriate).</p> <p>6.A.03a Differentiate between different operating systems and demonstrate use of at least one to open and switch between programs and files.</p> <p>6.A.04a Identify and demonstrate resolutions to simple hardware and software problems as they occur (e.g., frozen screen, disk error, printing problems).</p> <p>6.A.05a Save, retrieve, load, format, and import data into, and export a variety of electronic documents (word processing, spreadsheet, database, AND desktop publishing).</p> <p>6.A.06a Demonstrate the proper use of a variety of external peripherals and how they connect to a computer.</p> <p>6.A.07a Illustrate methods of selecting and using search engines.</p> <p>6.A.08a Send, receive, and manage electronic correspondence and files, in accordance with school policy.</p> <p>6.A.09a Demonstrate proper use of electronic proofreading tools and explain reasons why these shouldn't be relied upon solely.</p> <p>6.C.01a Locate, evaluate, collect, and process information from a variety of electronic sources</p> <p>6.B.01a Identify ways in which technology is used in the workplace and in society.</p> <p>6.B.02a Summarize the rights and responsibilities of the school's Acceptable Use Policy.</p> <p>6.B.03a Explain laws restricting use of copyrighted materials on the Internet.</p> <p>6.B.04a Discuss the concerns about electronic communications, privacy and security, including protection from spyware and viruses.</p> <p>6.C.03a</p>

	<p>Demonstrate the use of appropriate electronic sources to conduct research (e.g., Web sites, online periodical databases, and online catalogs)</p> <p>3.A.15c</p> <p>Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks)</p>
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**Assessment plan**

The students are assessed in a variety of ways in the Business Technology program. They usually receive homework on a daily basis that is reviewed with the class on the following day; credit is granted if homework was completed. Students also complete tests, projects, written papers, presentations, and cumulative exams throughout the year, as well as a final exam at the end of the year. The students receive the graded assessments back with an attached rubric specific to that task in a timely manner and are required to keep in a notebook or place in their portfolio if it is a good representation of their skill and ability. The students receive the rubric prior to completing the task, so they know what they will be graded on. The following is a list of the percentages and categories that determine a student’s shop grade:

- 50% Competency/Performance
- 15% Tests/Quizzes
- 10% Attendance/Participation
- 10% Notebook/Portfolio
- 10% Project Work
- 5% Homework

**Performance Standards:**

There are individual rubrics used depending on the assignment, but below is the general rubric that is incorporated into all rubrics.

Exemplary (4)	Demonstrates thorough knowledge
Proficient (3)	Demonstrates adequate knowledge
Developing (2)	Demonstrates basic knowledge
Attempted (1)	Taught, but needs more practice

### **Competency reporting system:**

The students' performance standings are communicated with each student and the parents/guardians in various ways. The X2 family portal enables parents and students to monitor progress online. During each mid-quarter a cumulative progress report generated by our school-wide computer system is sent home to the parent/guardian. Report cards are generated on a quarterly basis. A parent night is held during the 1<sup>st</sup> quarter to allow parents to meet with teachers; other parent teacher conferences can be set up when needed through the guidance department. Email communication between the parent and teacher is encouraged. Teachers also meet with students who are in danger of failing for a quarter before the quarter closes; missing and make-up work is discussed and students are given the opportunity to makeup work that was not completed. Student progress is documented electronically using the VTCTS (Vocational Technical Competency Tracking System) online tracking system.

### **Instructional Activities:**

Below you will find a detailed listing of techniques used within the BT shop as well as some examples of how they are implemented.

- Independent – Beginner level assignments student reads through and performs task. For example, students are required to work through a reading and hands-on practice activities for MS Excel and complete the exercises at the end of the unit.
- Project Based – Simulations integrating various software learned; research projects. For example, after learning the fundamentals of MS Office programs, students will complete an Integrated Microsoft Office Project involving Internet research, data collection and presentation, and letter writing and formatting.
- Group – Assignments students review together and then present findings to their classmates. For example, students work in small groups to learn new concepts in MS Office and prepare a lesson and activity to present to their classmates.
- Cooperative – Work with small groups of students within the classroom. For example, freshmen may be teamed with classmates to brainstorm examples of business communications.

*Technology is used on a daily basis within the Business Technology shop.*

**Resources:**

**TEXTBOOKS:**                    Mathematics with Business Applications  
Introduction to Business  
Computer Literacy BASICS  
Learning Microsoft Word 2007  
Learning Microsoft Excel 2007  
Microsoft Office Access 2007  
Learning Microsoft PowerPoint 2007  
Ten-Key Skill Builder

**SOFTWARE:**                    Microsoft Office 2007, Internet Explorer, and Windows

**ONLINE RESOURCES:**        Certiport testing software (*for MOS PowerPoint and IC3 certification testing*)  
Edotyping website

**AUDIO/VIDEO TAPES:**        Communicating for Success (*audio*)

**SUPPLEMENTAL  
READING:**                    How Full Is Your Bucket Tom Rath  
*Wall Street Journal*, Classroom Edition

Sophomore Year  
Business Technology  
CIP Code: 520407  
Course Code: 722

McCann Technical School  
70 Hodges Cross Road  
North Adams, MA 01247

Instructors:

Regina Dastoli-Fierro  
Pamela Dorwin

Developed: August 2005  
Revised: February 2011

**Course Philosophy:**

The Business Technology students of McCann Technical School are preparing to become superior future workers in the ever-growing and changing area of Business Technology. Through the Business Technology program at McCann Technical School, students will develop skills that will make them hard working, versatile, and technologically advanced professionals. This course is designed to 1) further enhance the students oral and written business communication skills; 2) develop basic accounting skills; 3) develop an understanding of laws and ethics and their affects on society; 4) teach students to create and effectively edit graphic images; 5) introduce students to HTML and proper web page design techniques; 6) introduce students to e-mail and its effective use as a time management tool; and 7) enhance students skills with word processing, spreadsheet, database, and presentation software. “Hands-on” activities, simulations, and projects will be utilized to reinforce all concepts.

**Course Description:**

During sophomore year, the students will review OSHA/Shop safety requirements, further explore business communication skills and topics in business and Microsoft Office as well as begin accounting, email, Adobe Photoshop, and independent and group projects and assignments in business topics.

After completing the second year of the Business Technology program at McCann Technical School our students will be able to:

1. Use technical writing with effective sentences and paragraphs.
2. Effectively run a business meeting.
3. Understand safety/health concerns.
4. Describe a process.
5. Give effective instructions.
6. Demonstrate knowledge of formulas, functions, and formatting in an Excel worksheet.
7. Work with multiple worksheets.
8. Utilize advanced formatting in a document.
9. Work effectively with multiple page documents.
10. Demonstrate ability to create a mail merge

11. Analyze, journalize, and post basic accounting transactions.
12. Write and endorse checks and reconcile a bank statement.
13. Prepare financial statements for a sole proprietorship.
14. Demonstrate effective use of e-mail features and options.
15. Create graphics which integrate principles of communication and elements of visual design.
16. Select the appropriate style of graphics based on the intended purpose.
17. Develop an appreciation of the affect of laws on society.
18. Understand and differentiate ethics and law.
19. Understand the basic structure of an HTML file.

**Course Outline:**

Unit	Frameworks Standards
<p>I. OSHA/SHOP SAFETY</p> <p>A. Completion of 10-hour general industry course (online through www.careersafeonline.com)</p>	<p>1.A Define health and safety regulations <i>All sub strands 1A.01a – 1A.06a</i></p> <p>1.B Demonstrate health and safety practices <i>All sub strands 1B.01a – 1B.11c</i></p> <p>1.C Demonstrate responses to situations that threaten health and safety <i>All sub strands 1C.01a – 1.C.07a</i></p>
<p>II. TOPICS IN BUSINESS AND COMMUNICATIONS</p> <p>A. Technical writing with effective sentences and paragraphs</p> <p>A. Review of grammar rules</p> <p>B. Describe a process</p> <p>C. Give effective instructions</p>	<p>2.E.01c Identify the different types of business meetings</p> <p>2.E.02c Plan a business meeting</p> <p>2.E.03c Prepare documents related to business meetings</p> <p>2.V.07 Format business reports and related documents</p> <p>2.V.08 Format tables, graphs, and charts</p> <p>5.B.07a Explain methods to effectively run a meeting</p> <p>3.A.06c Use different levels of formality, style, and tone when composing for different audiences.</p> <p>3.A.07c Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.</p> <p>3.A.09c Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>3.A.11c Use all conventions of standard English when writing and editing.</p> <p>3.A.13c Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p> <p>3.A.14c Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed</p> <p>3.A.15c Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks)</p> <p>3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive.</p> <p>3.B.02c Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents</p> <p>3.B.03c Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data</p>

<p>III. ACCOUNTING</p> <p>A. Accounting</p> <ol style="list-style-type: none"> <li>1. Ethics in accounting</li> <li>2. Analyze accounting transactions</li> <li>3. Journalize accounting transactions</li> <li>4. Post accounting transactions</li> <li>5. Checking accounts</li> <li>6. Bank reconciliation</li> <li>7. Dishonored checks and electronic banking</li> <li>8. Creating a work sheet</li> <li>9. Planning adjusting entries on a work sheet</li> <li>10. Extending financial statement information on a work sheet</li> <li>11. Preparing an Income Statement</li> <li>12. Preparing a Balance Sheet</li> <li>13. Recording adjusting entries</li> <li>14. Recording closing entries</li> <li>15. Preparing a Post-Closing Trial Balance</li> </ol>	<p>2.D.01c Explain the advantages and disadvantages of three major types of business ownership</p> <p>5.A.03a Compare and contrast types of businesses, including sole proprietorships, small businesses, companies, corporations, governmental agencies, and non-profit organizations</p> <p>2.F.02c Describe the importance of accounting in a business</p> <p>2.F.08c Describe appropriate cash handling practices in a business</p> <p>2.H.01c Explain difference between ethical values, business practice, and legal responsibility</p> <p>2.H.02c Explain the distinctions between both personal and professional conduct</p> <p>2.Y.01 Define terms related to accounting (e.g. debts, credits, balance sheets, etc.)</p> <p>2.Y.02 Define generally accepted auditing procedures and standards</p> <p>2.Y.03 Perform basic accounts payable and accounts receivable functions and calculations</p> <p>2.Y.04 Create and manage a balance sheet</p> <p>2.Y.05 Demonstrate fundamental accounting principles</p> <p>2.Y.06 Create and organize ledgers, journals, and financial statements</p> <p>5.F.04a Define ethical business practices for your field</p> <p>3.B.03c Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data</p> <p>5.F.04a Define ethical business practices for your field</p>
<p>IV. FINANCE</p> <ol style="list-style-type: none"> <li>A. Bank reconciliations</li> <li>B. Loans</li> <li>C. Production</li> <li>D. Purchasing</li> <li>E. Sales</li> </ol>	<p>2.A.01c Describe key implications for a company which grants credit.</p> <p>2.X.06 Calculate the cost of a mortgage, car loan, and personal loan.</p> <p>2.X.07 Open, maintain, and reconcile a personal checking account.</p> <p>2.X.08 Research the benefits of a savings account, money market, certificate of deposit, U.S. Savings Bond and mutual fund.</p> <p>2.X.09 Calculate the cost of a credit card or installment plan purchase.</p>

<p>V. ADOBE PHOTOSHOP</p> <ul style="list-style-type: none"> <li>A. Photoshop basics</li> <li>B. Incorporating color techniques</li> <li>C. Placing type in an image</li> <li>D. Understanding layers</li> <li>E. Using layers to manipulate an image</li> <li>F. Special effects with filters</li> <li>G. Enhancing an image</li> </ul>	<p>Competencies taught exceed framework requirements</p>
<p>VI. BUSINESS LAW</p> <ul style="list-style-type: none"> <li>A. Ethics and law</li> <li>B. Classes and elements of crime</li> <li>C. Doctrine of Public Policy</li> <li>D. Contracts and the Statute of Frauds</li> <li>E. Law of sales</li> <li>F. Warranties</li> <li>G. Consumer law</li> <li>H. Borrowing money and buying on credit</li> <li>I. Employment contracts for minors</li> <li>J. Patents, copyrights, and trademarks</li> <li>K. Sole proprietorships and partnerships</li> <li>L. Corporations</li> </ul>	<p><i>Competencies taught exceed framework requirements</i></p> <p>5.F.04a Define ethical business practices for your field</p> <p>3.A.11c Use all conventions of standard English when writing and editing.</p> <p>3.A.13c Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p> <p>3.A.15c Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks)</p> <p>3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive.</p>
<p>VII. WEB PAGES</p> <ul style="list-style-type: none"> <li>A. Formatting text with HTML</li> <li>B. Adding graphics and multimedia</li> <li>C. Using forms to control input</li> <li>D. Working with tables</li> <li>E. Controlling page layout</li> <li>F. Designing web pages</li> </ul>	<p>1.B.11c Explain carpal tunnel syndrome, or related repetitive strain injuries, and list exercises to reduce such injury</p> <p>1.B.12 Describe causes and remedies for eye strain</p> <p>1.B.13 Describe the relationship between productivity and health</p> <p>2.V.24 Understand the importance of ergonomics as it relates to individual health and well-being</p> <p>2.W.01 Plan a website</p> <p>2.W.02 Define the target audience and purpose of the web page</p> <p>2.W.03 Create a storyboard</p> <p>2.W.04 Demonstrate information, interaction, and presentation design concepts</p> <p>2.W.07 Explain the basic syntax/control of HTML/XHTML</p> <p>2.W.08 List and properly code common document tags</p> <p>2.W.09 Properly code list tags (e.g. ordered, unordered, definition lists)</p> <p>2.W.11 Insert a table</p> <p>2.W.12 Define and properly use GIF and JPEG image graphics</p>

	<p>2.W.13 Create links to other pages and websites</p> <p>2.W.16 Explain impact of website design on information accessibility</p> <p>2.W.17 Demonstrate how to upload a web page to a web server</p> <p>6.B.03a Explain laws restricting use of copyrighted materials on the Internet</p>
<p>VIII. DATABASES (ACCESS)</p> <p>A. Building and using queries</p> <p>B. Using forms</p> <p>C. Using reports</p> <p>D. Modifying the database structure</p> <p>E. Creating multiple table queries</p> <p>F. Enhancing forms</p> <p>G. Analyzing data with reports</p>	<p>2.R.17 Specify criteria and run a query</p> <p>2.R.18 Create calculated fields in a query</p> <p>2.R.20 Create and modify reports</p> <p>2.R.21 Create reports using defaults</p> <p>2.R.22 Create custom reports</p> <p>2.R.23 Modify format properties (font, style, color)</p> <p>2.R.24 Export reports</p> <p>2.R.25 Integrate a database with other applications</p>
<p>IX. SPREADSHEETS (EXCEL)</p> <p>A. Working with functions, tables, and charts</p> <p>B. More on printing and editing</p> <p>C. More on entering data, saving, and printing</p> <p>D. Advanced chart techniques</p> <p>E. Advanced functions, PivotCharts, PivotTables</p> <p>F. Internet and integration</p> <p>G. Getting tricky with formulas and graphics</p>	<p>2.N.04 Enter, edit, and sort data</p> <p>2.N.05 Demonstrate the advanced use of page setup and printing features</p> <p>2.N.08 Create and use hyperlinks</p> <p>2.N.09 Import, export, and link data to and from other applications</p> <p>2.N.10 Create, edit, print, and save a chart</p> <p>2.N.11 Insert, move, and delete an object</p> <p>2.N.12 Link multiple worksheets within a workbook</p> <p>2.O.04 Paste formulas, values, formats, and links</p> <p>2.O.05 Customize and personalize worksheets using clip art, drawing, and objects</p> <p>2.O.06 Demonstrate the advanced use of conditional formatting</p> <p>2.P.03 Calculate basic functions and basic financial functions (payment, future value)</p> <p>2.P.04 Demonstrate the advanced use of the lookup, reference and logical functions</p> <p>2.P.05 Preview and print selections, worksheets, and workbooks</p> <p>2.Q.02 Create multiple worksheets within a workbook</p> <p>2.Q.03 Link and embed data between worksheets</p> <p>2.Q.04 Perform OLE (Object Linking and Embedding) functions with external sources</p> <p>2.Q.05 Select the data and perimeters to chart</p> <p>2.Q.06 Edit and format chart</p> <p>2.Q.07 Export chart to external document</p> <p>2.Q.08 Define list fields</p> <p>2.Q.09 Enter data using a data form</p> <p>2.Q.10 Demonstrate the advanced use of data validation</p> <p>2.Q.11 Sort and subtotal a list</p> <p>2.Q.12 Modify records</p> <p>2.Q.13 Apply filter functions</p> <p>2.Q.14 Demonstrate proper use of noncontiguous cells and ranges</p> <p>2.Q.15 Add and edit comments</p> <p>2.Q.16 Demonstrate how to protect cells</p> <p>2.Q.17 Add macros and pivot tables</p> <p>2.Q.18 Import from and export to text files</p> <p>2.Q.19 Import data from a web page</p> <p>2.X.06 Calculate the cost of a mortgage, car loan, and personal loan</p>

	<p>3.A.04c Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>3.B.02c Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents</p>
<p>X. WORD PROCESSING (WORD)</p> <p>A. Review and expand grade 9 competencies</p> <p>B. Create and demonstrate effective use of mail merge</p> <p>C. Work effectively with multiple and multiple page documents</p> <ol style="list-style-type: none"> <li>a. Outlines</li> <li>b. Page, Section Breaks</li> <li>c. Headers, Footers</li> <li>d. Footnotes, Endnotes</li> <li>e. Bookmarks, Comments</li> <li>f. Indexing &amp; Cross-Referencing</li> <li>g. Table of Contents, Table of Authorities, Table of Figures</li> </ol> <p>D. Demonstrate effective use of macros, building blocks, column formatting</p> <p>E. Utilize text boxes effectively, advanced graphic features</p> <p>F. Use advanced formatting functions including text flow options, character spacing, watermarks, templates, themes</p>	<p>2.I.03 Create, modify, and import objects, graphics, and charts in a document</p> <p>2.I.04 Insert and edit headers and footers, set margins, and define page orientation</p> <p>2.I.06 Create and manage mail merge</p> <p>2.I.08 Format business documents with columns, bullets, and borders</p> <p>2.J.10 Track changes using advanced proofreading tools</p> <p>2.K.01 Design, create, modify a document using newspaper columns</p> <p>2.K.02 Create sections with formatting that differs from other sections</p> <p>2.K.03 Create a table of contents, index, and table of figures/authorities using automated functions</p> <p>2.K.04 Create, apply, and edit macros</p> <p>2.K.05 Create, save, modify, and use on-line forms</p> <p>2.L.04 Add graphics to document using drawing feature</p> <p>2.L.05 Insert, position and resize graphics, objects, and charts</p> <p>2.L.06 Group and ungroup graphics to delete, add, or modify elements</p> <p>2.L.08 Align text with graphics and charts using advanced features</p> <p>2.M.01 Design or modify a document for mail merge</p> <p>2.M.02 Design a database to be used for merge</p> <p>2.M.03 Merge letters, reports, labels, envelopes, or catalogs with varying data sources</p> <p>2.M.04 Sort and query records within a data source</p> <p>2.M.05 Modify database source structure</p> <p>2.V.07 Format business reports and related documents</p> <p>2.V.08 Format tables, graphs, and charts</p> <p>3.A.11c Use all conventions of standard English when writing and editing.</p> <p>3.A.13c Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p>

<p><b>XI. EMAIL (OUTLOOK)</b></p> <ul style="list-style-type: none"> <li>A. Time Management</li> <li>B. Contacts</li> <li>C. Calendar</li> <li>D. Daily Task List</li> <li>E. Basic Email Features and Functions of Email and Managing Mail</li> <li>F. Address Book</li> <li>G. Notes, Journal, Outlook Today</li> </ul>	<ul style="list-style-type: none"> <li>2.V.06 Format e-mail correspondence</li> <li>2.V.27 Use appropriate electronic etiquette (voice mail, cellular phones, e-mail, speakerphones)</li> <li>5.F.04a Define ethical business practices for your field</li> <li>3.A.11c Use all conventions of standard English when writing and editing.</li> <li>3.A.15c Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks)</li> <li>3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive.</li> </ul>
<p><b>XII. BUSINESS TOPICS</b></p> <ul style="list-style-type: none"> <li>A. Customer Service</li> <li>B. Business Meetings</li> <li>C. Marketing Fundamentals</li> <li>D. Management Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>2.A.01c Describe customer types and the importance of customer service.</li> <li>2.A.02c Demonstrate ways to greet and assist a customer in appropriate ways.</li> <li>2.A.03c Demonstrate ways to respond to customers and exceed their expectations.</li> <li>2.A.04c Demonstrate ways to resolve customer service complaints in a professional and appropriate manner.</li> <li>2.A.05c Identify the steps to manage dissatisfied customers.</li> <li>2.A.06c Explain ways to reduce customer service stress to both workers and the consumer</li> <li>2.E.01c Identify the different types of business meetings.</li> <li>2.E.02c Plan a business meeting.</li> <li>2.E.03c Prepare documents related to business meetings.</li> <li>2.E.04c Compare and contrast skills used to participate effectively in meetings and online meetings.</li> <li>3.A.11c Use all conventions of standard English when writing and editing.</li> <li>3.A.13c Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</li> <li>3.A.15c Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks)</li> <li>3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive.</li> <li>5.F.04a Define ethical business practices for your field</li> </ul>
<p><b>XIII. DAILY ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>A. Portfolio</li> <li>B. Timings (Alpha and Numeric)</li> <li>C. Morning Thinking Activities</li> <li>D. Work Ethic self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>2.U.01 Develop proper input techniques for the alphabetic keyboard</li> <li>2.U.02 Enter and manipulate numeric data using the touch method on the numeric keypad</li> <li>4.B.01a Apply strategies to enhance effectiveness of all types of communications in the workplace</li> <li>4.B.02a Apply reading skills and strategies to work-related documents</li> <li>4.B.03a Locate information from books, journals, magazines, and the Internet</li> <li>4.B.04a Apply basic writing skills to work-related communication</li> <li>4.B.05a Write work-related materials</li> </ul>

	<p>4.B.06a Explain information presented graphically</p> <p>4.B.07a Use writing/publishing/presentation applications</p> <p>4.B.08a Apply basic skills for work-related oral communication</p> <p>4.B.13a Communicate with others in a diverse workforce</p> <p>4.C.03a Describe methods of researching and validating reliable information relevant to the problem</p> <p>4.D.01a Identify time management and task prioritization skills</p> <p>4.D.02a Explain the importance of following workplace etiquette/protocol</p> <p>4.D.04a Demonstrate self-management skills</p> <p>4.D.06a Describe the importance of having a positive attitude and techniques that boost morale</p> <p>4.D.07a Show initiative by coming up with unique solutions and taking on extra responsibilities</p> <p>4.D.08a Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals</p> <p>4.D.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p> <p>3.A.01c Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <p>3.A.09c Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>3.A.11c Use all conventions of standard English when writing and editing.</p> <p>3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive</p>
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**Assessment plan**

The students are assessed in a variety of ways in the Business Technology program. They usually receive homework on a daily basis that is reviewed with the class on the following day; credit is granted if homework was completed. Students also complete tests, projects, written papers, presentations, and cumulative exams throughout the year, as well as a final exam at the end of the year. The students receive the graded assessments back with an attached rubric specific to that task in a timely manner and are required to keep in a notebook or place in their portfolio if it is a good representation of their skill and ability. The students receive the rubric prior to completing the task, so they know what they will be graded on. The following is a list of the percentages and categories that determine a student’s shop grade:

- 50% Competency/Performance
- 15% Tests/Quizzes
- 10% Attendance/Participation
- 10% Notebook/Portfolio
- 10% Project Work
- 5% Homework

**Performance Standards:**

There are individual rubrics used depending on the assignment, but below is the general rubric that is incorporated into all rubrics.

Exemplary (4)	Demonstrates thorough knowledge
Proficient (3)	Demonstrates adequate knowledge
Developing (2)	Demonstrates basic knowledge
Attempted (1)	Taught, but needs more practice

**Competency reporting system:**

The students' performance standings are communicated with each student and the parents/guardians in various ways. The X2 family portal enables parents and students to monitor progress online. During each mid-quarter a cumulative progress report generated by our school-wide computer system is sent home to the parent/guardian. Report cards are generated on a quarterly basis. A parent night is held during the 1<sup>st</sup> quarter to allow parents to meet with teachers; other parent teacher conferences can be set up when needed through the guidance department. Email communication between the parent and teacher is encouraged. Teachers also meet with students who are in danger of failing for a quarter before the quarter closes; missing and make-up work is discussed and students are given the opportunity to make up work that was not completed. Student progress is documented electronically using the VTCTS (Vocational Technical Competency Tracking System) online tracking system.

**Instructional Activities:**

Below you will find a detailed listing of techniques used within the BT shop as well as some examples of how they are implemented.

- Independent – Beginner level assignments student reads through and performs task. For example, students are required to work through a reading and hands-on practice activities for MS Excel and complete the exercises at the end of the unit.
- Project Based – Simulations integrating various software learned; research projects. For example, after learning the fundamentals of MS Office programs, students will complete an Integrated Microsoft Office Project involving Internet research, data collection and presentation, and letter writing and formatting.
- Group – Assignments students review together and then present findings to their classmates. For example, students work in small groups to learn new concepts in MS Office and prepare a lesson and activity to present to their classmates.
- Cooperative – Work with small groups of students within the classroom. For example, freshmen may be teamed with classmates to brainstorm examples of business communications.

**Performance Standards:**

There are individual rubrics used depending on the assignment, but below is the general rubric that is incorporated into all rubrics.

Advanced	Demonstrates thorough knowledge
Proficient	Demonstrates adequate knowledge
Beginner	Demonstrates basic knowledge
Intro	Taught but not practiced

**Competency reporting system:**

The students' performance standings are communicated with each student and the parents/guardians in various ways. During each mid-quarter a cumulative progress report generated by our school wide computer system is mailed home to the parent/guardian. Report cards are generated on a quarterly basis. There is also an open house the 1<sup>st</sup> quarter to allow parents to meet with teachers. Other parent teacher conferences can be set up when needed through the guidance department as well as email communication between parent and teacher. Teachers also communicate to students that are endanger of not passing for the quarter before the quarter closes and are given the opportunity to makeup any work that was not completed.

**Instructional Activities:**

Below you will find a detailed listing of techniques used within the BT shop as well as some examples of how they are implemented.

- Independent – Intermediate/advanced level assignments student reads through and performs task. For example, students are required to read through an MS Office exercise, review the procedures, and then complete the related hands-on activity. The students are given a grading sheet listing requirements prior to beginning the activity.

- Project Based – Simulations integrating various software learned; research projects. As an example of simulation work, students take on the role of an information manager and are required to complete a series of word processing, database, spreadsheet, and presentation tasks that require increasingly higher-level thinking skills. A sample research project in MS Word requires the students to create a recipe book of their favorite recipes found on-line. The recipe book must be formatted properly using advanced MS Word concepts.
- Group – Assignments students review together and then present findings to their classmates. For example, students work in small groups to role-play an effective business meeting. They develop an agenda, run the meeting, and prepare minutes of the meeting.
- Cooperative – Work with different grade level students within the classroom. For example, each year sophomores and juniors work together to prepare for the SkillsUSA Shop Spirit competition and are graded based upon participation and teamwork.

Technology is used on a daily basis within the trade area.

This particular trade area allows for integration with other trade areas as well as academics. Other trade areas are integrated with help in formatting, preparing, and presenting material.

**Resources:**

**TEXT:**

Glencoe Accounting—1<sup>st</sup> year course  
Glencoe Accounting—QuickBooks Learning Guide 2010  
Communicating for Success  
Learning Microsoft Word 2007  
Learning Microsoft Excel 2007  
Learning Microsoft Access 2007  
Learning English Skills Through Word Processing Understanding  
Business and Personal Law  
HTML, Illustrated Series

**SOFTWARE:**

Microsoft Office 2007, Windows 7, HP Precision Scan, Internet Explorer, Adobe Photoshop 7.0

**AUDIO/VIDEO TAPES:**

**SIMULATIONS:**

VideoStop 1, 2, 3, 4  
 Skateboards, Inc.

**SUPPLEMENTAL**

**READING:**

The 7 Habits of Highly Effective Teens, Sean Covey  
*Wall Street Journal*, Classroom Edition

**ONLINE RESOURCES:**

[www.careersafeonline.com](http://www.careersafeonline.com) – 10-hour General Industry OSHA course

Business Technology  
Junior Year  
CIP Code: 520407  
Course Code: 721

McCann Technical School  
70 Hodges Cross Road  
North Adams, MA 01247

Instructors:

Regina Dastoli-Fierro  
Pamela Dorwin

Developed: August 2005  
Revised: February 2011

## **Course Philosophy:**

The Business Technology students of McCann Technical School are preparing to become superior future workers in the ever-growing and changing area of Business Technology. Through the Business Technology program at McCann Technical School, students will develop skills and attitudes that will make them hard working, versatile, and technologically advanced professionals. This course is designed to 1) continue advanced accounting concepts or accounting applications; 2) further enhance students' written and oral communication skills; 3) present job search strategies, including resume, cover letter and various other employment documents, interview preparation and review of labor laws; 4) develop an awareness of the importance of quality customer service, telephone skills, and standard office procedures; 5) learn advanced features of the Microsoft Office suite and apply this knowledge to jobs being done in the shop; 6) apply and practice concepts taught while doing 'real' work for the school and community.

## **Course Description:**

In the junior year the students begin with a review of OSHA practices and safety and then progress into further studies of Microsoft Office, accounting, business communications, and other business topics (such as entrepreneurship, meeting etiquette, management, and marketing). The other areas of study they will begin are office procedures (including customer service, telephone skills, and filing) and a career unit. After completing the third year of the Business Technology program at McCann Technical School our students will be able to:

1. Demonstrate ability to handle additional formatting features in Microsoft Office 2007.
2. Design databases to meet the needs of specific applications and users.
3. Create effective presentations clearly communicating topics and appealing to the target audience.
4. Prepare for and participate in a mock job interview.
5. Understand and recognize labor laws.
6. Use advanced features of Microsoft Excel 2007.
7. Correctly file business correspondence.
8. Handle incoming and outgoing telephone calls.
9. Demonstrate growth in oral and written communication skills and professionalism.

10. Complete school/community projects with teacher assistance.

**Course Outline:**

UNIT	FRAMEWORKS STANDARDS	
I. OSHA/shop safety unit review A. Define health and safety regulations B. Demonstrate health and safety practices C. Demonstrate responses to situations that threaten health and safety	1.A  1.B  1.C	Define health and safety regulations <i>All sub strands 1A.01a – 1A.06a</i>  Demonstrate health and safety practices <i>All sub strands 1B.01a – 1B.11c</i>  Demonstrate responses to situations that threaten health and safety <i>All sub strands 1C.01a – 1.C.07a</i>
II. BUSINESS COMMUNICATIONS A. Comparing and contrasting B. The Seven C’s of Writing C. Persuading an Audience	2.V.05 3.A.01c  3.A.06c  3.A.11c  3.A.13c  3.A.16c  3.A.09c	Format business letters and memorandums  Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects.  Use different levels of formality, style, and tone when composing for different audiences.  Use all conventions of standard English when writing and editing.  Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.  Write formal communication documents using correct format and language rules to convey a message, announcement or directive.  Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.
III. ACCOUNTING A. Journalizing Purchases and Cash Payments B. Journalize Sales and Cash Receipts C. Prepare Payroll Records D. Prepare a Worksheet for a Partnership E. Financial Statements for a Partnership F. Recording Adjusting and Closing Entries for a Partnership G. Computerized accounting with QuickBooks	2.F.05c 2.F.02c 2.F.05c 2.F.06c  2.F.07c  2.F.08c	Describe how paycheck deductions affect a worker Describe the importance of accounting in a business Describe how paycheck deductions affect a worker Describe the importance of cost containment in a company  List advantages/disadvantages of hourly and salaried employees  Describe appropriate cash handling practices in a business <i>2.N, 2.O, 2.P (all, as needed)</i>  <i>Define and demonstrate the fundamental functions of a spreadsheet</i>
IV. ACCOUNTING	2.U.02	Enter and manipulate numeric data using the touch

<p><b>APPLICATIONS</b></p> <ul style="list-style-type: none"> <li>A. Basic service business accounting</li> <li>B. Basic merchandise accounting</li> <li>C. Basic payroll</li> <li>D. Business math/calculator applications</li> </ul>	<p>2.X.07</p> <p>2.Y.01</p> <p>2.Y.02</p> <p>2.Y.04</p> <p>2.Y.05</p> <p>2.Y.06</p> <p>2.Y.07</p> <p>2.Y.08</p> <p>5.C.02a</p>	<p>method on the numeric keypad</p> <p>Open, maintain, and reconcile a personal checking account</p> <p>Define terms related to accounting (e.g. debits, credits, balance sheets, etc.)</p> <p>Define generally accepted auditing procedures and standards</p> <p>Create and manage a balance sheet</p> <p>Demonstrate fundamental accounting principles</p> <p>Create and organize ledgers, journals, and financial statements</p> <p>Compare and contrast methods of tracking cash and inventory</p> <p>Analyze data relevant for taxation purposes</p> <p>Extract and extrapolate data from financial documents, such as a pay- stub, budget, tax statement, and financial report</p>
<p><b>V. JOB SEARCH / CAREER UNIT</b></p> <ul style="list-style-type: none"> <li>A. Prepare a Mailable Resume</li> <li>B. Prepare a Letter of Acceptance, Rejection, Resignation</li> <li>C. Complete a Job Application</li> <li>D. Prepare for the Interview</li> <li>E. Prepare a Follow-up /Thank you Letter</li> <li>F. Labor Laws</li> <li>G. Minimum wage laws</li> <li>H. Youth Working Hours/Laws</li> </ul>	<p>2.V.25</p> <p>2.V.26</p> <p>3.A.01c</p> <p>3.A.06c</p> <p>3.A.13c</p> <p>4.A.04a</p> <p>4.A.05a</p> <p>4.A.06a</p> <p>4.A.07a</p> <p>4.A.08a</p> <p>4.B.01a</p> <p>4.B.02a</p>	<p>Describe expectations related to work appearance and manners</p> <p>Explain attitudes that contribute to the success of an organization</p> <p>Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects</p> <p>Use different levels of formality, style, and tone when composing for different audiences.</p> <p>Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p> <p>Complete job applications and related employment documents (e.g. W-4)</p> <p>Create professional cover letters, resumes, and portfolios in a variety of formats (print and electronic)</p> <p>Apply job search skills to seek, evaluate, apply for, and accept employment</p> <p>Demonstrate good interviewing skills</p> <p>Demonstrate employability skills needed to get and keep a job</p> <p>Apply strategies to enhance effectiveness of all types of communications in the workplace</p> <p>Apply reading skills and strategies to work-related documents</p>

	<p>4.B.03a Locate information from books, journals, magazines, and the Internet</p> <p>4.B.04a Apply basic writing skills to work-related communication</p> <p>4.B.05a Write work-related materials</p> <p>4.B.08a Apply basic skills for work-related oral communication</p> <p>4.B.13a Communicate with others in a diverse workforce</p> <p>4.D.02a Explain the importance of following workplace etiquette/protocol</p> <p>4.D.04a Demonstrate self-management skills</p> <p>4.D.06a Describe the importance of having a positive attitude and techniques that boost morale</p> <p>4.D.10a Value the importance of professionalism, including reliability, honesty, responsibility, and ethics</p> <p>4.D.11a Demonstrate a respect for diversity and its benefit to the workplace</p> <p>4.D.08a Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals</p> <p>5.D.01a List federal and state mandated employee rights</p> <p>5.D.02a Describe proper working conditions for your industry</p> <p>5.D.03a Explain the role of labor organizations</p> <p>5.D.04a Discuss the importance of diversity and list methods of encouraging diversity in the workplace</p> <p>5.D.05a Describe standard forms of employment contracts applicable to your industry</p> <p>5.D.06a State the current minimum wage, as well as wages for common jobs found within the field</p> <p>5.D.07a List opportunities for continual professional development</p> <p>5.F.04a Define ethical business practices for your field</p> <p>5.B.02a Define and demonstrate leadership and teamwork skills</p>
<p><b>VI. BUSINESS TOPICS</b></p> <p>A. Customer Service</p> <p>B. Management</p> <p>C. Marketing</p>	<p>2.A.01c Describe customer types and the importance of customer service.</p> <p>2.A.02c Demonstrate ways to greet and assist a customer in appropriate ways.</p> <p>2.A.03c Demonstrate ways to respond to customers and exceed their expectations.</p> <p>2.A.04c Demonstrate ways to resolve customer service complaints in a professional and appropriate manner.</p> <p>2.A.05c Identify the steps to manage dissatisfied customers.</p> <p>2.A.06c Explain ways to reduce customer service stress to both workers and the consumer.</p>

	<p>2.C.01c Demonstrate the selling process.</p> <p>2.C.02c List methods and tools used to determine the customer's needs.</p> <p>2.C.03c Prepare an advertising message incorporating multimedia, print and/or audio technologies.</p> <p>2.C.04c Explain the qualities of good public relations.</p> <p>2.C.05c Research and analyze market information.</p> <p>5.B.03a Explain ways a company or organization can market itself, including choosing a name, designing logos and promotional materials, advertising, and the importance of word-of-mouth</p> <p>5.A.04a Describe practices that ensure quality customer service</p> <p>5.A.03a Compare and contrast types of businesses, including sole proprietorships, small businesses, companies, corporations, governmental agencies, and non-profit organizations</p> <p>5.A.02a Describe the relationship between suppliers, producers, and consumers</p>
<p>VI. SPREADSHEETS (Excel)</p> <p>A. Performing analyses</p> <p>B. Protect and share worksheets and create special charts</p>	<p>2.N.04 Enter, edit, and sort data</p> <p>2.N.07 Perform basic functions such as average, sum, count, min/max</p> <p>2.P.01 Create, copy, edit, and apply a formula</p> <p>2.P.04 Demonstrate the advanced use of the lookup, reference, and logical functions</p> <p>2.Q.09 Enter data using a data form</p> <p>2.Q.10 Demonstrate the advanced use of data validation</p> <p>2.Q.12 Modify records</p> <p>2.Q.16 Demonstrate how to protect cells</p> <p>2.Q.11 Sort and subtotal a list</p> <p>2.Q.13 Apply filter functions</p> <p>3.A.04c Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>3.B.02c Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.</p> <p>3.A.15c Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks)</p> <p>3.B.03c Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and</p>

		mode) to communicate information about the data. Use these notions to compare different sets of data.
<b>VI. WORD PROCESSING (Word)</b> A. Creating and Editing Long Documents B. Desktop Publishing and Automation C. Working with Graphics / Advanced Features of Graphics D. Securing Documents E. Integrating Within Other Applications	2.I.03 2.I.09 2.J.03 2.L.09 2.V.05 2.V.08	Create, modify, and import objects, graphics, and charts in a document Import, export, and link documents to and from other applications (including e-mail attachments) Publish a word processing document as a web page Link and embed data and objects between applications Format business letters and memorandums Format tables, graphs, and charts
<b>VII. DATABASES (Access)</b> I. Importing and exporting data A. Analyzing database design using Northwind B. Creating advanced queries C. Creating advanced reports D. Managing database objects E. Creating macros	3.A.15c 2.R.03 2.R.17 2.R.20 2.R.24 2.R.25	Select and utilize a variety of reading strategies based on task at hand (skim reading, technical documentation, accounts, editing tasks, analysis and evaluation tasks) Integrate a database with other software applications. Specify criteria and run a query. Create and modify reports. Export reports. Integrate a database with other applications.
<b>VIII. FINANCE</b> A. Depreciation B. Taxes C. Investments	2.X.04 2.X.08 2.Y.09 2.Y.10	Track the performance of a currently traded stock Research the benefits of a savings account, money market, certificate of deposit, U.S. Savings Bond and mutual fund Calculate an amortization table Calculate common depreciation tables and values for capital and equipment
<b>IX. DAILY/WEEKLY ACTIVITIES</b> A. Portfolio B. Timings ( <i>Alpha and Numeric</i> ) C. Morning Thinking Activities D. Work Ethic self-assessment	2.U.01 2.U.02 2V.19 2V.20 2V.23 2V.25 2V.26 2V.27	Develop proper input techniques for the alphabetic keyboard Enter and manipulate numeric data using the touch method on the numeric keypad Set priorities & plan daily activities Manage time effectively Effectively manage and set up workspace Describe expectations related to work appearance and manners Explain attitudes that contribute to the success of an organization Use appropriate electronic etiquette (voice mail,

	cellular phones, e-mail, speakerphones)
2D.01a	Identify time management and task prioritization skills.
2D.02a	Explain the importance of following workplace etiquette/protocol
2D.03a	Demonstrate willingness to learn and further develop skills
2D.04a	Demonstrate self management skills
2D.05a	List causes of stress and effective stress management techniques
2D.06a	Describe the importance of having a positive attitude and techniques that boost morale
2D.07a	Show initiative by coming up with unique solutions and taking on extra responsibilities
2D.08a	Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals
2D.09a	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
2D.10a	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics
2D.11a	Demonstrate a respect for diversity and its benefit to the workplace
4.D.01a	Identify time management and task prioritization skills
4.D.07a	Show initiative by coming up with unique solutions and taking on extra responsibilities
4.B.06a	Explain information presented graphically
4.B.07a	Use writing/publishing/presentation applications
4.C.03a	Describe methods of researching and validating reliable information relevant to the problem
4.B.02a	Apply reading skills and strategies to work-related documents.
4.B.08a	Apply basic skills for work-related oral communication.
4.B.10a	Lead formal and informal group discussions.
4.B.12a	Apply active listening skills to obtain and clarify information.
4.B.13a	Communicate with others in a diverse workforce.
4.C.01a	Demonstrate skills used to define and analyze a given problem.

**Certifications:**

At the completion of junior year, students will be prepared to take the Microsoft Office Specialist

Certification exams for Excel, Excel Expert, Word, Word Expert, and Access.

## Assessment plan

The students are assessed in a variety of ways in the Business Technology program. They usually receive homework on a daily basis that is reviewed with the class on the following day; credit is granted if homework was completed. Students also complete tests, projects, written papers, presentations, and cumulative exams throughout the year, as well as a final exam at the end of the year. The students receive the graded assessments back with an attached rubric specific to that task in a timely manner and are required to keep in a notebook or place in their portfolio if it is a good representation of their skill and ability. The students receive the rubric prior to completing the task, so they know what they will be graded on. The following is a list of the percentages and categories that determine a student's shop grade:

- 50% Competency/Performance
- 15% Tests/Quizzes
- 10% Attendance/Participation
- 10% Notebook/Portfolio
- 10% Project Work
- 5% Homework

### Performance Standards:

There are individual rubrics used depending on the assignment, but below is the general rubric that is incorporated into all rubrics.

Exemplary (4)	Demonstrates thorough knowledge
Proficient (3)	Demonstrates adequate knowledge
Developing (2)	Demonstrates basic knowledge
Attempted (1)	Taught, but needs more practice

### Competency reporting system:

The students' performance standings are communicated with each student and the parents/guardians in various ways. The X2 family portal enables parents and students to monitor progress online. During each mid-quarter a cumulative progress report generated by our school-wide computer system is sent home to the parent/guardian. Report cards are generated on a quarterly basis. A parent night is held during the 1<sup>st</sup>

quarter to allow parents to meet with teachers; other parent teacher conferences can be set up when needed through the guidance department. Email communication between the parent and teacher is encouraged. Teachers also meet with students who are in danger of failing for a quarter before the quarter closes; missing and make-up work is discussed and students are given the opportunity to make up work that was not completed. Student progress is documented electronically using the VTCTS (Vocational Technical Competency Tracking System) online tracking system.

### **Instructional Activities:**

Below you will find a detailed listing of techniques used within the BT shop as well as some examples of how they are implemented.

- Independent – Intermediate / advanced level assignments student reads through and performs task. For example, students are required to read through an MS Office exercise, review the procedures, and then complete the related hands-on activity. The students are given a grading sheet listing requirements prior to beginning the activity. As another example of independent work, after reviewing the ten filing rules, students work independently to complete a series of eight filing jobs and finding tests to check their understanding of and ability to apply the rules.
- Project Based –A sample project in MS Access requires the students to create a database of classmates' information and develop a series of update queries to add to student shop hours stored in the database.
- Group – Assignments students review together and then present findings to their classmates. For example, as part of the unit on customer service and telephone techniques, students work in pairs to develop scenarios to role-play; classmates observe the telephone conversations and critique student responses to customer service situations.
- Cooperative – Work with different groups of students within the classroom. For example, juniors work with a partner(s) to prepare a lesson to teach a new Excel concept to the class.

Technology is used on a daily basis within the trade area.

**Resources:**

- TEXTBOOKS:** Glencoe Accounting—1<sup>st</sup> year course  
QuickBooks Learning Guide 2010  
Communicating for Success  
Job Search That Works  
Telephone Courtesy & Customer Service  
Learning Microsoft Word 2007  
Learning Microsoft Excel 2007  
Microsoft Office Access 2007
- SOFTWARE:** Microsoft Office 2007, Windows, Internet Explorer, Quickbooks 2010
- ONLINE RESOURCES:** Certiport testing software
- AUDIO/VIDEO TAPES:** Telephone Techniques & Technology (audio)  
Job Skills for Career Success (video)  
It's Your Call (video and CD-ROM)  
Ethics on the Job-What's Expected of You (video)  
Making it on Your First Job (video)
- SIMULATIONS:** Simplifile filing simulation  
Accounting and accounting applications simulations
- SUPPLEMENTAL READING:** Rich Dad, Poor Dad, Robert T. Kiyosaki  
*Wall Street Journal*, Classroom Edition

Senior Year  
Business Technology  
CIP Code: 520407  
Course Code: 724

McCann Technical School  
70 Hodges Cross Road  
North Adams, MA 01247

Instructors:

Regina Dastoli-Fierro  
Pamela Dorwin

Developed: August 2005  
Revised: February 2011

**Course Philosophy:**

The Business Technology students of McCann Technical School are preparing to become superior future workers in the ever-growing and changing area of Business Technology. Through the Business Technology program at McCann Technical School, students will develop skills and attitudes that will make them hard working, versatile, and technologically advanced professionals. This course is designed to 1) expand students' knowledge of word processing, spreadsheets, database and presentation software by completing integrated simulations and/or jobs for the school and community; 2) further enhance oral and written communication skills; 3) introduce students to the world of E-Commerce; 4) teach students to create and effectively edit publications; 5) give students experience with project management concepts and practices; 6) expose students to types of insurance coverage, and 5) have students develop a Senior Project that will demonstrate the students' ability to integrate all of the concepts learned since freshman year in Business Technology.

Students who have demonstrated necessary skills in Microsoft Office and Internet and Computing Core (IC3), and who have not previously completed the certification testing, will be given the opportunity to take certification exams.

**Course Description:**

BT students will review OSHA shop safety and concentrate heavily on their senior projects in their senior year. They are also introduced to topics in E-commerce, project management, desktop publishing, and insurance.

After completing the fourth year of the Business Technology program at McCann Technical School our students will be able to:

1. Demonstrate growth in oral and written communication skills and professionalism.
2. Handle advanced assignments involving integration of all aspects of Office XP.
3. Demonstrate a working knowledge of E-Commerce.
4. Work effectively both individually and as a team member.

5. Use desktop publishing techniques to work with text, text frames, fonts, graphics, tables, and special effects in a publication.
6. Demonstrate an understanding of the basic principles of project management.
7. Identify personal insurance needs for an adult in society.
8. Design, create, and document a complete system using Microsoft application software.
9. Present a professional, multimedia presentation utilizing software and concepts learned since freshman year.

**Course Outline:**

UNIT	FRAMEWORKS STANDARDS
I. OSHA/shop safety unit review A. Define health and safety regulations B. Demonstrate health and safety practices C. Demonstrate responses to situations that threaten health and safety	1.A Define health and safety regulations <i>All sub strands 1A.01a – 1A.06a</i>  1.B Demonstrate health and safety practices <i>All sub strands 1B.01a – 1B.11c</i>  1.C Demonstrate responses to situations that threaten health and safety <i>All sub strands 1C.01a – 1.C.07a</i>
II. BUSINESS COMMUNICATIONS A. Writing business letters	2.V.05 Format business letters and memorandums 3.A.06c Use different levels of formality, style, and tone when composing for different audiences. 3.A.11c Use all conventions of standard English when writing and editing. 3.A.16c Write formal communication documents using correct format and language rules to convey a message, announcement or directive. 3.A.09c Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness. 4.B.01a Apply strategies to enhance effectiveness of all types of communications in the workplace 4.B.04a Apply basic writing skills to work-related communication 4.B.05a Write work-related materials
III. BUSINESS TOPICS A. Marketing B. Management C. Entrepreneurship	2.C.01c Demonstrate the selling process. 2.C.02c List methods and tools used to determine the customer’s needs. 2.C.03c Prepare an advertising message incorporating multimedia, print and/or audio technologies. 2.C.04c Explain the qualities of good public relations. 2.C.05c Research and analyze market information. 2.D.01c Explain the advantages and disadvantages of three major types of business ownership. 2.D.02c Explain the management functions of planning, organizing, staffing, leading, and controlling. 2.D.04c Develop a mission statement or company objective. 2.D.05c Develop a budget for a business/company. 2.D.06c Identify and budget for staffing requirements.
IV. PROJECT MANAGEMENT A. Fundamentals of project management B. Completion of holiday group project	2.G.01c Define scope of work to achieve individual and group goals. 2.G.02c Identify stakeholders and decision makers. 2.G.03c Identify escalation procedures. 2.G.04c Develop work breakdown structures. 2.G.05c Evaluate project requirements.

	<p>2.G.06c Identify required resources and budget.</p> <p>2.G.07c Estimate time requirements.</p> <p>2.G.08c Develop initial project management flow chart.</p> <p>2.G.09c Identify interdependencies within a project management plan.</p> <p>2.G.10c Identify and track critical milestones.</p> <p>2.G.11c Evaluate risks and prepare contingency plan.</p> <p>2.G.12c Participate in project phase review and report project status.</p> <p>2.G.13c Identify project management software.</p> <p>2.G.14c Develop method of evaluation.</p> <p>2.G.15c Formulate a task strategy.</p> <p>2.G.16c Prioritize tasks according to customer needs.</p> <p>2.G.17c Devise plan of action.</p>
<p>V. E-COMMERCE</p> <p>A. (2.B.01c) Illustrate and apply e-commerce practices to a variety of situations</p> <p>B. Recognize and understand global e-commerce</p> <p>C. Identify consumer issues in safeguarding data over the Internet</p>	<p>2.B.01c Illustrate and apply e-commerce practices to a variety of situations</p> <p>2.V.09 Plan business travel using appropriate procedures</p> <p>3.A.01c Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects</p>
<p>VI. MICROSOFT PUBLISHER</p> <p>A. Page setup</p> <p>B. Creating a publication</p> <p>C. Working with and modifying text</p> <p>D. Working with multiple pages</p> <p>E. Working with graphics</p> <p>F. Formatting text</p>	<p>2.I, 2.J, 2.K, 2.L (all strands)</p>
<p>VII. Insurance</p> <p>A. Vehicle insurance</p> <p>B. Property insurance</p> <p>C. Life and health insurance</p>	<p>2.X.03 Explain the forms and purposes of life, property, health, and auto insurance.</p>
<p>VIII. The Global Economy and Cultural Awareness</p>	<p>2.B.01c Illustrate and apply e-commerce practices to a variety of situations</p> <p>2.H (all) Ethical conduct</p> <p>2.H.02c Identify strategies for improving professional conduct in specific business situations</p>

	<p>2.I, 2.J, 2.K, 2.L <i>All word processing frameworks</i></p> <p>2.S, 2.T (all) Prepare a multimedia presentation</p> <p>2.V.05-2.V.08 Formatting business documents</p> <p>2.V.19; 2.V.20</p> <p>Set priorities and plan daily activities; Manage time effectively</p> <p>2.V.25; 2.V.26</p> <p>Describe expectations related to work appearance and manners; Explain attitudes that contribute to the success of an organization</p> <p>4.A.04a; 4.A.05a; 4.A.08a</p> <p>Job applications; Resumes and cover letters; Employability skills</p> <p>4.B.04a Apply basic writing skills to work-related communication</p> <p>4.B.13a Communication with others in a diverse workforce</p> <p>4.D Demonstrate positive work behaviors</p>
IX. Databases (Access)	
A. Creating modules and VBA	
B. Managing the database	<i>No new frameworks are covered</i>
X. SENIOR PROJECT	
A. Selection of Topic—Teacher Approval	2G Demonstrate project management skills
B. Outline and Research	2.G.01c Define scope of work to achieve individual and group goals
C. Bibliography	2.G.05c Evaluate project requirements
D. Building of Oral Presentation	2.G.07c Estimate time requirements
E. Presentation	3.A.01c Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects
	2C Exhibit techniques to market products and services
	2D Describe and demonstrate management activities
	4.D.01a Identify time management and task prioritization skills
XI. Daily/Weekly Activities	
A. Portfolio	2.U.01 Develop proper input techniques for the alphabetic keyboard
B. Timings (Alpha & Numeric)	2.U.02 Enter and manipulate numeric data using the touch method on the numeric keypad
C. Morning Thinking Activities	2V.19 Set priorities & plan daily activities
D. Work Ethic self-assessment	2V.20 Manage time effectively
	2V.23 Effectively manage and set up workspace
	2V.25 Describe expectations related to work appearance and manners
	2V.26 Explain attitudes that contribute to the success of an

	organization
2V.27	Use appropriate electronic etiquette (voice mail, cellular phones, e-mail, speakerphones)
2D.01a	Identify time management and task prioritization skills.
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2D.03a	Demonstrate willingness to learn and further develop skills
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**Assessment plan**

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### **Instructional Activities:**

Below you will find a detailed listing of techniques used within the BT shop as well as some examples of how they are implemented.

- Independent – Beginner through advanced level assignments student reads through and performs task. For example, students are required to read through units for senior project, review the procedures, and then complete the related hands-on activities. The students are given a grading sheet listing requirements prior to beginning the activity.
- Project Based – Simulations integrating various software learned; senior project. As an example of simulation work, students take on the role of an administrative assistant and are required to complete a series of advanced word processing, database, spreadsheet, and presentation tasks. Also, students will select a business for which to develop a business plan for their senior project during first quarter and they must develop their project throughout the school year. This project must integrate all concepts learned from freshman to senior year.
- Group – Assignments students review together and then present findings to their classmates. For example, students work in small groups to research an assigned E-commerce topic on the Internet. Students then must present their findings in a multimedia presentation.
- Cooperative – Work with different grade level students within the classroom. For example, seniors serve as mentors to the freshmen during the exploratory rotations by assisting with research and organization of data; they are graded on participation and ability to work effectively with a diverse population.

*Technology is used on a daily basis within the trade area.*

### **Resources:**

**TEXTBOOKS:**     E-Commerce—Business on the Internet  
                          E-Commerce – BusinessWeek  
                          Introduction to Business

**SOFTWARE:**     Microsoft Office XP, Windows

### **ONLINE RESOURCES:**

[www.theiei.org/edu](http://www.theiei.org/edu) - insurance education institute  
<http://myownbusiness.org> – business plan tutorial

**SIMULATIONS:**   Fun & Games: A Keyboarding Simulation

**SUPPLEMENTAL  
READING:**

Vital Friends, Tom Rath  
*Wall Street Journal*, Classroom Edition