## CTE Self-Study Report

# Business Technology

## Table of Contents

## Self-study

> *Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.*

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

# SCSD Business Technology Program Employment Outlook

## *Business and Financial Occupations*

Employment in business and financial operations occupations is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations, adding about 750,800 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

This median annual wage for business and financial occupations was $72,250 in May 2020, which was higher than the median annual wage for all occupations of $41,950.

| Occupational Title | SOC Code | Employment, 2020 | Projected Employment, 2030 | Change, 2020-30 | |
|---|---|---|---|---|---|
| | | | | Percent | Numeric |
| Accountants and Auditors | 13-2011 | 1,392,200 | 1,488,200 | 7 | 96,000 |
| Budget Analysts | 13-2031 | 52,500 | 55,000 | 5 | 2,500 |
| Claims Adjusters, Appraisers, Examiners, and Investigators | 13-1030 | 349,400 | 340,500 | -3 | -9000 |
| Compensation, Benefits, and Job Analysis Specialists | 13-1141 | 91,900 | 100,700 | 10 | 8,800 |
| Financial Analysts | 13-2098 | 492,100 | 523,400 | 6 | 31,300 |
| Human Resources Specialists | 13-1071 | 674,800 | 745,100 | 10 | 70,200 |
| Insurance Underwriters | 13-2053 | 119,400 | 117,200 | -2 | -2,200 |
| Labor Relations Specialists | 13-1075 | 73,500 | 70,300 | -4 | -3,200 |
| Loan Officers | 13-2072 | 322,100 | 326,400 | 1 | 4,300 |
| Management Analysts | 13-1111 | 907,600 | 1,032,000 | 14 | 124,400 |
| Market Research Analysts | 13-1161 | 740,900 | 904,500 | 22 | 163,600 |
| Personal Financial Advisors | 13-2052 | 275,200 | 287,800 | 5 | 12,600 |
| Purchasing Managers, Buyers, and Purchasing Agents | 11-3061 | 513,400 | 494,400 | -4 | -19,000 |
| Tax Examiners and Collectors, and Revenue Agents | 13-2081 | 56,900 | 54,800 | -4 | -2,100 |
| Training and Development Specialists | 13-1151 | 328,700 | 364,200 | 11 | 35,000 |

# New York State Employment Outlook

| Occupational Title | SOC Code | Employment, 2018 | Projected Employment, 2028 | % Change, 2016-26 | Annual projected job openings |
|---|---|---|---|---|---|
| Accountants and Auditors | 13-2011 | 121,110 | 136,510 | 13 | 13,550 |
| Budget Analysts | 13-2031 | 3,670 | 4,180 | 14 | 360 |
| Claims Adjusters, Appraisers, Examiners, and Investigators | 13-1030 | 19,800 | 19,480 | -2 | 1,630 |
| Compensation, Benefits, and Job Analysis Specialists | 13-1141 | 9,440 | 10,430 | 11 | 1,040 |
| Financial Analysts | 13-2098 | 44,880 | 54,630 | 22 | 4,810 |
| Human Resources Specialists | 13-1071 | 43,530 | 49,100 | 13 | 5,200 |
| Insurance Underwriters | 13-2053 | 8,750 | 8,530 | -3 | 700 |
| Labor Relations Specialists | 13-1075 | 10,950 | 10,170 | -7 | 980 |
| Loan Officers | 13-2072 | 13,670 | 15,720 | 15 | 1,440 |
| Management Analysts | 13-1111 | 57,160 | 66,690 | 17 | 6,790 |
| Market Research Analysts | 13-1161 | 65,720 | 80,590 | 23 | 8,960 |
| Personal Financial Advisors | 13-2052 | 30,810 | 34,200 | 11 | 2,800 |
| Purchasing Managers, Buyers, and Purchasing Agents | 11-3061 | N/A | N/A | N/A | N/A |
| Tax Examiners and Collectors, and Revenue Agents | 13-2081 | 5,100 | 5,010 | -2 | 410 |
| Training and Development Specialists | 13-1151 | 25,430 | 29,890 | 18 | 3,410 |

## A.  Curriculum Review

> The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.
>
> CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review

- The school district or BOCES determines the procedures used in completing the curriculum review

- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards

- Reviewers confirm that CTE program content includes integrated or specialized units of credit

- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements

Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources
New York State graduation requirements
http://www.emsc.nysed.gov/part100/pages/1005.html

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

# Syracuse City School District
# Career and Technical Education Program
# Course Syllabus
# BUS 100: Business Technology 100

## Program Overview

The Business Technology program offers students the skills necessary to pursue business or finance degrees in college and learn about running a successful business. Students will have opportunities to earn college credits, participate in work-based learning experiences and receive industry credentials. In 9th and 10th grades, students will learn about a wide variety of business concepts and practices. While learning about financial management, accounting, computer applications and other business fundamentals, students will meet local business people, visit college programs, and see successful local businesses in action. In 11th and 12th grades, students will focus on specific topics in business including personal financial literacy, entrepreneurship, marketing, and other areas of student interest.

## Course Description

In Business Technology 100, students will investigate the career opportunities available in the field and be introduced to the fundamentals of a wide variety of business concepts and practices, including computer applications, effective communication skills, financial management, and entrepreneurship. Students will also have the opportunity to meet with local business people, visit college programs, and visit successful local businesses in action.

## Work-Based Learning

Students will be connected with working business professionals through Career Coaching which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

## Pre-Requisites

N/A

## Course Objectives

1. Students will develop an awareness of business technology career opportunities.
2. Students will understand and use the basic software used in business.
3. Students will understand and apply basic business terminology.
4. Students will learn about effective business communication skills and create various business documents, including Microsoft Office documents, email correspondence, business letters, memorandums, and reports.

## Integrated Academics

N/A

## Equipment and Supplies

- **School will provide:** Computers with industry standard software, digital textbook access
- **Student will provide:** N/A

## Textbook

Littrell, J. J., James H. Lorenz and Harry T. Smith. *School to Career, 11th Edition.* Tinley Park, Illinois: Goodheart-Willcox Company, Inc., 2018. (Digital Access)

## Grading

10%     Homework
10%     Work Journal (DIN and Ticket Out the Door)
20%     Daily Class Work and Assignments
60%     Projects, Presentations, Tests and Quizzes

## Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of being a business professional.
- Produce their best work, including being prepared for in-class presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft Office 365 for preparing and sharing all work.
- Type all work to be handed in with proper citations for all research.
- Adhere to the district's code of conduct regarding academic dishonesty including plagiarism, copying another's work, cheating, or altering records.

## Course Calendar

| Quarter | Units of Study |
|---|---|
| 1 | - Introduction to Classroom Expectations<br>- Introduction to Computer Skills: Office 365, Microsoft Documents and Using the Internet<br>- Self-Exploration<br>- Researching Potential Careers<br>- Career Coaching Event<br>- Making Career Decisions<br>- Finding and Applying for a Job<br>- Pre-Employment Assessments<br>- Interviewing for Jobs |
| 2 | - Teamwork and Problem-Solving Skills<br>- Effective Communication<br>- Math in the Workplace<br>- Using Technology in Careers<br>- Understanding Work-Based Learning<br>- Career Coaching Event<br>- Work and a Healthy Lifestyle<br>- Safety on the Job<br>- Leadership in the Workplace<br>- Participating in Meetings<br>- Digital Citizenship |
| 3 | - A First Job<br>- Employer Expectations<br>- Diversity in the Workplace<br>- Succeeding in Our Economic System<br>- Overview of Entrepreneurship<br>- Career Coaching Event<br>- Understanding Income Tax<br>- Managing Spending<br>- Using Credit Banking, Savings, and Investing |
| 4 | - Insurance<br>- Family<br>- Career Coaching Event<br>- Final Projects and Presentations |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Week 1** <br><br> **Introduction to Classroom Expectations** | • What are the expectations for students in the business technology class? <br> • What is the importance of learning style and why is understanding one's style important? <br> • What methods can enhance understanding of new information? <br> • What is the employability profile for the Business Technology program and how is used to assess student achievement? | • Identify and describe classroom policies and procedures. <br> • Explain the importance of learning styles and identify personal learning style. <br> • Identify strategies for developing effective study habits. <br> • Describe the purpose of the Business Technology Employability Profile. | • Observation of Class Expectations <br> • Learning Style Self-Assessment <br> • Interest Inventory <br> • Employability Profile for the Business Technology Program | **Career Ready Practices** <br> CRP 1,2,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 3 <br><br> **Pathway Standards** <br> BM-ADM 1 <br> BM-HR 5 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br><br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |
| **Weeks 2-6** <br><br> **Introduction to Computer Skills: Office 365, Microsoft Documents and Using the Internet** | • Why are keyboarding skills important? <br> • How are business documents created? <br> • How does technology improve productivity? <br> • What do I need to know about proper email messages? <br> • How can work be shared with others? <br> • What is the school policy on internet use? <br> • How is the authenticity of websites evaluated? <br> • How can research be conducted safely on the internet? | • Apply proper keyboarding techniques. <br> • Identify home row keys. <br> • Apply basic functions of Microsoft Office, including Word, Excel, PowerPoint, Publisher, and Office 365. <br> • Identify and explain the parts of business letters, memorandums, and reports. <br> • Format and type business letters, memorandums, and reports. <br> • Apply basic skills in spreadsheet development. <br> • Distinguish between appropriate and inappropriate correspondence. <br> • Demonstrate how to share work with others using Office 365. <br> • Explain the school internet policy. | **Written** <br> • Assignment: Letters, Reports, Emails, Shared with Teacher <br> • 365 Demo <br> • Website Comparison <br> • Copyright, Trademark and Patent Chart <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation | **Career Ready Practices** <br> CRP 1,2,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 2,3,5 <br><br> **Pathway Standards** <br> BM-ADM 3 <br> BM-BIM 1 <br> BM-MGT 1 <br> BM-HR 1 <br> BM-OM 1 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br><br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • How can social media be used to share information?<br>• What is "intellectual property" and why is it important in researching information? | • Discuss why internet policies and ethical use are important.<br>• Evaluate and compare authenticity of websites and internet information.<br>• List and describe ways the internet can be a useful tool for conducting research.<br>• Perform research using the internet.<br>• Select appropriate search engines.<br>• Use digital media to convey ideas and information.<br>• Explain and compare copyrights, trademarks, and patents.<br>• Describe the dark web and internet scams. | | | |
| **Week 7**<br><br>**Self-Exploration** | • Why is it important to understand one's personal interests?<br>• How can a person's values change as he/she gets older? | • Explain the importance of self-concept.<br>• Describe the components of making a self-assessment.<br>• Identify how personalities might influence life choices.<br>• Explain how values influence behavior.<br>• Describe the importance of creating goals.<br>• Brainstorm short- and long-term goals. | **Written**<br>• Summary of Short- and Long-Term Goals<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 3<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-HR 5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 8-9**<br><br>**Researching Potential Careers**<br><br>**Career Coaching Event** | • How have job sources changed over the last decade?<br>• In what ways do additional training and certifications help in a job search?<br>• What can be learned from business professionals? | • Compare jobs vs. careers.<br>• Identify different types of career research sources.<br>• Explain the benefits of an informal interview.<br>• Participate in in-class interview simulation.<br>• Describe various educational and training opportunities.<br>• Evaluate a career based on work hours, work conditions, pay, and personal goals.<br>• Participate in Career Coaching Event. | **Written**<br>• Assignment: Comparison Chart of Jobs vs. Careers<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Role-Play of Interview with Student Evaluators<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 3,5<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-HR 1 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 10**<br><br>**Making Career Decisions** | • How does the decision-making process factor into choosing a career?<br>• Why is it important to research careers before choosing one? | • Explain the difference between routine decisions and major decisions.<br>• Explain the seven steps to the decision-making process.<br>• Explain how the decision-making process can be used to make additional life choices. | **Written**<br>• Assignment: Rough Draft of Career Plan<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | | • Explain the various ways a career decision can influence one's future.<br>• Describe how to create a career plan.<br>• Explain the difference between a career plan and a career ladder. | • Teacher Observation | BM-MGT 2<br>BM-HR 2 | |
| **Week 11**<br><br>**Finding and Applying for a Job** | • How can a job turn into a career?<br>• How important is an online presence when applying for job? | • Explain how to find job openings.<br>• Use the internet to find job openings.<br>• Explain the importance of preparing a personal fact sheet.<br>• Identify the parts of a well-prepared resume.<br>• Describe a job portfolio and its importance.<br>• List ways to share job-related profiles online.<br>• Describe how to prepare for a telephone interview with a prospective employer.<br>• Explain the purpose of a letter of application.<br>• Describe tips for completing an application form. | **Written**<br>• Assignments: Personal Fact Sheet, Resume, Cover Letter. Reference Sheet, Thank You Letter, Job Application<br>• Research Project: Online Portfolios and Job Application<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Online Portfolio and Job Applications<br>• Phone Interview Role-Play<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 12**<br><br>**Pre-Employment Assessments** | • How are pre-employment screenings important to a company's success?<br>• How do aptitude and skills tests help predict on-the-job performance? | • Explain the purpose of a psychological test when given to a prospective employee.<br>• Identify cases when an employer is permitted to use a polygraph test and explain the legal implications.<br>• Explain why an employer might require a physical examination prior to employment.<br>• Explain why an employer might give a pre-employment skill test.<br>• Identify two types of aptitude tests.<br>• Explain the purpose a situational test.<br>• Research the requirements and process of taking Civil Service Exams. | **Written**<br>• Assignment<br>• Research Project: Psychological Test, Polygraph Tests, Civil Service Tests<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Aptitude Test<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 1,3<br>BM-MGT 1,2<br>BM-HR 1,2<br>BM-OM 1 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 13**<br><br>**Interviewing for Jobs** | • What is the most important thing to remember during a job interview?<br>• Why would someone reject a job offer? | • Explain how to prepare for an interview.<br>• Demonstrate appropriate attire and demeanor for an interview.<br>• Explain how to make a good impression in an interview.<br>• Describe the factors to consider before accepting or rejecting a job offer. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Interview Role-Play with Student Evaluators<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-HR 5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

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|---|---|---|---|---|---|
| **Week 14**<br><br>**Teamwork and Problem-Solving Skills** | • How is a team's success measured?<br>• What happens if a problem cannot be solved? | • Describe how the work place has changed.<br>• Describe teams and their role in the work place.<br>• Identify the stages of team development.<br>• Explain the characteristics of an effective team.<br>• Summarize how teams work together to solve problems in the work place.<br>• Explain how conflict can be managed when working as a team. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Team Work Problem-Solving Simulation and Evaluation<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 3<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2,3 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 15**<br><br>**Effective Communication** | • What is the importance of effective communications?<br>• How can poor grammar affect the message of written communication? | • Describe the communication process.<br>• Explain why listening skills are important for job success.<br>• List four ways to improve reading and comprehension skills.<br>• Explain why writing is an important work skill.<br>• Describe the importance of speaking skills.<br>• Explain the importance of non-verbal communication.<br>• Explain how formal communication is used in the work place.<br>• Describe how informal communication takes place on the job.<br>• List how communication barriers can be overcome. | **Written**<br>• Assignment: Argumentative Essay, Informative Essay<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation: How To, Friend Conversation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 1,2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 1,2,4,5,6,7 |
| **Week 16**<br><br>**Math in the Workplace** | • Why is a basic understanding of math necessary to success in business?<br>• How does data analysis translate to workplace success? | • Explain how to count money correctly.<br>• Describe the necessary steps to use a calculator.<br>• Perform mathematical computations using fractions, decimals, and percentages.<br>• Read linear measurement and determine area measurements.<br>• Explain how data is analyzed using mean, median, and mode, as well as through charts and graphs.<br>• State examples using probability. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Making Change Activity<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 17**<br><br>**Using Technology in Careers** | • How can data security breach affect a company?<br>• Why are skills in technology necessary in a person's | • Describe ethical use of the internet material and software.<br>• List security problems users face while exploring the internet. | **Written**<br>• Assignment: Article Summary, Chart of | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | personal and professional lives?<br>• How has technology changed over the last decade?<br>• How has GPS impacted society? | • Describe the essential components of a computer as well as popular business software.<br>• Research forms of wireless technology frequently used in business today.<br>• Explain the differences between various types of electronic communication.<br>• Research ways technology has affected the workplace.<br>• Describe changes presented by advancements in technology. | Types of Electronic Communication<br>• Research Project: Article on Security Issues in the Workplace; Wireless Technology, Advancements in Technology<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation: Wireless Technology, Advancements in Technology<br>• Teacher Observation | **Pathway Standards**<br>BM-ADM 2<br>BM-BIM 1,3<br>BM-MGT 1,2<br>BM-HR 1,2<br>BM-OM 1 | **Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 18-19**<br><br>**Understanding Work-Based Learning**<br><br>**Career Coaching Event** | • How does work-based learning help in career preparation?<br>• Why must employees understand employment laws?<br>• How do study skills help someone in the workplace?<br>• What can be learned from business professionals? | • Explain how a work-based training program is organized.<br>• List the benefits of work-based training programs.<br>• Describe a training station.<br>• Explain the purpose of a training agreement.<br>• Describe the importance of following a training plan.<br>• Explain employment laws that must be followed in the workplace.<br>• Describe study skills that will help someone become prepared for college and career and strategies to build effective study skills.<br>• Participate in Career Coaching Event. | **Written**<br>• Assignment Employment Laws<br>• Research Project: Training Station, Study Skills Strategies<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation: Training Station, Study Skills Strategies<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 3<br><br>**Pathway Standards**<br>BM-MGT 4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 20**<br><br>**Work and a Healthy Lifestyle** | • How can stress from work and home affect a person's health?<br>• What impact does a healthy lifestyle have on personal and professional success? | • Explain how health and eating habits influence appearance and the way others see an individual.<br>• Learn how to select and build a healthy plate.<br>• Apply the principles of being physically active.<br>• Describe the effect sleep has on overall well-being.<br>• Describe strategies to manage stress.<br>• Describe the grooming habits a person should practice to stay neat and clean.<br>• Explain the importance of dressing appropriately for the job.<br>• Describe ways to properly care for clothes. | **Written**<br>• Assignment: Summary of Effects of Stress<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation: Demonstration of Appropriate Dress<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 3<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-HR 5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Week 21**<br><br>**Safety on the Job** | • Whose responsibility is it to enforce and ensure workplace safety?<br>• How can workplace safety translate to workplace success? | • Describe the causes of accidents on the job.<br>• Explain how the costs of accidents can affect the employee, the employer, and the economy.<br>• Identify safety rules that workers can follow to avoid and prevent accidents.<br>• Identify procedures to follow when an accident occurs.<br>• Define workplace violence and describe possible steps for prevention.<br>• Explain the role of the government in supporting a safe work environment. | **Written**<br>• Assignment: Chart of Laws the Protect Workers' Rights<br>• Research Project: OSHA and On-the-Job Laws to Protect Workers' Rights<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,5<br><br>**Pathway Standards**<br>BM-BIM 1<br>BM-MGT 1<br>BM-HR 1,6,7<br>BM-OM 1 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 22**<br><br>**Leadership in the Workplace** | • How is a leader's success measured?<br>• How do career and technical student organizations prepare students for life after high school? | • Describe group dynamics and the related benefits.<br>• Explain the different types of authority leaders possess.<br>• Identify four different types of leadership styles.<br>• Explain ways to develop leadership skills in school.<br>• Describe the different types of career and technical student organizations and summarize their benefits. | **Written**<br>• Assignment: Summary of Leadership Styles<br>• Research Project: Career and Technical Student Organizations<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-BIM 4,5<br>BM-MGT 4,6,7<br>BM-OM 4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 23**<br><br>**Participating in Meetings** | • How do formal and informal meetings differ?<br>• How does parliamentary procedure maintain order in group meetings? | • Explain the importance of group meetings at work and school.<br>• Explain the purpose of remote meetings.<br>• Explain the relationship between *Robert's Rules of Order* and parliamentary procedure.<br>• Describe the role parliamentary procedure plays in conducting formal meetings. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Meeting Simulation Using Parliamentary Procedure/Robert's Rules of Order<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 24**<br><br>**Digital Citizenship** | • How does digital citizenship impact society as a whole?<br>• How can unacceptable internet use by an employee affect a company as a whole? | • Describe the elements of digital communication.<br>• Explain intellectual property and what it includes.<br>• Explain the importance of the Electronic Users Bill of Rights.<br>• Research how employers ensure appropriate use of the internet in a | **Written**<br>• Assignment: Article Summary on Electronic Users Bill of Rights,<br>•<br>• Research Project: How Employers Ensure Appropriate Use of the | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 1,3<br>BM-MGT 1,2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | | professional setting and explain why it is necessary.<br>• Describe the importance of digital security. | Internet; Digital Communication<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | BM-HR 1,2<br>BM-OM 1 | |
| **Week 25**<br><br>**A First Job** | • How can workplace success be measured?<br>• For what reasons would a person change jobs?<br>• How have labor unions changed occupational regulations and laws? | • Explain the importance of being prepared for the first day on the job.<br>• Describe how to create a positive relationship with one's supervisor and coworkers.<br>• Explain how good work habits are related to job success.<br>• Identify the effects of job stress at work.<br>• Explain strategies for coping with stress.<br>• Explain the process of a performance evaluation.<br>• List and describe various ways one's job status could change.<br>• Explain the process of making a job change.<br>• Describe various career-related laws.<br>• Explain the purpose of a labor union.<br>• Explain when union membership is required.<br>• Describe the basic types of unions.<br>• Explain the process of collective bargaining. | **Written**<br>• Assignment: Comparison of Good and Bad Work Habits<br>• Research Project: Types of Performance Evaluation; Career-Related Laws; Union Types, Membership Requirements and Collective Bargaining<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2,3,5,7 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 26**<br><br>**Employment Expectations** | • How does a positive attitude affect one's work?<br>• Why are ethics in the workplace important? | • Explain the importance of positive personal qualities in an employee/employer relationship.<br>• Describe how a good employee works as part of a team.<br>• Explain the importance of ethics in the workplace.<br>• Explain the importance of constructive criticism. | **Written**<br>• Assignment: List of Personal Qualities<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Ethical Scenarios Role-Play<br>• Constructive Criticism Role-Play<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-HR 3 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 27**<br><br>**Diversity in the Workplace** | • What are the benefits of having a diverse workplace? | • Explain the benefits of diversity in the workplace. | **Written**<br>• Assignment | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 2,3,5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What can be determined by the way a company treats its employees? | • Describe ways that employers and employees can promote diversity in the workplace.<br>• Provide examples of discrimination in the workplace.<br>• Identify laws that prohibit discrimination.<br>• Explain how to take action against sexual harassment or other forms of workplace discrimination. | • Research Project: Laws on Discrimination in the Workplace<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Dealing with Discrimination Role-Play<br>• Class Presentation: Laws on Discrimination in the Workplace<br>• Teacher Observation | **Pathway Standards**<br>BM-BIM 1<br>BM-MGT 1<br>BM-HR 1<br>BM-OM 1 | **Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 28**<br><br>**Succeeding in Our Economic System** | • How does a society's work force reflect the society as a whole?<br>• How do business owners choose a form of ownership? | • Explain how the patent system influenced economic growth in the United States.<br>• Describe the free enterprise system in the United States.<br>• Name the three main types of business organization.<br>• Explain the organizational structure of most businesses and give examples of each.<br>• Describe the importance of the management function of business. | **Written**<br>• Assignment: Three Types of Business Organization and Examples<br>• Research Project: Free Enterprise System and Countries Who Use It; Organizational Structures of One For-Profit and One Nonprofit Business<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,5<br><br>**Pathway Standards**<br>BM-BIM 4,5<br>BM-MGT 3,4,6,7<br>BM-HR 6<br>BM-OM 4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 29-30**<br><br>**Overview of Entrepreneurship**<br><br>**Career Coaching Event** | • What is the advantage of entrepreneurship over traditional employment?<br>• What resources are available for people who need help starting a business?<br>• What can be learned from business professionals? | • Explain the impact of small businesses to the U.S. economy.<br>• Describe the factors to consider when planning a small business.<br>• Describe legal matters an entrepreneur should know when starting a small business.<br>• Identify sources used to finance a business and the methods used to keep financial records.<br>• Participate in Career Coaching Event. | **Written**<br>• Assignment: Summary of Article on Importance of Small Business to U.S. Economy, List of Factors to Consider When Planning a Small Business<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 1,2<br>BM-MGT 1,2,3,8<br>BM-HR 1,2<br>BM-OM 1 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 31**<br><br>**Understanding Income Tax** | • Why should someone keep a paycheck stub instead of discarding it?<br>• Why are taxes essential? | • Describe common ways in which employees are paid.<br>• Explain how earned pay is affected by deductions. | **Written**<br>• Assignment: Tax Computation Practice<br>• Research Project | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3,5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | | • Explain various benefits available to a person who disabled or unemployed. <br> • Explain the various types of taxes that most people pay. <br> • Describe the forms commonly used when filing income taxes. <br> • Summarize the process when completing a tax return. | • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation | **Pathway Standards** <br> BM-ADM 2 <br> BM-BIM 3 <br> BM-MGT 2 <br> BM-HR 2,7 | **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |
| **Week 32** <br><br> **Managing Spending** | • What is the most difficult aspect of budgeting? <br> • What does it mean to be an informed consumer? | • Explain the difference between a want and need. <br> • Describe the process of creating a budget to help manage money wisely. <br> • Describe the steps for managing spending. <br> • Explain the importance of aware of consumer fraud. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3 <br><br> **Pathway Standards** <br> BM-ADM 2 <br> BM-BIM 3 <br> BM-MGT 2 <br> BM-HR 2,7 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |
| **Week 33** <br><br> **Using Credit** | • How is good credit established? <br> • How can a person avoid credit problems? | • Explain the consequences of using credit. <br> • Analyze the features of different of types of credit. <br> • Explain how to establish credit. <br> • Describe the federal laws that govern credit. <br> • Describe how to use credit wisely. <br> • Summarize ways consumers can maintain a good credit rating. <br> • Explain strategies to identify and remedy credit related problems. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3,5 <br><br> **Pathway Standards** <br> BM-ADM 2 <br> BM-BIM 3 <br> BM-MGT 2 <br> BM-HR 2,7 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |
| **Week 34** <br><br> **Banking, Savings, and Investing** | • What should be considered when choosing a bank? <br> • What is the most effective way to save money? | • Describe the features of different financial institutions. <br> • Explain how electronic banking services work. <br> • Describe how checking accounts may be used. <br> • Describe the special types of checks that can be used in place of personal checks and cash. <br> • Explain how safety deposit boxes are used. <br> • Explain the types of savings products available to financial institutions. <br> • Compare different types of investments. <br> • Describe ways to invest wisely. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3,5 <br><br> **Pathway Standards** <br> BM-ADM 2 <br> BM-BIM 3 <br> BM-MGT 2 <br> BM-HR 2,7 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |
| **Week 35** <br><br> **Insurance** | • Is having insurance worth the cost involved? | • Explain the purpose of insurance. | **Written** <br> • Assignment <br> • Research Project | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3,5 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What information must be considered when selecting insurance? | • Describe factors to consider when selecting an insurance company and agent.<br>• Describe the features of employer-sponsored insurance programs.<br>• Explain the purpose of property and casualty insurance.<br>• Describe the types of health insurance.<br>• Explain the purpose of life insurance. | • Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2,7 | 9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 36**<br><br>**Family** | • How can an individual find a balance between work life and family life?<br>• What are an individual's obligations as a citizen? | • Explain the responsibilities of the role of family member.<br>• Describe several strategies for balancing family and work roles.<br>• List factors that contribute to a family friendly workplace.<br>• Explain the responsibilities of citizenship.<br>• Describe the two major types of law in the U.S. legal system.<br>• Explain why a person might seek legal assistance. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2,7<br>BM-OM | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 37-40**<br><br>**Career Coaching Event**<br><br>**Final Projects and Presentations** | • What can be learned from business professionals?<br>• What topics in personal finance will be researched and presented?<br>• How will research and presentations be assessed? | • Participate in Career Coaching Event.<br>• Research a topic in personal financial planning, create and present research findings.<br>• Assess in-class presentations and provide growth-producing feedback. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2,3<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,3,4,6,7<br>BM-HR 1,2,3,5,6,7<br>BM-OM 1,4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

# Syracuse City School District
# Career and Technical Education Program
# Course Syllabus
# BUS 200: Business Technology 200

## Program Overview

The Business Technology program offers students the skills necessary to pursue business or finance degrees in college and learn about running a successful business. Students will have opportunities to earn college credits, participate in work-based learning experiences and receive industry credentials. In 9th and 10th grades, students will learn about a wide variety of business concepts and practices. While learning about financial management, accounting, computer applications and other business fundamentals, students will meet local business people, visit college programs, and see successful local businesses in action. In 11th and 12th grades, students will focus on specific topics in business including personal financial literacy, entrepreneurship, marketing, and other areas of student interest.

## Course Description

In Business Technology 200, students will further their investigation of the career opportunities available in the field and continue to develop their understanding of the fundamentals of a wide variety of business concepts and practices, including computer applications, effective communication skills, financial management, marketing, accounting, business management, economics, and entrepreneurship. Students will also have the opportunity to meet with local business people, visit college programs, and visit successful local businesses in action.

## Work-Based Learning

Students will be connected with working business professionals through Career Coaching which could lead to further opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their work-based learning experiences throughout the program to document the development of their skills.

## Pre-Requisites

BUS 100: Business Technology 100

## Course Objectives

5. Students will develop an awareness of business technology career opportunities.
6. Students will understand and use the basic software used in business.
7. Students will understand and apply basic business terminology.
8. Students will learn about effective business communication skills and create various business documents, including Microsoft Office documents, email correspondence, business letters, memorandums, and reports.
9. Students will explore and research topics in economics, marketing, business management and entrepreneurship.

## Integrated Academics

N/A

## Equipment and Supplies

- **School will provide:** Computers with industry standard software.
- **Student will provide:** N/A

## Textbook

Clark, Brenda, et al. *Marketing Dynamics, 4th Edition*. Tinley, IL: Goodheart-Willcox Company, Inc., 2019.
Robert III, Henry, Daniel H. Honemann and Thomas H. Balch. *Robert's Rules of Order Newly Revised 11th Edition*. Philadelphia, PA: Da Capo Press, 2011.

## Grading

10%   Homework
10%   Work Journal (DIN and Ticket Out the Door)
20%   Daily Class Work and Assignments
60%   Projects, Presentations, Tests and Quizzes

## Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of being a business professional.
- Produce their best work, including being prepared for in-class presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft Office 365 for preparing and sharing all work.
- Type all work to be handed in with proper citations for all research.
- Adhere to the district's code of conduct regarding academic dishonesty including plagiarism, copying another's work, cheating, or altering records.

## Course Calendar

| Quarter | Units of Study |
|---|---|
| 1 | <ul><li>Introduction to Classroom Expectations</li><li>Development of Computer Skills: Office 365, Microsoft Documents and Using the Internet</li><li>Review of Effective Communication Skills</li><li>Career Coaching Event</li><li>Business Basics</li></ul> |
| 2 | <ul><li>Introduction to Marketing</li><li>Introduction to Marketing Plans</li><li>Branding</li><li>Economic Principles and Systems</li><li>Market Forces and Economic Indicators</li><li>Business Cycles and the Role of Government</li><li>Global Trade</li><li>Career Coaching Event</li></ul> |
| 3 | <ul><li>Management Skills</li><li>Planning for Success</li><li>Preparing for a Career</li><li>Career Research</li><li>Career Coaching Event</li></ul> |
| 4 | <ul><li>Managing Business Finances</li><li>Introduction to Basic Accounting Concepts</li><li>Entrepreneurship</li><li>Risk Management</li><li>Career Coaching Event</li><li>Projects and Presentations</li></ul> |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Week 1** <br><br>**Introduction to Classroom Expectations** | • What are the expectations for students in the business technology class? <br> • What is the importance of learning style and why is understanding one's style important? <br> • What is the employability profile for the Business Technology program and how is used to assess student achievement? | • Identify and describe classroom policies and procedures. <br> • Explain the importance of learning styles and identify personal learning style. <br> • Describe the purpose of the Business Technology Employability Profile. | • Observation of Class Expectations <br> • Learning Style Self-Assessment <br> • Employability Profile for the Business Technology Program | **Career Ready Practices** <br> CRP 1,2,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 3 <br><br> **Pathway Standards** <br> BM-ADM 1 <br> BM-HR 5 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br><br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-1WHST 2,4,5,6,7 |
| **Weeks 2-6** <br><br>**Development of Computer Skills: Office 365, Microsoft Documents and Using the Internet** | • Why are keyboarding skills important? <br> • How are business documents created? <br> • How does technology improve productivity? <br> • What do I need to know about proper email messages? <br> • How can work be shared with others? <br> • What is the school policy on internet use? <br> • How is the authenticity of websites evaluated? <br> • How is research safely conducted on the internet? <br> • How can social media be used to share information? <br> • What is "intellectual property" and why is it important in researching information? | • Apply proper keyboarding techniques. <br> • Apply basic functions of Microsoft Office, including Word, Excel, PowerPoint, Publisher, and Office 365. <br> • Review the parts of business letters, memorandums, and reports. <br> • Format and type business letters, memorandums, and reports. <br> • Apply basic skills in spreadsheet development. <br> • Distinguish between appropriate and inappropriate correspondence. <br> • Demonstrate how to share work with others using Office 365. <br> • Review the school internet policy. <br> • Discuss why internet policies and ethical use are important. <br> • Evaluate authenticity of websites and internet information. <br> • Conduct research using the internet using appropriate search engines. <br> • Use digital media to convey ideas and information. <br> • Explain copyright policies, trademarks, and patents. <br> • Describe the dark web and internet scams. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation | **Career Ready Practices** <br> CRP 1,2,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 2,3,5 <br><br> **Pathway Standards** <br> BM-ADM 3 <br> BM-BIM 1 <br> BM-MGT 1 <br> BM-HR 1 <br> BM-OM 1 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 <br> 9-10L 1,2,3,4,5,6 <br><br> **Literacy** <br> 9-10RST 1,2,4,6,7,8,9 <br> 9-10WHST 2,4,5,6,7 |
| **Week 7-8** <br><br>**Review of Effective** | • What is the importance of effective communications? | • Describe the six elements of the communication process. | **Written** <br> • Assignment <br> • Research Project | **Career Ready Practices** <br> CRP 1,2,4,6,7,8,10,11,12 <br> **Cluster Standards** <br> BM 2,3,5 | **ELA** <br> 9-10R 1,2,4,7,8,9 <br> 9-10W 2,5,6,7 <br> 9-10SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Communication Skills**<br><br>**Career Coaching Event** | • What can be learned from business professionals? | • Explain barriers to effective communication.<br>• Explain the importance of written communication skills.<br>• Describe verbal communication skills that are important in the workplace.<br>• Identify the role non-verbal communication plays in business.<br>• Explain listening skills and why they are important to workplace.<br>• Explain what it means to read with a purpose.<br>• Participate in Career Coaching Event. | • Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2,4<br>BM-HR 2 | 9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 9-10**<br><br>**Business Basics** | • What is business and its function?<br>• What are the forms of business ownership?<br>• What is utility? | • Describe the purpose of a business.<br>• Chart several functions of business.<br>• Compare and contrast three types of business ownership<br>• Describe how businesses provide utility.<br>• Differentiate between the two different markets for products.<br>• Explain the difference between a consumer and a customer. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,4,5<br><br>**Pathway Standards**<br>BM-BIM 4,5<br>BM-MGT 6,7 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 11-12**<br><br>**Introduction to Marketing** | • What is marketing and why is it important?<br>• What are four functions of a business?<br>• What are two parts of planning?<br>• What are five marketing career pathways?<br>• What is marketing concept? | • Define the function of marketing.<br>• Explain the importance of marketing.<br>• Describe a marketing professional.<br>• Explain why marketing is dynamic.<br>• State how marketing is focused.<br>• Identify and describe the 4Ps of marketing.<br>• Summarize the steps necessary for creating a successful marketing mix.<br>• Explain the marketing concept in business.<br>• Describe the seven functions of marketing and related activities. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3,4,5<br>BM-MGT 2,6,7 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 13**<br><br>**Introduction to Marketing Plans** | • What is the importance of a marketing plan?<br>• What is the marketing mix?<br>• What is the purpose of a marketing plan template?<br>• What are the sections of a marketing plan? | • Explain the importance of a marketing plan.<br>• Define the marketing mix.<br>• Describe the purpose of a marketing plan template.<br>• Summarize the sections of a marketing plan.<br>• Format a marketing plan. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3,4,5<br>BM-MGT 2,6,7,8 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 14**<br><br>**Branding** | • What are the elements of a brand? | • Describe the elements of a brand.<br>• Explain the three types of product brands. | **Written**<br>• Assignment<br>• Research Project | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What are three types of product brands?<br>• How does branding relate to product identity?<br>• In what ways can a brand be protected?<br>• What is personal branding? | • Explain how branding relates to product identity.<br>• Explain ways to protect a brand.<br>• Describe personal branding. | • Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3,4,5<br>BM-MGT 2,6,7 | 9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 15**<br><br>**Economic Principles and Systems** | • What is meant by the term economics and why is it important?<br>• How does scarcity affect individuals and nations making economic choices?<br>• What are the major factors of production?<br>• What are economic systems? | • Explain the term economics and why it is important.<br>• Describe how scarcity affects individuals and nations making economic choices.<br>• Chart four major factors of production and give examples of each.<br>• Define economic systems.<br>• Compare and contrast the various economic systems. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2,3 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 16-17**<br><br>**Market Forces and Economic Indicators** | • How do market forces affect an economy?<br>• What is the principle of supply and demand?<br>• What strategies can a business use to increase profits and grow?<br>• How does competition result in better products and lower prices?<br>• What is the role of the consumer in determining which products are sold?<br>• How is the economy measured using economic indicators?<br>• How can the stock market be an unreliable indicator? | • Explain how market forces affect an economy.<br>• Describe the principle of supply and demand.<br>• Identify three ways that a business can increase profits.<br>• Describe how competition results in better products and lower prices.<br>• Explain the role of the consumer in determining which products are sold.<br>• Summarize how the economy is measured using economic indicators.<br>• Explain how the stock market can be an unreliable indicator. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 2,3,5<br>BM-MGT 2,3,5,7 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 18**<br><br>**Business Cycles and the Role of Government** | • What are the four stages of the business cycle?<br>• How can how economic indicators be used to analyze the business cycle?<br>• How has the role of the U.S. government grown since the nation was founded?<br>• What are the various ways the government is involved in the economy today? | • Identify the four stages of the business cycle.<br>• Explain how economic indicators can be used to analyze the business cycle.<br>• Explain how the role of the U.S. government has grown since the nation was founded.<br>• Explain the various ways the government is involved in the economy today. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 2,3,5<br>BM-MGT 2,3,5,7 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 19-20**<br><br>**Global Trade** | • What is the concept of globalization? | • Explain the concept of globalization.<br>• Identify reasons for global trade. | **Written**<br>• Assignment<br>• Research Project | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 2,3,5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Career Coaching Event** | • What are the reasons for global trade?<br>• What are exports, imports, and the balance of trade?<br>• What are foreign exchange rates and their impact on global trade?<br>• What are the purposes of trade regulations, trade agreements, and trade blocks?<br>• What can be learned from business professionals? | • Define exports, imports, and the balance of trade.<br>• Explain foreign exchange rates and their impact on global trade<br>• Explain the reasons for trade regulations and identify three different types.<br>• Describe the purposes of trade agreements and trade blocks.<br>• Participate in Career Coaching Event. | • Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Pathway Standards**<br>BM-ADM 2<br>BM-BIM 2,3,5<br>BM-MGT 2,3,4,5,7 | 9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 21-24**<br><br>**Management Skills** | • What are ways to achieve workplace success as a manager?<br>• What is the importance of the workplace environment?<br>• What skills are essential for successful team dynamics?<br>• What are ways an individual can advance a career?<br>• What are the five elements of management function?<br>• How do businesses manage proprietary information?<br>• How do marketers use financial planning tools?<br>• What is the purpose of financial reports? | • Describe ways to achieve workplace success as a manager.<br>• Explain the importance of the workplace environment.<br>• Identify two types of basic teams.<br>• Identify the skills that are essential for successful teams.<br>• Explain how team leaders can conduct effective meetings.<br>• Describe effective team meetings.<br>• Describe ways an individual can advance a career.<br>• Identify the five elements of management function.<br>• Summarize how businesses manage proprietary information.<br>• Describe effective management styles.<br>• Explain how marketers use financial planning tools.<br>• Identify how to monitor a budget.<br>• Identify and explain financial reports. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 3<br>BM-BIM 4,5<br>BM-MGT 4,6,7<br>BM-HR 6<br>BM-OM 4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 25**<br><br>**Planning for Success** | • How can planning help individuals achieve their career goals?<br>• How can individuals learn about themselves? | • Explain how planning can help individuals achieve their career goals.<br>• Describe how individuals can learn about themselves through a process of self-assessment. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 3<br><br>**Pathway Standards**<br>BM-ADM 1<br>BM-MGT 8<br>BM-HR 3,5 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 26-27**<br><br>**Preparing for a Career** | • What are the roles of education and training in career preparation? | • Explain the roles of education and training in career preparation.<br>• Describe why an ongoing career plan is important. | **Written**<br>• Assignments: Self-Marketing, Resume, Cover Letter, Letters of | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • Why is an ongoing career plan important?<br>• What does it mean to market oneself?<br>• How can someone find job leads?<br>• What documents are needed when preparing to apply for jobs?<br>• What is the job application process?<br>• What is the interview process? | • Explain what it means to market oneself.<br>• Explain how to find job leads.<br>• Journal the steps taken when tracking job leads.<br>• Describe the documents needed when preparing to apply for jobs.<br>• Explain the job application process.<br>• Describe the interview process. | Recommendation, Thank You Letters<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Role-Play Interviews<br>• Class Presentation<br>• Teacher Observation | **Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 28-30**<br><br>**Career Research**<br><br>**Career Coaching Event** | • Identify and use different types of career research sources.<br>• In what ways can additional training and certifications help in a job search?<br>• What can be learned from business professionals? | • Identify and use different types of career research sources.<br>• Describe various educational and training opportunities.<br>• Evaluate two different careers based on work hours, work conditions, pay, and personal goals.<br>• Participate in Career Coaching Event. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2,4<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 31-33**<br><br>**Managing Business Finances**<br><br>**Introduction to Basic Accounting Concepts** | • What are the reasons for creating a financial plan?<br>• What is a budget and how is it used?<br>• What is the purpose and importance of accounting?<br>• What are the three components of the accounting equation?<br>• What are the forms of business ownership and how do they affect accounting?<br>• What are the basic financial statements?<br>• What are generally accepted accounting principles (GAAP)?<br>• What are the differences between net income and net loss?<br>• What are internal control procedures?<br>• What are the essential characteristics of professional conduct for accountants? | • Identify the six reasons for creating a financial plan.<br>• Explain what a budget is and how it is used.<br>• Describe accounting, including its purpose and importance.<br>• Define the three components of the accounting equation.<br>• Identify the forms of business ownership and ways they affect accounting.<br>• Identify the basic financial statements.<br>• Explain generally accepted accounting principles (GAAP).<br>• Examine the differences between net income and net loss.<br>• Reconcile a bank statement.<br>• Identify security considerations related to internal control procedures.<br>• Describe confidentiality concepts and policies for accounting.<br>• Identify essential characteristics of professional conduct for accountants. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 2,3<br>BM-MGT 2,5,8<br>BM-HR 2,4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Weeks 34-35**<br><br>**Entrepreneurship** | • What are the traits and skills necessary to become and entrepreneur?<br>• Why might person choose to become an entrepreneur?<br>• What are the ownership options for starting a business?<br>• What is the process of starting a business?<br>• What is the importance of a business plan? | • Describe the traits and skills necessary to become and entrepreneur.<br>• Explain reasons why a person might choose to become an entrepreneur.<br>• Explain the ownership options for starting a business.<br>• Explain the process of starting a business.<br>• Explain three options for creating a business.<br>• Describe the importance of a business plan. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2,8<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Week 36-37**<br><br>**Risk Management** | • What is the nature of risk?<br>• What are four types of risk?<br>• What is the importance of risk management?<br>• How can market and human risks be avoided or reduced?<br>• Describe how to transfer risk?<br>• What does it mean to assume risk? | • Explain the nature of risk.<br>• Describe the four types of risk.<br>• Summarize the importance of risk management.<br>• Explain how market and human risks can be avoided or reduced.<br>• Describe how to transfer risk.<br>• Explain what it means to assume risk. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |
| **Weeks 38-40**<br><br>**Career Coaching Event**<br><br>**Projects and Presentations** | • What can be learned from business professionals?<br>• What topics in business technology will be researched and presented?<br>• How will research and presentations be assessed? | • Participate in Career Coaching Event.<br>• Research a topic in business technology, create and present research findings.<br>• Assess in-class presentations and provide growth-producing feedback. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 1,2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2,3<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 1,2,3,4,5,6,7<br>BM-OM 1,4 | **ELA**<br>9-10R 1,2,4,7,8,9<br>9-10W 2,5,6,7<br>9-10SL 1,2,3,4,5,6<br>9-10L 1,2,3,4,5,6<br><br>**Literacy**<br>9-10RST 1,2,4,6,7,8,9<br>9-10WHST 2,4,5,6,7 |

# Syracuse City School District
## Career and Technical Education Program
## Course Syllabus
## BUS 300: Business Technology 300

## Program Overview

The Business Technology program offers students the skills necessary to pursue business or finance degrees in college and learn about running a successful business. Students will have opportunities to earn college credits, participate in work-based learning experiences and receive industry credentials. In 9th and 10th grades, students will learn about a wide variety of business concepts and practices. While learning about financial management, accounting, computer applications and other business fundamentals, students will meet local business people, visit college programs, and see successful local businesses in action. In 11th and 12th grades, students will focus on specific topics in business including personal financial literacy, entrepreneurship, marketing, and other areas of student interest.

## Course Description

In Business Technology 300, students will experience in-depth learning experiences in Personal Finance and Entrepreneurship, with an emphasis on research and presentation. Students will explore topics in all areas of personal finances including budgeting, banking, making informed financial decisions about automobiles and housing, and important details of credit, loans and planning for the future. Students will learn about what it takes to be an entrepreneur and the requirements for turning an idea into a successful business. Throughout the year, students will meet with financial professionals and entrepreneurs from the community to apply their learning and further develop their understanding. Students will have the opportunity to earn up to six college credits upon successful completion of the course.

## Pre-Requisites

BUS 100: Business Technology 100
BUS 200: Business Technology 200

## Course Objectives

10. Students will utilize advanced research techniques.
11. Students will apply their knowledge of the terminology, techniques, and processes of business.
12. Students will understand the importance of personal financial literacy and the process for effectively managing income and expenses.
13. Students will understand what is required to become an entrepreneur and the processes and potential challenges of starting a new business.

## Integrated Academics

N/A

## Equipment and Supplies

- **School will provide:** Computers with industry standard software, textbooks.
- **Student will provide:** N/A

## Textbook

Barringer, Bruce R. and R. Duane Ireland. *Entrepreneurship: Successfully Launching New Ventures, 5th Edition*. Boston: Pearson, 2016.

Billingsley, Randall S., Lawrence J. Gitman and Michael D. Joehnk. *PFIN7: Personal Finance*. Boston: Cengage, 2020.

Osterwalder, Alexander and Yves Pigneur. *Business Model Generation*. Hoboken: John C. Wiley & Sons, Inc., 2010. (Teacher Resource only)

## Grading

10% Homework
10% Work Journal (DIN and Ticket Out the Door)
20% Daily Class Work and Assignments
60% Projects, Presentations, Tests and Quizzes

## Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of being a business professional.
- Produce their best work, including being prepared for in-class presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft Office 365 for preparing and sharing all work.
- Type all work to be handed in with proper citations for all research.
- Adhere to the district's code of conduct regarding academic dishonesty including plagiarism, copying another's work, cheating, or altering records.

## Course Calendar

| Quarter | Units of Study |
|---------|----------------|
| 1 | • **Personal Finance**<br>  ○ Expectations<br>  ○ Introduction to Personal Finance<br>  ○ The Financial Planning Process<br>  ○ Using Budgets and Financial Statements<br>  ○ Preparing Taxes<br>  ○ Managing Cash and Savings<br>  ○ Making Automobiles Decisions<br>  ○ Making Housing Decisions<br>  ○ Career Coaching Event<br>  ○ Using Credit<br>  ○ Using Consumer Loans |
| 2 | • **Personal Finance**<br>  ○ Insurance – Life, Health and Property<br>  ○ Investing – Planning, Stocks and Bonds, Mutual Funds, EFTs, and Real Estate<br>  ○ Planning for Retirement<br>  ○ Estate Planning<br>  ○ Career Coaching Event<br>  ○ Personal Finance Projects and Presentations |
| 3 | • **Entrepreneurship**<br>  ○ Introduction to Entrepreneurship<br>  ○ Recognizing Opportunities and Generating Ideas<br>  ○ Feasibility Analysis<br>  ○ Developing and Effective Business Model<br>  ○ Industry and Competitor Analysis<br>  ○ Writing a Business Plan<br>  ○ Preparing the Proper Ethical and Legal Foundation<br>  ○ Assessing a New Venture's Financial Strengths and Viability<br>  ○ Career Coaching Event |
| 4 | • **Entrepreneurship**<br>  ○ Building a New Venture Team<br>  ○ Obtaining Financing or Funding<br>  ○ Unique Marketing Issues<br>  ○ The Importance of Intellectual Property<br>  ○ Preparing for and Evaluating the Challenges of Growth<br>  ○ Strategies for Firm Growth<br>  ○ Franchising<br>  ○ Career Coaching Event<br>  ○ Entrepreneurship Projects and Presentations |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Week 1**<br><br>**Personal Finance:**<br><br>**Expectations**<br><br>**Introduction to Personal Finance** | • What are the expectations for this class?<br>• What does personal financial literacy mean?<br>• What does the future look like for you? | • Explain expectations for class and follow classroom rules.<br>• Explain the meaning of personal financial literacy.<br>• Create a personal vision for the future 5, 10, 25, 50 and 75 years from now. | **Written**<br>• Assignment: Vision Essay<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 3<br><br>**Pathway Standards**<br>BM-ADM 2<br>BM-BIM 3<br>BM-MGT 2<br>BM-HR 2 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 2**<br><br>**Personal Finance:**<br><br>**The Financial Planning Process** | • What are the benefits of using personal financial planning techniques to manage personal finances?<br>• What is the personal financial planning process?<br>• What is the life cycle of financial plans?<br>• What is the economic environment's influence on personal financial planning?<br>• What is the impact of age, education, and geographic location on personal income?<br>• What is the importance of career choices on personal financial planning? | • Identify the benefits of using personal financial planning techniques to manage personal finances.<br>• Describe the personal financial planning process and define personal goals.<br>• Explain the life cycle of financial plans, including their role in achieving financial goals, special planning concerns and using professional financial planners.<br>• Explain the economic environment's influence on personal financial planning.<br>• Evaluate the impact of age, education, and geographic location on personal income.<br>• Describe the importance of career choices and their relationship to personal financial planning. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3<br>BM-MGT 2,5,8<br>BM-HR 2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 3**<br><br>**Personal Finance:**<br><br>**Using Budgets and Financial Statements** | • What is the relationship between financial plans and statements?<br>• Prepare a personal balance sheet, and a personal income and expense statement?<br>• What is involved in an effective record-keeping system?<br>• How is a cash budget constructed and how is it | • Explain the relationship between financial plans and statements.<br>• Prepare a personal balance sheet, and a personal income and expense statement.<br>• Develop an effective record-keeping system.<br>• Construct a cash budget and explain how to use it to monitor and control spending.<br>• Apply time value of money concepts to put a monetary value on financial goals. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3<br>BM-MGT 2,5,8<br>BM-HR 2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • used to monitor and control spending? <br> • How can the time value of money concepts be used to put a monetary value on financial goals? <br> • What is the relationship between inflation and nominal interest rates? | • Explain the relationship between inflation and nominal interest rates and calculate the real interest rate. | | | |
| **Week 4** <br><br> **Personal Finance:** <br><br> **Preparing Taxes** | • What are the basic principles of income taxes? <br> • What are the sources of gross income and adjustments to income? <br> • How are standard deductions, itemized deductions, and exemptions different? <br> • How is taxable income calculated? <br> • How are tax returns prepared and where can a taxpayer get help with tax questions? | • Explain the basic principles of income taxes and determine filing status. <br> • Describe the sources of gross income and adjustments to income, differentiate between standard and itemized deductions and exemptions, and calculate taxable income. <br> • Prepare a basic tax return using the appropriate tax forms and rate schedules. <br> • Explain who needs to pay estimated taxes, when to file or amend a return, and how to handle an audit. <br> • Explain where to get help with taxes and how software can make tax return preparation easier. <br> • Describe an appropriate and effective tax planning strategy. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation Checklist | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3 <br><br> **Pathway Standards** <br> BM-ADM 1,2 <br> BM-BIM 1,2,3 <br> BM-MGT 1,2,5,8 <br> BM-HR 2,4 | **ELA** <br> 11-12R 1,2,3,4,7,8,9 <br> 11-12W 2,4,5,6 <br> 11-12SL 1,2,3,4,5,6 <br> 11-12L 1,2,3,4,5,6 <br><br> **Literacy** <br> 11-12RST 1,2,4,6,7,8,9 <br> 11-12WHST 2,4,5,6,7 |
| **Weeks 5-6** <br><br> **Personal Finance:** <br><br> **Managing Cash and Savings** | • What is the role of cash management in the personal financial planning process? <br> • What types of financial services are available in today's marketplace? <br> • Why is it important to develop a strategy for managing personal banking accounts? <br> • What is the impact of compound interest on personal finances? | • Describe the role of cash management in the personal financial planning process. <br> • Describe todays' financial services marketplace, both depository and nondepository financial institutions. <br> • Research different types of checking, savings, electronic banking, and other bank services that meet personal needs. <br> • Calculate interest earned on money using compound interest and future value techniques. <br> • Develop a strategy for managing personal banking accounts. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation Checklist | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3 <br><br> **Pathway Standards** <br> BM-ADM 1,2 <br> BM-BIM 1,2,3 <br> BM-MGT 1,2,5,8 <br> BM-HR 2,4 | **ELA** <br> 11-12R 1,2,3,4,7,8,9 <br> 11-12W 2,4,5,6 <br> 11-12SL 1,2,3,4,5,6 <br> 11-12L 1,2,3,4,5,6 <br><br> **Literacy** <br> 11-12RST 1,2,4,6,7,8,9 <br> 11-12WHST 2,4,5,6,7 |
| **Week 7** <br><br> **Personal Finance:** <br><br> **Making Automobile Decisions** | • What information should be gathered when planning to buy or lease an automobile? <br> • What are the advantages and disadvantages of buying or leasing a car? | • Design a plan to research and select a new or used automobile. <br> • Compare the advantages and disadvantages of buying or leasing a car. <br> • Research and analyze contracts for both leasing and buying a car. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3 <br><br> **Pathway Standards** <br> BM-ADM 1,2 <br> BM-BIM 1,2,3 | **ELA** <br> 11-12R 1,2,3,4,7,8,9 <br> 11-12W 2,4,5,6 <br> 11-12SL 1,2,3,4,5,6 <br> 11-12L 1,2,3,4,5,6 <br><br> **Literacy** <br> 11-12RST 1,2,4,6,7,8,9 <br> 11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What is important to know about a personal automobile insurance policy? | • Analyze the coverage in a personal automobile insurance policy and chose the most cost-effective policy. | • Teacher Observation Checklist | BM-MGT 1,2,5,8<br>BM-HR 2,4 | |
| **Week 8**<br><br>**Personal Finance:**<br><br>**Making Housing Decisions**<br><br>**Career Coaching Event** | • What factors affect the decision to rent or buy housing?<br>• What are the financial requirements and contracts involved in renting, leasing, and sub-letting?<br>• What are the benefits and costs of home ownership?<br>• How is the affordability of buying a home determined?<br>• What is the process for buying a home?<br>• What are the advantages and disadvantages of different mortgage financing options?<br>• What can be learned from business professionals? | • Identify housing alternatives, assess rental options, and perform a rent-or-buy analysis.<br>• Identify the financial requirements and contracts of renting, leasing, and sub-letting.<br>• Evaluate the benefits and costs of home ownership.<br>• Estimate what is affordable to pay for a home given a particular financial situation.<br>• Describe the home-buying process.<br>• Research different mortgage financing options and their advantages and disadvantages.<br>• Participate in a Career Coaching Event. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 1,2,3<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3<br>BM-MGT 1,2,4,5,8<br>BM-HR 2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 9**<br><br>**Personal Finance:**<br><br>**Using Credit** | • What are the reasons for using consumer credit?<br>• What are the benefits and problems with using credit?<br>• How can someone establish a strong credit history?<br>• What are different forms of open account credit?<br>• What are the advantages and disadvantages of various credit cards?<br>• How can someone avoid credit problems, protect against credit card fraud, and protect against identity theft?<br>• What is involved in declaring personal bankruptcy? | • Describe the reasons for using consumer credit and identify its benefits and problems.<br>• Develop a plan to establish a strong credit history.<br>• Distinguish among different forms of open account credit.<br>• Apply for, obtain, and manage open forms of credit.<br>• Research various credit cards and compare their advantages and disadvantages.<br>• Analyze contracts for various types of credit cards.<br>• Explain how to avoid credit problems, protect against credit card fraud, and protect against identity theft.<br>• Explain the personal bankruptcy process. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3<br>BM-MGT 1,2,5,8<br>BM-HR 2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 10**<br><br>**Personal Finance:**<br><br>**Using Consumer** | • What are the major types of consumer loans when are they used? | • Differentiate between the major types of consumer loans and explain when to use them. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Loans** | • What are the various sources of consumer loans? <br> • How can someone identify the best loans available? <br> • What are the features of, and the finance charges on, single-payment loans? <br> • What are the costs, benefits, and potential problems of installment loans? | • Identify the various sources of consumer loans and analyze their contracts. <br> • Compare finance charges, maturity, collateral, and other loan terms to identify the best loans available. <br> • Describe the features of, and calculate the finance charges on, single-payment loans. <br> • Evaluate the benefits of an installment loan. <br> • Determine the costs of installment loans and analyze whether it is better to pay cash or take out a loan. | • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation Checklist | **Pathway Standards** <br> BM-ADM 1,2 <br> BM-BIM 1,2,3 <br> BM-MGT 1,2,5,8 <br> BM-HR 2,4 | **Literacy** <br> 11-12RST 1,2,4,6,7,8,9 <br> 11-12WHST 2,4,5,6,7 |
| **Weeks 11-13** <br><br> **Personal Finance:** <br><br> **Insurance – Life, Health, and Property** | • What is concept of risk? <br> • What are the primary reasons for life insurance? <br> • Who needs life insurance coverage? <br> • What are the various types of life insurance and what are their advantages and disadvantages? <br> • Why is having adequate health insurance important? <br> • What are the factors contributing to the growing cost of health insurance? <br> • What are the various major types of health insurance plans? <br> • What is long-term care insurance? | • Explain the concept of risk, the basics of insurance underwriting, and the primary reasons for life insurance. <br> • Identify those who need life insurance coverage and how much life insurance is needed. <br> • Distinguish among the various types of life insurance policies, describe their advantages and disadvantage, and their key features. <br> • Choose the best life insurance policy at the lowest cost for a given situation. <br> • Explain why having adequate health insurance is important, and identify the factors contributing to the growing cost of health insurance. <br> • Differentiate among the various major types of health insurance plans, and identify major private and public health insurance providers and their programs. | **Written** <br> • Assignment <br> • Research Project <br> • Quiz <br> • Self-Assessment <br> **Performance** <br> • Class Presentation <br> • Teacher Observation Checklist | **Career Ready Practices** <br> CRP 1,2,3,4,6,7,8,10,11 <br> **Cluster Standards** <br> BM 1,2,3 <br><br> **Pathway Standards** <br> BM-ADM 1,2 <br> BM-BIM 1,2,3 <br> BM-MGT 1,2,5,8 <br> BM-HR 2,4 | **ELA** <br> 11-12R 1,2,3,4,7,8,9 <br> 11-12W 2,4,5,6 <br> 11-12SL 1,2,3,4,5,6 <br> 11-12L 1,2,3,4,5,6 <br><br> **Literacy** <br> 11-12RST 1,2,4,6,7,8,9 <br> 11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What is disability income insurance and when is it needed? <br>• What is the importance of property insurance? <br>• What types of coverage provided by renter's and homeowner's insurance? <br>• What do different insurance agents and companies offer? | • Assess the need for and the features of long-term care insurance. <br>• Explain the features of disability income insurance and how to determine when it is needed. <br>• Explain the importance and basic principles of property insurance, including types of exposure, indemnity, and co-insurance. <br>• Identify the types of coverage provided by renter's and homeowner's insurance. <br>• Describe other types of property and liability insurance. <br>• Research a property and liability insurance agent and company and describe how to settle a claim. | | | |
| **Weeks 14-16** <br><br>**Personal Finance:** <br><br>**Investing – Planning, Stocks and Bonds, Mutual Funds, EFTs (Exchange Traded Funds), and Real Estate** | • What is the role of investing in the personal financial planning process? <br>• What are primary, secondary broker, and dealer markets? <br>• What is the process of buying and selling securities? <br>• What is an investment portfolio? <br>• What are the risks to which investors are exposed? <br>• What the different types of stocks? <br>• What are the basic issue characteristics of bonds and how are these securities used as investments? <br>• What are different types of bonds? <br>• What are the basic features and operating characteristics of mutual funds and EFTs? <br>• What are open- and closed-end mutual funds? | • Explain the role that investing play in the personal financial planning process, identify several different investment objectives and describe the impact of the internet on the field of investments. <br>• Distinguish between primary and secondary markets as well as between broker and dealer markets. <br>• Explain the process of buying and selling securities and describe the different types of orders. <br>• Describe an investment portfolio and how to go about monitoring a portfolio of securities. <br>• Describe the various types of risks to which investors are exposed, as well as the sources of return. <br>• Research an acceptable investment on the basis of risk, total return, and yield. <br>• Describe the different types of stocks and explain the merits of investing in common stock. <br>• Research the various measures of performance and how to use them in placing a value on stocks. <br>• Describe the basic issue characteristics of bonds and how these securities are used as investment vehicles. | **Written** <br>• Assignment: Personal Finance Book Response Essay <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,3,4,6,7,8,10,11 <br>**Cluster Standards** <br>BM 1,2,3 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,2,3 <br>BM-MGT 1,2,5,8 <br>BM-HR 2,4 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br><br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What are the variables that should be considered when selecting funds for investment purposes?<br>• What is the role of real estate in a diversified investment portfolio? | • Distinguish between the different types of bonds, describe how bond prices behave and compute different measures of yield.<br>• Describe the basic features and operating characteristics of mutual funds and EFTs.<br>• Differentiate between open- and closed-end mutual funds, as well as EFTs, and explain the various types of fund loads (commissions) and charges.<br>• Explain the types of funds available to investors and the different kinds of investor services offered by mutual funds and EFTs.<br>• Explain the variables that should be considered when selecting funds for investment purposes.<br>• Identify the sources of return, calculate the rate of return earned on an investment in a mutual fund, and evaluate the performance of an EFT.<br>• Explain the role that real estate plays in a diversified investment portfolio and basics of direct or indirect investment in real estate. | | | |
| **Week 17**<br><br>**Personal Finance:**<br><br>**Planning for Retirement** | • What is the importance of good retirement planning?<br>• What are the eligibility requirements and benefits of the Social Security program?<br>• What are different types of basic and supplemental employer-sponsored pension plans?<br>• What are the various types of self-directed retirement plans?<br>• What are the pros and cons of annuities in a retirement plan? | • Explain the importance and pitfalls of good retirement planning.<br>• Estimate income needs in retirement and the level of retirement income from various sources.<br>• Explain the eligibility requirements and benefits of the Social Security program.<br>• Differentiate among the types of basic and supplemental employer-sponsored pension plans.<br>• Describe the various types of self-directed retirement plans.<br>• Identify pros and cons of annuities in a retirement plan. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11<br>**Cluster Standards**<br>BM 1,2,3<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3<br>BM-MGT 1,2,5,8<br>BM-HR 2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 18**<br><br>**Personal Finance:**<br><br>**Estate Planning** | • What is the role of estate planning in personal financial planning? | • Describe the role of estate planning in personal financial planning, and identify the seven steps of the process. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz | **Career Ready Practices**<br>CRP 1,2,3,4,6,7,8,10,11,12<br>**Cluster Standards**<br>BM 1,2,3 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Career Coaching Event** | • What is the importance of preparing a will? <br>• How are trusts used in estate planning. <br>• What is the impact of taxes on estates and estate planning? <br>• What can be learned from business professionals? | • Explain the importance of preparing a will and identify other documents to protect an estate. <br>• Explain how trusts are used in estate planning. <br>• Determine whether a gift will be taxable, and explain how planned gifts can reduce estate taxes. <br>• Identify the federal taxes due on an estate. <br>• Research the effective estate planning techniques that can be used to minimize estate taxes. <br>• Participate in a Career Coaching Event. | • Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,2,3 <br>BM-MGT 1,2,4,5,8 <br>BM-HR 2,4 | **Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Weeks 19-20** <br><br>**Personal Finance:** <br><br>**Personal Finance Projects and Presentations** | • What topic in personal finance will be researched and presented? <br>• How will research and presentations be assessed? | • Research a topic in personal financial planning, create and present research findings. <br>• Explain the various elements of an effective presentation and how they can be assessed. <br>• Assess in-class presentations and provide growth-producing feedback. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Assessment of In-Class Presentations <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,3,4,6,7,8,10,11 <br>**Cluster Standards** <br>BM 1,2,3 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,2,3 <br>BM-MGT 1,2,5,8 <br>BM-HR 2,4 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 21** <br><br>**Entrepreneurship:** <br><br>**Introduction to Entrepreneurship** | • What is entrepreneurship? <br>• What are three reasons people decide to become entrepreneurs? <br>• What are four characteristics of successful entrepreneurs? <br>• What are common myths regarding entrepreneurship? <br>• What are three types of start-up businesses? <br>• How have the demographics of entrepreneurs changed in the United States? <br>• What are the positive effects of entrepreneurship on global economies and societies? <br>• What is the entrepreneurial process? <br>• What can be learned from a local entrepreneur? | • Describe entrepreneurship, corporate entrepreneurship, and the characteristics of entrepreneurial businesses. <br>• Explain three main reasons people decide to become entrepreneurs. <br>• Identify four main characteristics of successful entrepreneurs. <br>• Explain five common myths regarding entrepreneurship. <br>• Describe the three types of start-up businesses. <br>• Describe the changing demographics of entrepreneurs in the United States. <br>• Explain the positive effects of entrepreneurship and entrepreneurial businesses on global economies and societies. <br>• Explain the entrepreneurial process. <br>• Interview a local entrepreneur. | **Written** <br>• Assignment: Interview-Based Entrepreneurship Essay <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,3 <br>BM-MGT 1,2,3,8 <br>BM-HR 1,2 <br>BM-OM 1 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Weeks 22-23**<br><br>**Entrepreneurship:**<br><br>**Recognizing Opportunities and Generating Ideas** | • What is the difference between opportunities and ideas?<br>• What are three general approaches entrepreneurs use to identify opportunities?<br>• What are the personal characteristics of entrepreneurs that contribute to their ability to recognize business opportunities?<br>• What are techniques entrepreneurs use to generate ideas?<br>• What are actions that encourage continuous development of new ideas in entrepreneurial businesses? | • Explain the difference between opportunities and ideas.<br>• Describe three general approaches entrepreneurs use to identify opportunities.<br>• Chart the personal characteristics of entrepreneurs that contribute to their ability to recognize business opportunities.<br>• Identify and describe techniques entrepreneurs use to generate ideas.<br>• Describe actions to encourage continuous development of new ideas in entrepreneurial businesses. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3<br>BM-MGT 1,2,3,8<br>BM-HR 1,2<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 24**<br><br>**Entrepreneurship:**<br><br>**Feasibility Analysis** | • What is a feasibility analysis and why is it important?<br>• What is a product/service feasibility analysis?<br>• What is an industry/market feasibility analysis?<br>• What is an organizational feasibility analysis?<br>• What is a financial feasibility analysis?<br>• Why is it important for entrepreneurs to use a feasibility analysis template? | • Explain what a feasibility analysis is and why it is important.<br>• Describe a product/service feasibility analysis, explain its purpose, and identify two primary issues that a proposed business should consider in this area.<br>• Describe an industry/market feasibility analysis, explain its purpose, and identify the tow primary issues to consider when competing this analysis.<br>• Explain what an organizational feasibility analysis is and its purpose and identify two primary issues to consider when competing this analysis.<br>• Describe what a financial feasibility analysis is, explain its importance, and identify the most critical issues to consider when completing this analysis.<br>• Describe a feasibility analysis template and explain why it is important for entrepreneurs to use this template. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3<br>BM-MGT 1,2,3,8<br>BM-HR 1,2<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 25**<br><br>**Entrepreneurship:**<br><br>**Developing and** | • What are business models and why are they important? | • Describe business models and explain their importance. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 1,2,3,5 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Effective Business Model** | • What are two general types of business models? <br>• How can PEST (Politics, Economics, Society, Technology) impact business? <br>• What is a SWOT (Strengths, Weakness, Opportunities, Threats) Analysis? | • Identify and describe the two general types of business models – standard and disruptive business models. <br>• Explain the components of the Barringer/Ireland Business Model Template that entrepreneurs can use to develop a business model for their business. <br>• Explain a PEST Analysis and the impact on a business. <br>• Explain the importance of a SWOT Analysis. | • Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,3 <br>BM-MGT 1,2,3,8 <br>BM-HR 1,2 <br>BM-OM 1 | **Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 26** <br><br>**Entrepreneurship:** <br><br>**Industry and Competitor Analysis** | • What is the purpose of an industry analysis? <br>• What are the five competitive forces that determine industry profitability? <br>• What are the five primary industry types? <br>• What is the purpose of a competitor analysis and competitive analysis grid? | • Explain the purpose of an industry analysis. <br>• Identify and explain the five competitive forces that determine industry profitability. <br>• Explain the value that entrepreneurial businesses create by successfully using the five forces model. <br>• Identify the five primary industry types and the opportunities they offer. <br>• Explain the purpose of a competitor analysis and competitive analysis grid. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,3 <br>BM-MGT 1,2,3,8 <br>BM-HR 1,2 <br>BM-OM 1 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 27** <br><br>**Entrepreneurship:** <br><br>**Writing a Business Plan** | • What is the purpose of a business plan? <br>• Who reads a business plan and what are they looking for? <br>• What are the guidelines for writing an effective business plan? <br>• What is a suggested outline of a business plan? <br>• How can an entrepreneur effectively present a business plan to potential investors? | • Explain the purpose of a business plan. <br>• Describe who reads a business plan and what they are looking for. <br>• Identify the guidelines to follow to write an effective business plan. <br>• Identify and describe a suggested outline of a business plan. <br>• Explain and demonstrate how to effectively present a business plan to potential investors. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,3,5 <br>BM-MGT 1,2,3,7,8 <br>BM-HR 1,2 <br>BM-OM 1 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 28** <br><br>**Entrepreneurship:** <br><br>**Preparing the Proper Ethical and Legal Foundation** | • What strategies can founders use to establish a strong ethical culture in their entrepreneurial ventures? <br>• What strategies are used in new businesses to deal with legal issues? | • Describe the strategies founders can use to establish a strong ethical culture in their entrepreneurial ventures. <br>• Identify and describe the strategies used in new businesses to effectively deal with legal issues. <br>• Summarize the various business licenses and permits that a start-up must obtain before it begins operating. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,3,5 <br>BM-MGT 1,2,4,3,7,8 <br>BM-HR 1,2 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What business licenses and permits must a start-up obtain?<br>• What are the different forms of organization available to new businesses? | • Identify and chart the different forms of organization available to new businesses and explain their advantages and disadvantages. | | BM-OM 1 | |
| **Week 29**<br><br>**Entrepreneurship:**<br><br>**Assessing a New Venture's Financial Strengths and Viability**<br><br>**Career Coaching Event** | • What is the importance of the financial management of an entrepreneurial business?<br>• What are the four main financial objectives of entrepreneurial ventures?<br>• What is the process of financial management?<br>• What are historical and pro forma financial statements?<br>• What is the role of forecasts in projecting a business's future income and expenses?<br>• What can be learned from business professionals? | • Explain the importance of the financial management of an entrepreneurial business.<br>• Identify the four main financial objectives of entrepreneurial ventures.<br>• Describe the process of financial management as used in entrepreneurial businesses.<br>• Explain the types, purposes, and differences between historical and pro forma financial statements.<br>• Explain the role of forecasts in projecting a business's future income and expenses.<br>• Participate in Career Coaching Event | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11,12<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,5<br>BM-MGT 1,2,3,5,7,8<br>BM-HR 1,2,4<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 30**<br><br>**Entrepreneurship:**<br><br>**Building a New Venture Team** | • What is the concept of liability of newness?<br>• What are the primary elements of a new-venture team?<br>• What is the role of professional advisors with a new-venture team?<br>• Why would a new-venture team use consultants to obtain advice? | • Explain the concept of liability of newness.<br>• Identify and chart the primary elements of a new-venture team and explain the purpose of each.<br>• Identify professional advisors and explain their role with a new-venture team.<br>• Explain why a new-venture team might use consultants to obtain advice. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,5<br>BM-MGT 1,2,3,7,8<br>BM-HR 1,23,5<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 31**<br><br>**Entrepreneurship:**<br><br>**Obtaining Financing or Funding** | • What is the importance of financing for entrepreneurial success?<br>• What are three sources of personal financing available to entrepreneurs?<br>• What are three steps in properly preparing to raise debt or equity financing. | • Explain the importance of financing for entrepreneurial success and why most entrepreneurial ventures need to raise money during their early life.<br>• Identify and describe the three sources of personal financing available to entrepreneurs.<br>• Identify and explain the three steps involved in properly preparing to raise debt or equity financing. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 1,2,3,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,5<br>BM-MGT 1,2,3,5,7,8<br>BM-HR 1,2,4<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| | • What are the three most important sources of equity funding? <br>• What are common and creative sources of debt financing entrepreneurial businesses could choose? | • Identify and describe the three most important sources of equity funding that are available to the entrepreneurial business. <br>• Identify and chart both common and creative sources of debt financing entrepreneurial businesses could choose to use. | | | |
| **Week 32** <br><br>**Entrepreneurship:** <br><br>**Unique Marketing Issues** | • What are the steps entrepreneurial businesses use to identify their customers? <br>• What is a brand and why is it important in marketing? <br>• What are the 4Ps of marketing activities? <br>• What is the seven-step sales process an entrepreneurial business uses to identify prospects and close sales? | • Explain the three steps (segmenting the market, selecting a target market, and establishing a unique market position) entrepreneurial businesses use to identify their customers. <br>• Define what a brand is and explain why it is important to an entrepreneurial business's marketing efforts. <br>• Identify and explain the 4Ps of marketing activities (product, price, promotion, and place) used by entrepreneurial businesses. <br>• Describe the seven-step sales process an entrepreneurial business uses to identify prospects and close sales. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,3,5 <br>BM-MGT 1,2,3,4,7,8 <br>BM-HR 1,2 <br>BM-OM 1,2 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br><br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 33** <br><br>**Entrepreneurship:** <br><br>**The Importance of Intellectual Property** | • What is intellectual property? <br>• What are patents, trademarks, and copyrights? <br>• What is a trade secret? <br>• What is an intellectual property audit? | • Define the term intellectual property and describe its importance. <br>• Compare and contrast the purposes, types and importance of patents, trademarks, and copyrights. <br>• Give examples of patents, trademarks, and copyrights. <br>• Describe a trade secret and identify the common causes of trade secret disputes. <br>• Explain what an intellectual property audit is and identify the two primary reasons entrepreneurial businesses should complete this type of audit. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5 <br><br>**Pathway Standards** <br>BM-ADM 2 <br>BM-BIM 1,3,5 <br>BM-MGT 1,2,7,8 <br>BM-HR 1,2 <br>BM-OM 1 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br><br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 34** <br><br>**Entrepreneurship:** <br><br>**Preparing for and Evaluating the Challenges of Growth** | • How can businesses properly prepare for growth? <br>• What are the six most commons reasons businesses pursue growth? <br>• What is the importance of managing the stages of growth? <br>• What are the challenges of business growth? | • Describe how businesses can properly prepare for growth. <br>• Identify and explain the six most commons reasons businesses pursue growth. <br>• Explain the importance of being able to manage the stages of growth. <br>• Describe the challenges of business growth, particularly those of adverse selection and moral hazard. | **Written** <br>• Assignment <br>• Research Project <br>• Quiz <br>• Self-Assessment <br>**Performance** <br>• Class Presentation <br>• Teacher Observation Checklist | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 <br>**Cluster Standards** <br>BM 1,2,3,5,6 <br><br>**Pathway Standards** <br>BM-ADM 1,2 <br>BM-BIM 1,2,3,4,5 <br>BM-MGT 1,2,5,6,7,8 <br>BM-HR 1,2,3,4,5 <br>BM-OM 1,2,4 | **ELA** <br>11-12R 1,2,3,4,7,8,9 <br>11-12W 2,4,5,6 <br>11-12SL 1,2,3,4,5,6 <br>11-12L 1,2,3,4,5,6 <br><br>**Literacy** <br>11-12RST 1,2,4,6,7,8,9 <br>11-12WHST 2,4,5,6,7 |
| **Week 35** | | | **Written** | **Career Ready Practices** <br>CRP 1,2,4,6,7,8,9,10,11 | **ELA** <br>11-12R 1,2,3,4,7,8,9 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Entrepreneurship:**<br><br>**Strategies for Business Growth** | • What is the core internal growth strategy for entrepreneurial businesses?<br>• How can international expansion be used as a growth strategy?<br>• What are different types of external growth strategies? | • Identify and summarize the core internal growth strategy for entrepreneurial businesses.<br>• Describe additional internal product-growth strategies entrepreneurial businesses can use.<br>• Explain international expansion as a growth strategy.<br>• Compare different types of external growth strategies. | • Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Cluster Standards**<br>BM 1,2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,5,6,7,8<br>BM-HR 1,2,3,4,5<br>BM-OM 1,2,4 | 11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Week 36-37**<br><br>**Entrepreneurship:**<br><br>**Franchising** | • What is franchising?<br>• What are steps entrepreneurs can take to establish a franchise system?<br>• What are the advantages and disadvantages of establishing a franchise system?<br>• What are the steps an entrepreneur goes through to buy a franchise?<br>• What are the legal aspects associated with the franchise relationship?<br>• What are issues entrepreneurs should think about when considering franchising? | • Explain franchising and how this form of business ownership works.<br>• Describe steps entrepreneurs can take to establish a franchise system.<br>• Chart and explain the advantages and disadvantages of establishing a franchise system.<br>• Describe actions and issues associated with a decision to buy a franchise.<br>• Identify and explain the steps an entrepreneur goes through to buy a franchise.<br>• Identify and explain the various legal aspects associated with the franchise relationship.<br>• Identify and explain two additional issues – franchise ethics and international franchising – entrepreneurs should think about when considering franchising. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11<br>**Cluster Standards**<br>BM 1,2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,5,6,7,8<br>BM-HR 1,2,3,4,5<br>BM-OM 1,2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |
| **Weeks 38-40**<br><br>**Entrepreneurship:**<br><br>**Career Coaching Event**<br><br>**Entrepreneurship Projects and Presentations** | • What can be learned from business professionals?<br>• What topic in entrepreneurship will be researched and presented?<br>• How will research and presentations be assessed? | • Participate in Career Coaching Event.<br>• Research a topic in entrepreneurship, create and present research findings.<br>• Assess in-class presentations and provide growth-producing feedback. | **Written**<br>• Assignment<br>• Research Project<br>• Quiz<br>• Self-Assessment<br>**Performance**<br>• Class Presentation<br>• Teacher Observation Checklist | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11,12<br>**Cluster Standards**<br>BM 1,2,3,5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 1,2,3,4,5<br>BM-OM 1,2,4 | **ELA**<br>11-12R 1,2,3,4,7,8,9<br>11-12W 2,4,5,6<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,6,7,8,9<br>11-12WHST 2,4,5,6,7 |

# Syracuse City School District
# Career and Technical Education Program
# Course Syllabus
# BUS 400: Business Technology 400

## Program Overview
The Business Technology program offers students the skills necessary to pursue business or finance degrees in college and learn about running a successful business. Students will have opportunities to earn college credits, participate in work-based learning experiences and receive industry credentials. In 9th and 10th grades, students will learn about a wide variety of business concepts and practices. While learning about financial management, accounting, computer applications and other business fundamentals, students will meet local business people, visit college programs, and see successful local businesses in action. In 11th and 12th grades, students will focus on specific topics in business including personal financial literacy, entrepreneurship, marketing, and other areas of student interest.

## Course Description
In Business Technology 400, students will further develop their knowledge and skills in business leadership and management administration, business law and ethics, and the fundamentals of accounting. This course will also prepare students for the technical examination at the end of the CTE pathway.

The focus of leadership and management will be on developing an understanding of all of the facets involved in managing and leading a business effectively in both local and global markets. The focus of the business law segment will be on the American legal system and the fundamentals of business law. Students will develop a working knowledge of the legal framework within which formal business organizations must operate. Students will apply what they have learned about legal principles in a business to case studies and other activities. The focus of accounting will be on the basic fundamentals of accounting that pertain to business and importance of financial control.

Career mentors and coaching events, guest speakers, SU Diversity Law Day, and a field trip to courthouse will be infused into the course. Students will also have the opportunity to participate in job shadowing and/or do an internship in a chosen focus area.

## Pre-Requisites
BUS 100: Business Technology 100
BUS 200: Business Technology 200
BUS 300: Business Technology 300

## Course Objectives
14. Students will understand the foundations of leadership and management in a business, including managing staff, relationship, communication, and information.
15. Students will explore the characteristics of effective business leadership and management in both local and global markets
16. Students will develop an awareness of the legal system and its laws.
17. Students will examine court systems and trial procedures and other aspects of legal concepts which influence the operation of both business and personal life.
18. Students will understand and apply basic knowledge, terminology, techniques, and process of business law, such as ethics, civil and criminal law, contracts, consumer protection, employment conditions, and intellectual property
19. Students will explore the basic principles of financial accounting, including the accounting equation, recording transactions, and general ledger accounts.
20. Students will explore and prepare for various business technology career opportunities.

## Integrated Academics
1 CTE Integrated ELA Credit

## Equipment and Supplies
- **School will provide:** Computers with industry standard software.
- **Student will provide:** N/A

## Textbook

(Pending Approval)

Dansby, R., & Sovak, K. (2020). *Principles of Management.* Tinley Park, IL: Goodheart-Willcox Co., Inc.

Guerrieri, D., Haber, F., & Hoyt, W. (2015). *Accounting.* New York, NY: McGraw-Hill Education.

Prenkert, J., Barnes, A., Perry, J., Haugh, T., & Stemler, A. (2022). *Business Law: The Ethical, Global, and Digital Environment, 18th Edition.* New York, NY: McGraw-Hill.

## Grading

| | |
|---|---|
| 10% | Homework |
| 10% | Work Journal (DIN and Ticket Out the Door) |
| 20% | Daily Class Work and Assignments |
| 60% | Projects, Presentations, Tests and Quizzes |

## Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time to class. Deadlines and being on time are a major part of being a business professional.
- Produce their best work, including being prepared for in-class presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Seek help when needed. Students who need to make up work or tests are responsible for getting their work from the instructor.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft Office 365 for preparing and sharing all work.
- Type all work to be handed in with proper citations for all research.
- Adhere to the district's code of conduct regarding academic dishonesty including plagiarism, copying another's work, cheating, or altering records.

## Course Calendar

| Quarter | Units of Study |
|---|---|
| 1 | **LEADERSHIP AND MANAGEMENT**<br>• Management<br>• History of Management<br>• Planning<br>• Managing with Information<br>• Organizing and Staffing<br>• Staffing<br>• Relationship Management<br>• Leading<br>• Managing Communications<br>• Soft Skills for Management<br>• Controlling |
| 2 | **LEADERSHIP AND MANAGEMENT**<br>• Operations Management<br>• Environment of Management<br>• Managing in a Business Environment<br>• Managing in the Economic Environment<br>• Managing in a Global Environment<br>• Small Business Management<br>• Risk Management<br>• Marketing<br>• Career Planning<br>• Employment Documents |
| 3 | **BUSINESS LAW** |

| | |
|---|---|
| | <ul><li>Foundations of American Law</li><li>Introduction to Law and Ethics</li><li>Crimes and Torts</li><li>Introduction to Criminal vs. Civil Law</li><li>Crime</li><li>Court Room Proceedings</li><li>Ethics and the Law</li><li>Levels of Court Systems</li><li>State vs Federal Court Systems</li><li>Contracts</li><li>Consumer Protection Laws</li><li>Intellectual Property</li><li>Internet Law</li></ul> |
| **4** | **ACCOUNTING**<ul><li>The World of Business and Accounting</li><li>Business Transactions and the Accounting Equation</li><li>Transactions That Affect Assets, Liabilities, and Owner's Capital</li><li>Transactions That Affect Revenue, Expenses, and Withdrawals</li><li>Recording Transactions in a General Journal</li><li>Posting Journal Entries to General Ledger Accounts</li><li>The Six Column Worksheet</li><li>Career Exploration and Preparation</li><li>Internships</li></ul> |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Week 1**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Management** | • What does management mean?<br>• What makes an effective manager?<br>• Why are technology skills important in the workplace?<br>• What is the difference between for-profit and not-for-profit organizations?<br>• Why are communication skills important to managers? | • Define the terms manager and management.<br>• Summarize the functions of management.<br>• Identify three levels of management.<br>• Cite examples of organizational resources.<br>• List and explain the five basic functions of management.<br>• Create an organizational chart and state the various titles of each management level.<br>• Cite advantages of managers who update their skills in technology.<br>• Identify 21st Century issues that are the focus of today's managers.<br>• State key managerial competencies required for success.<br>• Summarize and chart the titles and duties of middle management and senior management.<br>• Describe managers in today's workplace.<br>• Identify managerial roles according to Mintzberg.<br>• Cite examples of skills of successful managers. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST<br>1,2,4,7,8,ST 1,2,5,,7 |
| **Week 1 (Cont.)**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**History of Management** | • How has the history of management shaped the job of a manager in today's workplace?<br>• What contributions did Henry Ford make to the 20th century?<br>• What contributions did Henri Fayol make to administrative management?<br>• Why is Max Weber's theory on bureaucratic management important?<br>• What is the goal of TQM?<br>• What impact does evidence-based management have on a business? | • Summarize the evolution of management.<br>• Define management theory.<br>• Identify and describe three branches of classical management.<br>• Explain behavioral management.<br>• Explain the quantitative approach to management.<br>• Give two examples of contemporary management theory.<br>• Define evidence-based management.<br>• Explain Total Quality Management (TQM).<br>• Explain the difference between an open system and a closed system.<br>• Chart and summarize the five-steps of evidence-based management. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 2**<br><br>**LEADERSHIP AND** | • Why is planning important for a business? | • Summarize the planning function of management. | • Ticket In/Out | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards** | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **MANAGEMENT**<br><br>**Planning** | • What is competitive advantage?<br>• What specific type of planning should take place in a business?<br>• In what ways can the SWOT Analysis and PEST Analysis help management in making decisions? | • Explain the importance of establishing goals.<br>• Identify the various types of plans written by management.<br>• Explain how market research is used for planning.<br>• Cite examples of data analysis used for planning purposes.<br>• Identify the benefits of planning.<br>• Cite the elements of a SMART goal.<br>• Explain the impact that internal and external factors have on an organization.<br>• Explain the purpose of having competitive advantage.<br>• Summarize the strategic planning process.<br>• Explain the role of tactical plans in a business.<br>• Describe two types of operational plans.<br>• Explain the purpose of a SWOT Analysis and PEST Analysis. | • Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 6<br>BM-OM 4 | 11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 3**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Managing with Information** | • What is a management information system?<br>• When would a manager apply the systematic decision-making process?<br>• Why is it important for managers to understand basic accounting terms? | • Summarize management information for planning purposes.<br>• Identify examples of budgets used in the budgeting process.<br>• Describe the basic technology infrastructure used by businesses.<br>• Explain the tasks a management information system must be able to perform.<br>• Cite examples of visuals that can be used to present data.<br>• Justify the importance of income statements in helping managers to make financial plans for a business.<br>• State the formula used to forecast sales.<br>• Identify and define basic accounting terms and accounting information for managers.<br>• Diagram the steps of the systematic decision-making process.<br>• List examples of decision-making process tools. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 4**<br><br>**LEADERSHIP AND MANAGEMENT** | • What does an organizational structure look like for a typical business? | • Summarize the organizing function of management.<br>• Describe the four types of organizational structures. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Organizing and Staffing** | • How does specialization lead to increase productivity and profits for a company?<br>• What is the difference between narrow and wide span of control?<br>• Why should management be in tune with the corporate culture of their organization? | • Explain specialization.<br>• Identify three types of departmentalization.<br>• Explain the chain of command.<br>• Define span of control.<br>• Explain corporate culture and its importance.<br>• Summarize ways an organization can create an ethical culture.<br>• Summarize ways an organization can create a customer focused culture. | • Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 4 | **Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 5**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Staffing** | • What does human resources mean?<br>• What examples of responsibilities of a human resources (HR) department?<br>• Why should an organization focus on offering competitive compensation packages?<br>• What are the advantages of having a diverse workplace?<br>• What types of criteria do employers use when they evaluate employees? | • Summarize the staffing function of management.<br>• Describe human resources.<br>• Explain the recruitment process used by human resources.<br>• Explain the purpose and importance of training and development of employees.<br>• Explain the advantages of diversity in the workplace.<br>• Explain compensation as provided by the company.<br>• Identify ways a company can offer a work-life balance for employees.<br>• Summarize performance management.<br>• Explain employee turnover.<br>• Explain the termination process of employees. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 6**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Relationship Management** | • How does HR manage employee relations in an organization?<br>• What is the purpose of employment laws?<br>• What rights does the National Labor Relations Act give employees? | • Explain relationship management.<br>• Identify the characteristics of an adaptive organization.<br>• Explain organizational change.<br>• Summarize managing change within an organization.<br>• Explain the grievance process and how it is used.<br>• Explain labor relations and compensation and benefits laws.<br>• Identify and explain equal employment opportunity laws.<br>• Identify examples of employee health and safety regulations in the workplace.<br>• Summarize stress management.<br>• Explain the role OSHA plays in the workplace.<br>• Define collective bargaining. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 7**<br><br>**LEADERSHIP AND MANAGEMENT** | • What makes an effective leader? | • Summarize the leading functions of management. | • Ticket In/Out<br>• Questioning and In-Class Discussion | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Leading** | • What is the importance of leadership style? | • Explain the relationship between leadership and power.<br>• Explain how leaders can empower employees.<br>• Summarize how leaders can motivate others.<br>• Explain how leaders can create effective teams.<br>• Explain the purpose of the Theories of Motivation.<br>• Compare and contrast managers and leaders.<br>• Explain management power.<br>• Summarize the concepts of a team and teamwork.<br>• Summarize the different types of leadership styles and cite examples.<br>• Identify types of difficult people encountered in the workplace.<br>• Explain the process of conflict resolution. | • Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 4 | 11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 8**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Managing Communications** | • How does the way in which communication is conducted in an organization affect the workplace?<br>• What are the six elements of the communication process?<br>• Why is communication management important for a person who manages direct reports? | • Explain the importance of communication in a business.<br>• Summarize the communication process.<br>• Identify types of communications.<br>• Identify barriers to effective communications.<br>• Explain communication management.<br>• Describe a communication plan.<br>• Summarize communication competence.<br>• Identify effective ways to communicate in a diverse workplace. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 9**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Soft Skills for Management** | • What soft skills are important for a manager to possess?<br>• How can managers exhibit confidence?<br>• What is professional etiquette?<br>• What is the effect of having empathy?<br>• What is the definition of soft-management skills? | • Cite examples of soft skills important for professionals.<br>• Differentiate between passive and active listening.<br>• Explain the importance of professional etiquette.<br>• Explain how empathy can affect relationships.<br>• Cite examples of time-management practices.<br>• Explain the proper ways to make introductions.<br>• Describe professional success.<br>• Describe managing up. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 10**<br><br>**LEADERSHIP AND MANAGEMENT** | • Why is controlling necessary for the success of an organization? | • Summarize the controlling function of management. | • Ticket In/Out<br>• Questioning and In-Class Discussion | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Controlling** | • What are internal and external standards?<br>• What are two ways management can take corrective action when it determines that actual performance does not meet standards?<br>• Why is organizational performance a responsibility of managers? | • Identify examples of standards set in the controlling function.<br>• Explain measuring performance against standards.<br>• Identify actions taken by management when performance standards are not met.<br>• Explain organizational performance.<br>• Summarize the various types of organizational controls.<br>• Identify examples of financial controls used to measure financial performance.<br>• Summarize information technology control. | • Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,5,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | 11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 11**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Operations Management** | • Why is operations management important for all organizations?<br>• What does quality control mean? | • Summarize operations management.<br>• Identify and describe job responsibilities of an operations manager.<br>• Explain inventory management.<br>• Recognize benefits of effective operations management.<br>• Explain quality management.<br>• Explain ISO Quality Management Standards.<br>• Summarize quality improvement.<br>• Recognize two major awards for quality. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 1,3,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 12**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Environment of Management** | • What does business environment mean? | • Summarize the business environment.<br>• Identify the functions of business.<br>• Identify and explain business types.<br>• List forms of business organizations. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 13**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Managing in a Business Environment** | • What does business environment mean?<br>• Why is a contract needed when entering into business transactions?<br>• What role does business have in society? | • Describe the business environment.<br>• Identify the functions of business.<br>• Describe business types.<br>• List forms of business organization.<br>• Define what a contract is and its purpose.<br>• Examine US laws related to business.<br>• Explain legal procedure.<br>• Explain the role of business in society.<br>• Explain the social responsibility of businesses. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 3,4,5<br>BM-MGT 2,4,6,7,8<br>BM-HR 2,3,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST<br>11-12WHST |
| **Week 14**<br><br>**LEADERSHIP AND MANAGEMENT** | • How does the economic environment affect business operations? | • Define economic environment.<br>• Recognize the factors of production.<br>• Identify types of economic systems.<br>• Explain the forces of supply and demand. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Managing in the Economic Environment** | • Why is having a strong economy good for citizens of the country? | • Examine economic competition.<br>• Cite examples of economic indicators used to measure economic activity.<br>• Summarize the business cycle.<br>• Explain how the government can correct economic problems. | • Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,5,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 15**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Managing in a Global Environment** | • What does globalization mean?<br>• What does it mean to manage in a global environment? | • Explain the concept of globalization.<br>• List ways a business can enter into international trade.<br>• Summarize examples of regulations that govern international trade.<br>• Describe the global environment.<br>• Summarize global management.<br>• Identify examples of challenges when operating in a global environment. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 16**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Small Business Management** | • Why would a person want to start a business instead of working for an established organization?<br>• In what ways do the functions of management apply to an entrepreneur when creating a start-up?<br>• What is one characteristic that distinguishes a leader from an entrepreneur?<br>• What are two strategies an entrepreneur can use for managing growth?<br>• Why would an entrepreneur decide to exit a business? | • Define what it means to be an entrepreneur.<br>• Explain what a start-up is.<br>• Explain start-up strategies.<br>• List items that should be included in a business plan.<br>• Identify names of pro forma statements.<br>• Explain equity financing.<br>• Explain the acronym DBA.<br>• Explain the organizing function of management as it applies to an entrepreneur.<br>• Explain the leading function of management as it applies to an entrepreneur.<br>• List common types of exit strategies. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 17**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Risk Management** | • What is the purpose of insurance?<br>• How does a business decide how much insurance coverage is needed?<br>• What is professional liability insurance?<br>• Which types of employee insurance are businesses required to carry by law?<br>• How is risk management defined? | • Describe insurance and its purpose.<br>• List common types of insurance coverage available for purchase by a business.<br>• Identify types of insurance for employees a business might purchase.<br>• Explain risk management.<br>• Identify methods used to classify risk.<br>• Describe cybersecurity risk management.<br>• Explain the three Cs of credit.<br>• Cite ways a company can manage customer credit risk. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
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| | • How can risk be managed?<br>• Which types of risk are insurable?<br>• What are the three Cs of credit?<br>• What is the difference between a debtor and creditor? | | | | |
| **Week 18**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Marketing** | • Why is marketing important for business success?<br>• What are the four Ps of marketing?<br>• What are the elements of the promotional mix?<br>• Why does a business need a marketing plan?<br>• What is a situation analysis?<br>• What is a competitive analysis?<br>• What information appears in the opening section of a marketing plan?<br>• How is the success of a business impacted by its product?<br>• How are products distinguished?<br>• What is product planning?<br>• How can brainstorming help in the marketing process? | • Describe marketing.<br>• Identify and define the four Ps of marketing.<br>• List seven functions of marketing.<br>• Define customer satisfaction.<br>• Explain three objectives that the price of a product should accomplish.<br>• Explain the elements of the promotional mix.<br>• Explain the concept of a marketing plan.<br>• Name the sections of a marketing plan.<br>• Identify and describe different types of products.<br>• Differentiate between consumer and business products.<br>• Summarize new product development.<br>• List stages in the product life cycle. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 5,6<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 19**<br><br>**LEADERSHIP AND MANAGEMENT**<br><br>**Career Planning** | • How do a person's skills contribute to career success?<br>• Why is planning for education, training, or certification a worthwhile investment of time?<br>• How is an internship different from an apprenticeship?<br>• What is Free Application for Federal Student Aid (FAFSA)? | • Determine skills needed for the workplace.<br>• Explain career planning.<br>• Explore sources of career information.<br>• Summarize how Career and Technical Student Organizations (CTSOs) can prepare a student for a career.<br>• Explain the role of education, training, and certification in career choices.<br>• Summarize the process of applying to college.<br>• Identify sources of funding when pursuing an education. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,10,11,12<br>**Cluster Standards**<br>BM 3,5,6<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 20**<br><br>**LEADERSHIP AND MANAGEMENT** | • What can a person's resume reveal about potential career success? | • Create or update all employment documents, including resume, cover letter, list of references, and thank you letter. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 3,5,6 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
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| **Employment Documents** | • Who should be included on a list of references?<br>• What information is contained in the body of a cover letter?<br>• Why is a thank you letter important?<br>• What items should be included in a portfolio?<br>• What types of questions should a prospective employee be most prepared to answer during a job interview? | • Create a physical and digital employment portfolio.<br>• Explain how to prepare for a job interview.<br>• Describe steps to take at the conclusion of an interview.<br>• Summarize the employment process. | • Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 2,3,4,5<br>BM-MGT 2,3,4,6,7,8<br>BM-HR 2,3,4,5,6<br>BM-OM 1,4 | **Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 21**<br><br>**BUSINESS LAW**<br><br>**Foundations of American Law**<br><br>**Introduction to Law and Ethics** | • What are laws and why do we have them?<br>• How does common law differ from positive law?<br>• On which early legal system is the U.S. Legal System based?<br>• What are the four sources of law? | • Explain common law and how it differs from positive law.<br>• Describe the early history of the legal system in the United States and how it was formed.<br>• Identify ways to resolve private disputes.<br>• Explain the relationship between business and the Constitution.<br>• Define and chart differences and between constitutional law, unconstitutional law, civil law, common law, and positive law.<br>• Define jurisdiction and chart the various types.<br>• Identify the importance of equity.<br>• Explain the Importance of business ethics and give examples.<br>• Explain what impartiality is.<br>• Explain the role that corporate social responsibility, corporate governance, and critical thinking play in building a positive workplace culture and customer confidence.<br>• Define stare decisis. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 22**<br><br>**BUSINESS LAW**<br><br>**Crimes and Torts** | • What role do the Bill of Rights statutes and ordinances play in the legal system? | • Explain the purpose of the Bill of Rights, statutes, and ordinances.<br>• Identify the differences between case law, civil law, and criminal law. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
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| **Introduction to Criminal vs. Civil Law** | • What is the role of administrative agencies in the legal system?<br>• What are the differences between case law, civil law, and criminal law?<br>• What can a tort victim claim?<br>• What are the elements of a tort?<br>• What are the three types of torts?<br>• What characteristics define each of the three types of torts?<br>• What are the nine common intentional torts?<br>• How does substantive law differ from procedural law?<br>• What is the difference between negligence and strict liability and what are some examples of each?<br>• What is the difference between assault and battery? | • Distinguish between negligent torts, intentional torts, and strict liability torts.<br>• Chart the common intentional torts and the definition of each: assault, battery, false imprisonment, defamation, invasion of privacy, trespass to land, conversion, fraud, trespass to chattels, and intentional infliction of emotional distress.<br>• Explain the role of administrative agencies and the impact on laws.<br>• Explain the difference between a crime and tort and give examples of each.<br>• Explain criminal intent.<br>• Explain the difference between compensatory damages and punitive damages.<br>• Justify the purpose of duty.<br>• Compare and contrast civil law, criminal law, procedural law, and substantive law.<br>• Define intentional tort and how it relates to a situation in the community.<br>• Explain when damages and causation are used.<br>• Justify the importance of strong evidence and credible testimony of a witness in a trial case.<br>• Explain the difference between negligence and strict liability.<br>• Explain the purpose of a subpoena. | • Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 23**<br><br>**BUSINESS LAW**<br><br>**Crime** | • What are an individual's rights when arrested?<br>• What are the three elements of a crime? | • Distinguish between a felony and misdemeanor.<br>• Explain infraction/summary and why it's used. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
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| • **Elements of a Crime**<br>• **Crime Types and Categories**<br>• **Business - Related Crimes**<br>• **Court Room Proceedings** | • What are the two categories by severity of potential sentences?<br>• Why is it important to go to jury duty when summoned?<br>• What are types of business-related crimes?<br>• What are two defense categories?<br>• How should one conduct oneself during a court proceeding?<br>• What are the purposes of opening and closing statements? | • Define vicarious criminal liability.<br>• Explain white-collar crimes and provide examples.<br>• List proper protocol when entering, during and exiting court.<br>• Explain the difference between robbery and burglary.<br>• Describe false pretenses and give an example of one used recently.<br>• Differentiate between forgery, bribery, extortion, arson, and embezzlement.<br>• Explain the role conspiracy plays in business law.<br>• Describe the difference between petty larceny and grand larceny.<br>• Explain probable cause and its reliability.<br>• Explain procedural/substantive defense.<br>• Explain what is meant by sidebar and objection in court.<br>• Distinguish among the following roles: defense, self-defense, plaintiff, defendant, judge, court clerk, bailiff, sheriff, Marshall, prosecuting/defense attorney, and jury of one's peers.<br>• Explain the circumstances surrounding criminal insanity and the test to proof it.<br>• Describe immunity and when it might apply.<br>• Justify the use of plea-bargaining.<br>• Explain the purpose and role of serving as a juror.<br>• Describe the role of a jury and how a verdict is made.<br>• Explain indictment and the steps to follow an indictment. | • Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 24**<br><br>**BUSINESS LAW**<br><br>**Ethics and the Law** | • Why is it important to factor in ethics when making decisions?<br>• How are ethics reflected In the U.S. system of law?<br>• How does impartiality impact legal decisions?<br>• When would consequence instead of rule-based reasoning be used?<br>• What is a scofflaw violation?<br>• Can civil disobedience be justified as a crime? | • Define ethics, morality, and integrity and how they are different.<br>• Explain the difference between consequence and rule-based reasoning.<br>• Describe fidelity bond and its purpose.<br>• Explain scofflaw violations and when they might be used.<br>• Describe civil disobedience and explain whether it is a crime or not. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 25-26** | | | • Ticket In/Out | **Career Ready Practices**<br>CRP | **ELA**<br>11-12R 1,2,3,47,8,9 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
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| **BUSINESS LAW**<br><br>**Levels of Court Systems**<br><br>**State vs Federal Court Systems** | • What are the various levels of court systems in the U.S.?<br>• What are the choices if someone is ever faced with a legal situation?<br>• What are the differences between trial and appellate courts?<br>• How is it determined to try a case at state vs. the federal level?<br>• How and where are legal issues resolved in our court system? | • Explain the differences between trial court and appellate courts.<br>• Justify the importance of an appellate brief and transcripts.<br>• Identify who the defendant, prosecution and bailiff are in court.<br>• Describe a verdict and how it is presented.<br>• Explain the purpose of Supreme Courts and the type of cases taken to this level.<br>• Explain the role government plays with the following: Federal Trade Commission (FTC), Safety and Health Act, Employment and Labor Protection Act, Fair Law Standards Act, Equal Employment Opportunity Commission, Occupational Safety and Health Administration (OSHA), Small Business Administration (SBA), CAN-SPAM Act, Anti-Trust Laws, Family Medical Leave Act, and the Immigration and Nationality Act.<br>• Compare and contrast the role of specialized jurisdiction courts: associate circuit, municipal, juvenile court, small claims, bankruptcy court, probate court, and sex trafficking court.<br>• Describe the process for dispute resolution.<br>• Explain the purposes of mediation, arbitration, and litigation. | • Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | 11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 27**<br><br>**BUSINESS LAW**<br><br>**Contracts**<br>• **Elements of a Legally Enforceable Contract**<br>• **Offers vs. Acceptances**<br>• **Terms of a Contract and the Capacity to Contract** | • How does a contract differ from an agreement?<br>• What are the basic requirements, rights, and responsibilities when entering into a contract?<br>• What three things must be identified in a complete offer?<br>• What distinguishes an offer from an invitation to negotiate?<br>• What constitutes true acceptance of a contract offer? | • Explain the purpose of contract.<br>• Differentiate between express and implied contracts.<br>• Describe the elements of a legally binding contract.<br>• Explain the relevance of consideration.<br>• Explain what an offer is and what an invitation to negotiate is.<br>• Distinguish between valid, void, and voidable offers.<br>• Explain revocation, counteroffer and contractual capacity and its relevance to contracts. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
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| • **Contracts that Must Be in Writing as Required by the Statue of Frauds**<br>• **Minors – Contracts that Cannot Be Disaffirmed** | • What are various ways a contract can be terminated before acceptance?<br>• Who lacks capacity to contract by law?<br>• When must a contract be in writing?<br>• What types of contracts are legally binding even for a minor? | • List specific types of contracts which must be in writing.<br>• Explain the purpose of disaffirming and when this applies. | | | |
| **Week 28**<br><br>**BUSINESS LAW**<br><br>**Consumer Protection Laws**<br>• **Two Main Types of Warranties**<br>• **Guarantee Warranties**<br>• **Government Protection for Buyers**<br>• **Unfair Trade Practices and Agencies that Protect Us from Those Practices** | • What warranties are guaranteed by all sellers to all buyers?<br>• Where can someone go to get help if they are wronged as a consumer?<br>• What are the similarities and differences between express and implied warranties?<br>• When someone buys a product that has no disclaimers, what warranties are guaranteed?<br>• Why is there a need for governmental involvement in the marketplace?<br>• How does being able to recognize unfair trade practices protect the consumer? | • Justify who a consumer is.<br>• Explain the differences between goods and services.<br>• Explain the purpose of a warranties.<br>• Explain the difference between implied and expressed warranties.<br>• Describe the similarities and differences between warranty of fitness for a particular use, and warranty against encumbrances.<br>• Explain the purpose of Uniform Commercial Code (UCC) and the Lemon Law.<br>• Explain the role the Federal Trade Commission (FTC) and Food and Drug Administration (FDA) play in consumer confidence.<br>• Define disclaimers and puffing and explain how they are used. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 29**<br><br>**BUSINESS LAW**<br><br>**Intellectual Property**<br>• **Purpose and Types of Intellectual Property**<br>• **Process for Securing Legal Protection of Intellectual Property** | • What protection does a business have to secure intellectual property?<br>• When and where should a business apply to protect intellectual property?<br>• How are trademarks and service marks different?<br>• What is the process for securing a trademark, service mark, copyright, trade secret, or patent?<br>• How are brand and generic brands similar and different? | • Explain the purpose of protecting intellectual property and the impact of not doing so.<br>• Identify the various types of intellectual property.<br>• Identify the similarities and differences of brand names and generic names.<br>• Explain how plagiarism can impact intellectual property.<br>• Explain the process a business, inventor, or entrepreneur must take to secure their Inventions.<br>• Define patents and their purposes. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |

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| | • What are the three types of patents and what are the specific use of each?<br>• What governmental agency handles all intellectual property filings? | • Describe the similarities and differences between utility patents, design patents, and plant patents.<br>• Explain the differences and purposes of trademarks and service marks.<br>• Describe trade secrets and how they can be protected.<br>• Explain intellectual property theft and its impact on their business and industry.<br>• Explain the importance of privacy and how piracy, scams and phishing can impact a business.<br>• Explain the purpose of the United States Patent and Trade Office (USPTO). | | | |
| **Week 30**<br><br>**BUSINESS LAW**<br><br>**Internet Law**<br>• **Birth of the Internet**<br>• **Legal/Constitutional Issues in Cyberspace**<br>• **Internet Safety Awareness** | • What constitutional law issues are involved in the use of Internet communications?<br>• How did the Internet come into being?<br>• What characteristics of the Internet make expressing legal control nearly impossible?<br>• What legislation has been put into place to protect Internet users?<br>• Where can someone go to find out the latest scams on the Internet? | • Explain the purpose and impact cyber law has had on businesses, government, and individuals.<br>• Describe the role Tim Berner Lee has on the world wide web.<br>• Explain the impact the Cold War had on the Internet.<br>• Explain the effects that the National Security Agency (NSA) has had on the Internet.<br>• Explain the purpose of a browser.<br>• Explain the role Invasion of Privacy and Freedom of Speech plays in Internet use.<br>• Explain the role of the Communications Decency Act (CDA), Child Online Protection Act, and International Brotherhood of Live Streamers (IBLS) plays in Internet use.<br>• Explain spamming and how it affects Internet users.<br>• Explain the importance of using security programs for computers at work and at home. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,5,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 2,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,3,4,5<br>BM-MGT 1,2,4,6,7<br>BM-HR 1,2,6<br>BM-OM 1 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 31**<br><br>**ACCOUNTING**<br><br>**The World of Business and Accounting** | • What role does accounting play in the free enterprise system? | • Describe profit, risk-taking and entrepreneurs.<br>• Describe service merchandising and manufacturing businesses.<br>• Compare the advantages and disadvantages of sole proprietorship, partnership, and corporate forms of business.<br>• Describe the purpose of accounting.<br>• Explain financial and managerial accounting.<br>• Describe the three basic accounting assumptions. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Week 32**<br><br>**ACCOUNTING**<br><br>**Business Transactions and The Accounting Equation** | • Why is understanding the accounting equation crucial to knowing the condition of any business? | • Describe the relationship between property and financial claims.<br>• Explain the meaning of the term equities as it is used in accounting.<br>• Identify and define each part of the accounting equation.<br>• Explain how businesses use accounts.<br>• Demonstrate the effects of transactions on the accounting equation.<br>• Check the balance of the accounting equation after a business transaction has been analyzed and recorded. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 33**<br><br>**ACCOUNTING**<br><br>**Transactions That Affect Assets, Liabilities, and Owner's Capital** | • Why would a business need to balance the money it earns with the money it spends? | • Describe the chart of accounts.<br>• Explain the purpose of double-entry accounting.<br>• Use T-accounts to analyze transactions that affect assets, liabilities, and the owner's capital account.<br>• Prepare a chart of accounts.<br>• Identify the normal balance of accounts.<br>• Use T-accounts to illustrate the rules of debit and credit.<br>• Calculate account balances after recording business transactions. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 34**<br><br>**ACCOUNTING**<br><br>**Transactions That Affect Revenue, Expenses, and Withdrawals** | • Why is it important for businesses to monitor financial changes in the short-term? | • Explain the difference between permanent and temporary accounts.<br>• List and apply the rules of debit and credit for revenue, expense, and withdrawals accounts.<br>• Use the six-step method to analyze transactions affecting revenue, expense, and withdrawals accounts.<br>• Test a series of transactions for equality of debits and credits. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 35**<br><br>**ACCOUNTING**<br><br>**Recording Transactions in a General Journal** | • How do businesses keep permanent records of transactions? | • Explain the first three steps in the accounting cycle.<br>• Give and describe several examples of source documents.<br>• Explain the purpose of journalizing.<br>• Apply information from source documents.<br>• Describe steps to make a general journal entry.<br>• Make general journal entries and correct errors. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R<br>11-12W<br>11-12SL<br>11-12L<br><br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 36**<br><br>**ACCOUNTING** | • Why is the general ledger important to the success of a business? | • Explain the purpose of the general ledger.<br>• Describe the steps in the posting process.<br>• Post general journal entries. | • Ticket In/Out<br>• Questioning and In-Class Discussion | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6 |

| Time Frame Unit of Study | Key Questions | Key Learning Targets (Students will know and be able to) | Assessment Evidence of Learning | CCTC Standards | NYS Standards |
|---|---|---|---|---|---|
| **Posting Journal Entries to General Ledger Accounts** | | • Prepare a trial balance.<br>• Locate and correct trial balance errors.<br>• Record correcting entries in the general journal. | • Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | 11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Week 37**<br><br>**ACCOUNTING**<br><br>**The Six Column Worksheet** | • Why is the six-column worksheet an important accounting tool? | • Explain the purposes of the six-column worksheet.<br>• Describe the parts of a six-column worksheet.<br>• Prepare a six-column worksheet.<br>• Calculate net income and net loss. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,11,12<br>**Cluster Standards**<br>BM 1,5<br><br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |
| **Weeks 38-40**<br><br>**ACCOUNTING**<br><br>**Career Exploration and Preparation**<br><br>**Internships** | • What are some important steps in preparing for a career in the accounting field? | • Write and update resume and portfolio documents.<br>• Identify, research, and write about various careers within the accounting field.<br>• Locate types of business and organizations that hire accountants.<br>• Interact with guest speakers and mentors from local businesses.<br>• Participate in visits to accounting firms.<br>• Participate in a work-based internship. | • Ticket In/Out<br>• Questioning and In-Class Discussion<br>• Hands-On Activities<br>• Research Topics<br>• Quizzes<br>• Tests<br>• Graphic Organizers<br>• Completed Assignments | **Career Ready Practices**<br>CRP 1,2,4,6,7,8,9,10,11,12<br>**Cluster Standards**<br>BM 1,3,5<br>**Pathway Standards**<br>BM-ADM 1,2<br>BM-BIM 1,2,3,4,5<br>BM-MGT 1,2,3,4,5,6,7,8<br>BM-HR 4,6<br>BM-OM 1,4 | **ELA**<br>11-12R 1,2,3,47,8,9<br>11-12W 1,2,5,6,7<br>11-12SL 1,2,3,4,5,6<br>11-12L 1,2,3,4,5,6<br>**Literacy**<br>11-12RST 1,2,4,7,8,9<br>11-12WHST 1,2,5,6,7 |

## B. Teacher Certification

> *The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.*

Process

Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.

Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

**Resources**

New York State Office of Teaching Initiatives
http://www.highered.nysed.gov/tcert/certificate/certprocess.htm

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

## Search Results

| Select | First Name | Last Name | MI | City | State | Registration Status |
|--------|-----------|-----------|-----|------|-------|---------------------|
| ⦿ | DAVID | VOLTZ | J | SYRACUSE | NY | N/A |

View Detail

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|-------------------|------------------------|-----------------|--------|
| Business And Distributive Education Permanent Certificate | 09/01/2004 | | Issued |
| Teaching Assistant Continuing Certificate | 09/01/1996 | | Issued |
| Teaching Assistant Temporary TA License | 09/01/1995 | 08/31/1996 | Expired |
| Business & Dist Education Provisional Certificate | 09/01/1999 | 08/31/2004 | Expired |

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

## Search Results

| Select | First Name | Last Name | MI | City | State | Registration Status |
|--------|-----------|-----------|-----|---------|-------|--------------------|
| ● | IAN | LANE | E | SYRACUSE | NY | Registered |
| ○ | IAN | LANE | A | HURLEY | NY | N/A |

View Detail

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|-------------------|------------------------|-----------------|--------|
| Mathematics 7-12 Professional Certificate | 09/01/2012 | | Issued |
| Mathematics 7-12 Initial Certificate | 09/01/2007 | 08/31/2012 | Expired |

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| | | | | | | |
|---|---|---|---|---|---|---|
| ● | JAMES | BISESI | F | CICERO | NY | Registered |
| ○ | JAMI | BISESI | L | NORTH SYRACUSE | NY | N/A |
| ○ | SANDRA | BISESI | L | ORCHARD PARK | NY | N/A |

View Detail

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|---|---|---|---|
| Business And Marketing Professional Certificate | 02/01/2010 | | Issued |
| Mathematics 7-12 Initial Certificate | 09/01/2012 | 01/31/2021 | Expired |
| Business And Marketing Initial Certificate | 02/01/2006 | 01/31/2011 | Expired |

| | MARY KATE | GANG | SYRACUSE | NY | N/A |
|---|---|---|---|---|---|

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|---|---|---|---|
| Business And Distributive Education Permanent Certificate | 09/01/2003 | | Issued |
| School District Leader Professional Certificate | 09/01/2008 | | Issued |
| Business & Dist Education Provisional Certificate | 09/01/1999 | 08/31/2004 | Expired |
| School Building Leader Initial Certificate | 09/01/2008 | 08/31/2013 | Expired |

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|---|---|---|---|
| English 7-12 Permanent Certificate | 09/01/1995 | | Issued |
| English 7-12 CQ | 09/01/1992 | 08/31/1997 | Expired |
| English 7-12 Provisional Certificate | 09/01/1992 | 08/31/1997 | Expired |

## Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

| Select | First Name | Last Name | MI | City | State | Registration Status |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| ⦿ | MELINDA | MC CARTHY | J | CAMILLUS | NY | Registered |

View Detail

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|:---:|:---:|:---:|:---:|
| Business And Distributive Education Permanent Certificate | 09/01/2000 | | Issued |
| Business And Distributive Education CQ | 09/01/1993 | 08/31/1998 | Expired |
| Business And Distributive Education Provisional Certificate | 09/01/1993 | 08/31/2000 | Expired |

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

## Search Results

| Select | First Name | Last Name | MI | City | State | Registration Status |
|--------|-----------|-----------|-----|------|-------|---------------------|
| ◉ | SUSAN | CENTORE | E | SYRACUSE | NY | Registered |

View Detail

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|-------------------|------------------------|-----------------|--------|
| Business And Distributive Education Permanent Certificate | 02/01/2004 | | Issued |
| Coordinator of Cooperative Work-Study Programs Permanent Certificate | 02/01/2004 | | Issued |
| Business Education Provisional Certificate | 02/01/1999 | 01/31/2004 | Expired |
| School District Leader Professional Certificate | 04/11/2017 | | Issued |

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

| Select | First Name | Last Name | MI | City | State | Registration Status |
|--------|-----------|-----------|-----|------|-------|---------------------|
| ⦿ | NICHOLAS | LISI | | SYRACUSE | NY | Registered |

View Detail

## Certificate Information for New York State Teaching Certificate Holder

| Certificate Title | Issue / Effective Date | Expiration Date | Status |
|-------------------|------------------------|-----------------|--------|
| Media Communications 7-12 Initial Certificate | 09/01/2011 | 08/31/2016 | Expired |
| Coordinator of Work-Based Learning Programs for Career Development Extension Initial Extension Annotation | 12/19/2013 | 08/31/2016 | Expired |
| Media Communications 7-12 Professional Certificate | 03/17/2016 | | Issued |
| Coordinator of Work-Based Learning Programs for Career Development Extension Professional Ext/Anno | 03/17/2016 | | Issued |

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School District.

# University of the State of New York
## Education Department

**Extension of Certificate**

## MATTHEW C. CARON

Certification Title: Coordinator of Work-Based Learning
Programs for Career Awareness Extension

Effective Date: 11/28/2018

Certificate Number: 700691

Period of Validity: PERMANENT

Control Number: 1282224181

Given under the authority of
the State Education Department

*John L. D'Agati*

Deputy Commissioner for Higher Education

*MaryEllen Elia*

Commissioner of Education

## C. Technical Assessments Based on Industry Standards

> *The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma*
>
> *The New York State Education Department does not approve, endorse, or certify any technical assessment.*

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.

- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.

- The school district or BOCES determines the number of times a student may take a particular technical assessment.

- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.

- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.

  o Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.

  o An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.

- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).

- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: http://www.emsc.nysed.gov/part100/pages/1005.html
Information on the Technical Endorsement: http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

# Business Management

## EXAM INFORMATION

**Exam Number**

230

**Items**

44

**Points**

53

**Prerequisites**

NONE

**Recommended Course Length**

ONE SEMESTER

**National Career Cluster**

BUSINESS MANAGEMENT & ADMINISTRATION

MARKETING

**Performance Standards**

INCLUDED (OPTIONAL)

**Certificate Available**

YES

## DESCRIPTION

This Business Management course seeks to develop sound management concepts within students, as management plays a role in any future employment opportunity. Students are ableto analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, and production/operation). Effective management requires decision-making abilities, long-range planning knowledge, human relations expertise, and motivational skills. Students learn the four basic functions of management: planning, organizing, directing, and controlling.

## EXAM BLUEPRINT

| STANDARD | PERCENTAGE OF EXAM |
|---|---|
| 1- Planning | 11% |
| 2- Organizing | 8% |
| 3- Leading | 9% |
| 4- Controlling | 9% |
| 5- Financial Information | 16% |
| 6- Economics | 13% |
| 7- Marketing | 9% |
| 8- Human Resources | 11% |
| 9- Ethics and Social Responsibility | 9% |
| 10- Legal Regulations | 5% |

## STANDARD 1

*Students will determine the most effective course of action for setting an organization's goals and deciding how to achieve them.*

Objective 1    Describe the importance of a mission statement, vision statement, goals (long-term) and objectives (short-term).

Objective 2    Identify and explain the business decision-making process:
1. DECIDE
    1. Define your goal
    2. Establish your criteria
    3. Choose good options
    4. Identify pros & cons
    5. Decide the most logical for your situation
    6. Evaluate your results

Objective 3    Distinguish between strategic (long-term) and operational (short-term) planning.

Objective 4    Identify and explain how each planning tool is utilized in the business decision-making process:
1. Budgets
2. Schedules
3. Standards
4. Policies
5. Procedures
6. Research

Objective 5    Understand the importance and purpose of a business plan for managerial success and capital resource allocation.

Objective 6    Compare and contrast the process of planning an online business vs. a brick-and-mortar.

Standard 1 Performance Evaluation included below (Optional)

## STANDARD 2

*Students will determine how activities and resources are to be assembled and coordinated.*

Objective 1    Identify characteristics, advantages, disadvantages, and examples of basic forms of ownership.

1. Sole Proprietorship
2. Partnership
3. Corporation
4. Franchise
5. LLC (Limited Liability Corporation)
6. S-corporation.

**Objective 2** Identify types of organizational structures and how they are utilized within a business:

1. Line
2. Line and Staff
3. Matrix
4. Team.

**Objective 3** Differentiate between management structures (centralized and decentralized) and describe the advantages and disadvantages of each.

## STANDARD 3

*Students will identify and describe how to influence members of the organization to work together effectively.*

**Objective 1** Identify successful leaders in the current business industry.

**Objective 2** Explore effective leadership qualities which include:

1. Honesty (high standards of integrity)
2. Judgment (consider fact carefully & gather new information)
3. Objectivity (no bias—look at all sides of a problem)
4. Initiative (ambition and persistence in reaching goals)
5. Dependability (follow through on commitments)
6. Cooperation (work well with others)
7. Courage (able to make unpopular decisions)
8. Confidence (trust own judgment)
9. Stability (not highly emotional, solve problems and reduce conflicts)
10. Understanding (understand people, encourage others to share opinions)

**Objective 3** Identify, compare, and contrast different leadership styles:

1. Autocratic
2. Democratic
3. Laissez-faire

**Objective 4** Describe techniques managers use to motivate individual employees:

1. Goal Setting
2. Job Advancement
3. Cross-training
4. Empowerment
5. Self-direction

Standard 3 Performance Evaluation included below (Optional)

## STANDARD 4

*Students will evaluate organizational activities and determine a plan of action.*

Objective 1     Evaluate and determine alternative actions when goals are not being met (changing goals or changing strategies).

Objective 2     Identify the four steps used in the process of controlling operations within a business:
1. Setting standards
2. Measuring performance
3. Analyze performance
4. Taking corrective action

Objective 3     Identify the major factors in operations management:
1. TQM (total quality management)
2. Lean
3. Supply Chain

## STANDARD 5

*Students will analyze and understand the importance of financial information in the business decision-making process.*

Objective 1     Identify and define basic financial terms used in business:
1. Asset
2. Liability
3. Owner's Equity
4. Revenue
5. Expense

Objective 2      Analyze basic financial statements used in business:

    1. Income Statement
    2. Balance Sheet
    3. Cash Flow Statement

Objective 3      Analyze and interpret data that appears on financial statements used in making management decisions:

    1. Return on Sales
    2. Breakeven Analysis

Objective 4      Identify and explore sources for securing financing to start and operate a business.

    1. Personal Savings
    2. Bank Financing
    3. SBA Loans
    4. Crowd Sourcing
    5. Venture Capital

Standard 5 Performance Evaluation included below (Optional)


## STANDARD 6

*Students will understand economic concepts that affect the business decision-making process.*

Objective 1      Understand basic economic terms that affect businesses decision-making.
    1. Explain the determinants of supply and demand.
    2. Understand opportunity cost and scarcity.
    3. Describe the interrelationship between cost and price.
    4. Analyze how a fluctuating global economy affects businesses.
    5. Describe the concepts of import and export.

Objective 2      Understand economic factors as they apply to international business:
    1. Comparative Advantage
    2. Absolute Advantage
    3. Balance/Restriction of Trade (imports, exports, tariff, embargo, sanction)
    4. Exchange Rate

Objective 3      Describe how the law of supply and demand affects price.

Objective 4      Identify, compare, and contrast various types of competition:
    1. Monopoly
    2. Monopolistic Competition
    3. Government Regulated Monopolies (natural and legal)

    4.  Oligopoly

    5.  Pure competition

## STANDARD 7

*Students will understand how marketing affects business decisions.*

| | |
|---|---|
| Objective 1 | Identify and understand the four P's of the marketing mix: |

1. Product
2. Place (distribution)
3. Price
4. Promotion

| | |
|---|---|
| Objective 2 | Research markets to determine what the customer values: |

1. Market Segmentation (target market, demographics, geographic, psychographics)
2. Utility (form, place, time and possession)

| | |
|---|---|
| Objective 3 | Understand the use of pricing strategy: |

1. Physiological (odd/even, prestige)
2. Cost-plus vs Markup
3. Penetration vs Skimming

| | |
|---|---|
| Objective 4 | Identify and understand distribution channels (place): |

1. JIT (just-in-time) Inventory
2. Transportation of Goods

| | |
|---|---|
| Objective 5 | Recognize the different types of promotions in the promotional mix: |

1. Advertising
2. Sales Promotion
3. Personal Selling
4. Public Relations

## STANDARD 8

*Students will describe human resource management and its importance to the successful operation of an organization.*

| | |
|---|---|
| Objective 1 | Compare and contrast management theories: |

1. Theories, X, Y, and Z
2. Herzberg's Theory
3. Maslow's Hierarchy of Needs

Objective 2    Explain management responsibilities:

1. Recruiting
2. Hiring
3. Training
4. Appraising
5. Firing, Terminating, Dismissing
6. Inclusion

Objective 3    Understand compensation and benefits:

1. Wage
2. Salary
3. Insurance
4. Retirement

Standard 8 Performance Evaluation included below (Optional)

## STANDARD 9

*Students will understand and identify ethics and social responsibility in business.*

Objective 1    Understand the purpose of a business code of ethics/conduct.
Objective 2    Explain the overall nature of social responsibility:

1. Philanthropy
2. Human Rights Violations
3. Child Labor
4. Environmental Impact
5. Whistle Blowing
6. Citizenship (including both digital and moral)
7. Diversity

Standard 9 Performance Evaluation included below (Optional)

## STANDARD 10

*Students will understand legal aspects that regulate business.*

Objective 1    Describe how labor legislations affect the workplace.
1. Drug Testing
2. ADA (Americans with Disabilities Act)
3. Sexual Harassment
4. Right-to-privacy
5. FLSA (Fair Labor Standards Act)

Objective 2    Identify and describe government agencies that regulate business:
1. OSHA (Occupational Safety and Health Administration)
2. EEOC (Equal Employment Opportunity Commission)
3. FTC (Federal Trade Commission)
4. FDA (Food and Drug Administration)
5. HIPAA (Health Insurance Portability and Accountability Act)
6. FERPA (Family Educational Rights and Privacy Act)

## Business Management

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

### PERFORMANCE STANDARDS RATING SCALE

| 0 | LIMITED SKILLS | 2 | → | 4 | MODERATE SKILLS | 6 | → | 8 | HIGH SKILLS | 10 |

### STANDARD 1 – Self Awareness and Careers                    Score:

- ☐ Identify four personal values and explain how these values affect behavior and choices.
- ☐ Research a Human Services career that includes educational requirements, skill development, and income potential.

### STANDARD 1 - Planning Function                    Score:

- ☐ Research information on an existing corporation and create an electronic presentation. Include the following:
  - ○ Mission statement
  - ○ Code of ethics (conduct)
  - ○ Company history (story)
  - ○ Current leadership
  - ○ Current financial statements
  - ○ Employee inclusion

### AND/OR

- ☐ Create a business plan.

### STANDARD 3 - Leading Function                    Score:

- ☐ Complete an individual student profile comparing their current leadership skills/characteristics with those they would like to develop in the future.
- ☐ Use online resources to research a business leader and prepare an oral presentation using an electronic resource.
- ☐ Utilizing leadership skills, organize or participate in one of the following activities: class presentation, collaborative activity, or school service activity.

## STANDARD 5 - Financial Information                    Score:

☐   Utilize an electronic spreadsheet to manipulate financial data. Ex. formulate an incomestatement, a balance sheet, or a cash flow statement.

## STANDARD 8 - Human Resources                    Score:

☐   Review a current businesses human resource policy and weigh the pros and cons.

**OR**

☐   Create a new human resource policy for an existing business.

## STANDARD 9 - Ethics and Social Responsibility            Score:

☐   Research and debate a current business ethics case study.

## PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____

# SCSD CTE Student Portfolio

**Definition:** Student portfolios are a collection of personal documents, which showcase an individual's learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

**Purpose:** Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

## SCSD CTE Student Portfolio Requirements

| | | |
|---|---|---|
| ☐ | **Table of Contents:** | This should list each section and piece of the portfolio in the order it appears |
| ☐ | **Cover letter** | A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it. |
| ☐ | **Resume** | Should be professionally formatted. Usually a one-page document listing the student's name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references. |
| ☐ | **Letters of Recommendation** | Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student. |
| ☐ | **Certifications/Credentials** | Students should include copies of any credentials and/or certifications they have earned as a result of their program. |
| ☐ | **Transcript** | Student provides a copy of his or her full academic transcript. |
| ☐ | **Employability Profile** | Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations. Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g., |

| | | |
|---|---|---|
| | | employer and/or job coach). |
| ☐ | **College Research** | A written research assignment focusing on three colleges offering programs in the student's chosen career pathway. |
| ☐ | **Career Plan** | Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf |
| ☐ | **Student Awards** | This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc. |
| ☐ | **Work Samples** | Examples highlighting *only the student's best work*, demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. *Should not be thought as a scrapbook.* Potential employers are only interested in the very best examples. |

**D. Postsecondary Articulation**

> *The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.*

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.

- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.

- Reviewers confirm that the postsecondary articulation agreement includes the

  - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
  - roles and responsibilities of each institution
  - duration of the agreement
  - endorsement by officials of each institution

- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

## Articulation Agreement
### between
### Syracuse City School District (SCSD), 725 Harrison Street, Syracuse, NY
### and Onondaga Community College, 4585 West Seneca Turnpike, Syracuse, NY

The signatories of this articulation agreement declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

1. **Term**
   The term of this agreement shall be for five years from October 1, 2021 – June 30, 2026 and subject to the following conditions:
   - Both parties have the option to extend this Agreement for one (1) additional four-year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

2. **Modification and Waiver**
   No waiver or modifications shall be valid unless it is in writing and signed by the College and SCSD.

3. **Curriculum and Courses**
   - Students who have enrolled in the Business Technology program at Syracuse City School District will be eligible to earn credit for ENG 103: Freshman Composition and Literature I and ENG 104: Freshman Composition II through the Onondaga Community College, College Credit Now Program.
   - The above courses offered through the OCC College Credit Now Program are contained within the Business Technology A.A.S. degree at OCC.
   - Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York and according to the annual Memorandum of Understanding for the College Credit Now program between Onondaga Community College and the Syracuse City School District.
   - Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

4. **Students**
   Each student must enroll for the courses with Onondaga Community College through the College Credit Now registration process as instructed by the Director of Concurrent Enrollment and Secondary School Outreach.

5. **Entire Agreement**
   This Agreement and the Memorandum of Understanding executed by both parties Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.

6. **Force Majeure**
   Neither party shall be liable for any failure or delay in or termination of its performance under this Agreement due to causes which are beyond its reasonable control, including, but not limited to, an act of nature, pandemic, act of civic or military authority, fire, epidemic, flood, riot, war, strikes or labor disputes, failure of equipment, failure of software, failure of telecommunications lines, power outages, failure or downtime of data network carriers or internet access providers, sabotage, terrorism, USPS mail

delivery delays, and governmental action (referred to herein as "Force Majeure "). The parties stipulate that a Force Majeure event shall include building closures or other impacts of the novel coronavirus COVID-19 pandemic, which is ongoing as of the date of the execution of this Agreement.

_Sarah Gaffney_ 
Sarah Gaffney, VP of Finance
Onondaga Community College

_11/30/21_
Date

_Jaime Alicea_
Jaime Alicea, Superintendent
Syracuse City School District

_11/30/21_
Date

### E. Work-based Learning

> *Work-based learning (WBL) is the "umbrella" term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.*
>
> *Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.*

Process

· The school district/BOCES and the employer cooperatively plan all work experiences.

· The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.

· The school district/BOCES provide work-based learning experiences for students with disabilities

· The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.

· The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.

· The school district/BOCES must comply with Commissioner's Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

*New York State Education Department Work Experience Manual*
**http://www.emsc.nysed.gov/cte/wbl/**

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

SYRACUSE CITY SCHOOL DISTRICT
Career and Technical Education

# CTE

## Internship Handbook

*Preparing today's students for tomorrow's careers.*

Syracuse City School District

# Career and Technical Education Internship

*Forms are available on SCSD CTE website www.syracusecityschools.com/cte*

# Introduction

## Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard Universityreport, Pathways to Prosperity (February, 2011) suggested that "Work-linked learning should play an especially important role in the new American system of pathways
to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitoredby the school."

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances thetraditional classroom learning. Work based learning activitiespromote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today's workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skillsdevelopment. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assessstudent performance
- Develop career ready practices and provideopportunities for reflection
- Be supported and documented by appropriateplanning and training; and
- Comply with State and Federal labor laws

## Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time- limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry.The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity
to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student's CTE program of study, with the primary goals ofpromoting:

- The exploration of and experience in a field ofinterest
- Exposure to a wide range of careers and jobs within anindustry
- Opportunities to develop, practice and demonstratenew skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to besuccessful in the industry

# Career & Technical Program/Teacher Guidelines

## Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programshave the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance andneeds.

Each internship program needs to have the following:

- New York State Education Department (NYSED)approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYSDOL), and United States Department of Labor (USDOL) laborlaws and regulations
- Employer is provided a Certificate of Insurance fromschool where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages perNYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity,the student is required to be covered by the employer'svisitors or volunteer insurance.
- Worksite must be in compliance with OccupationalSafety and Health Administration (OSHA) regulations. Health and safety instruction/trainingappropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.

- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to,all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifiesthe general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probationwill participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age18 is eligible for employment. The student, employer,and school must complete the form. Employment certificates are obtained at the high school – typicallythe main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must bemaintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internshipand at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.

# SCSD CTE Internship Program Checklist
## (To be completed by CTE teacher or WBL coordinator)

☐ NYSED has approved the CTE program

☐ The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations

☐ NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)

☐ Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)

☐ A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)

☐ Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program.  (**Form #2**)

☐ Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)

☐ An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)

☐ Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)

☐ All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)

☐ All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects

☐ Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

## REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement (Form #1)

SCSD Internship Program Application (Form #2)

SCSD Internship Ready to Work Assessment (Form #3)

SCSD Internship Training Plan (Form #4)

SCSD Notification of unpaid internship (Form #5)

SCSD Internship Safety Certification (Form #6)

SCSD Worksite Orientation (Form #7)

SCSD Weekly Time Log/Record of Attendance (Form #8)

*Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte*

_____    _____

CTE Teacher/WBL Coordinator                    Date

# Employer Internship Partner Guidelines

## SCSD CTE Internship Employer Requirements

### Safety

At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.

2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.

3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.

4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

## Types of Liability Insurance and Risk Management

### Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.
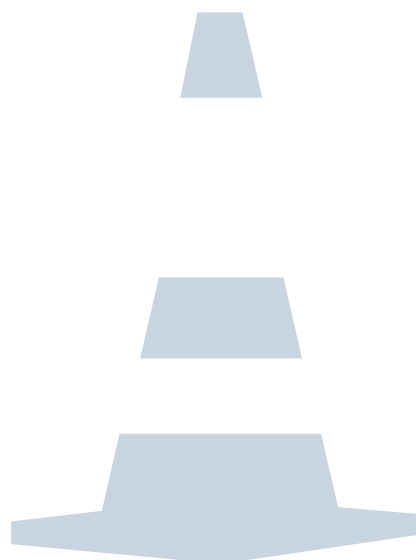
# SCSD CTE Internship Expectations & Responsibilities of Employer

## Before

- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

## During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/ expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

## After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation

Syracuse City School District CTE Internship

# SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

☐ Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)

☐ A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)

☐ Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan (**Form #4**)

☐ Coordinate student schedule, approve weekly time log/record of attendance (**Form #8**)

☐ Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor _____

Mentor Name _____

☐ Provide student with Work Site Orientation to organization and any required training (Form #7)

☐ Create and maintain a quality, safe and legal learning experience

☐ Hold intern to employee standards/expectation; provide student support and candid feedback

☐ Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections

☐ Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student (**Form #3**)

☐ Provide effective supervision

☐ Complete a final assessment of the student (**Ready to Work Assessment, Form #3 and Student Training Plan, Form #4**)

☐ Complete a program evaluation (**Form #10**)

## REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Ready to Work Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of Attendance
(Form #8)

SCSD Mentor Program Evaluation
(Form #10)

*Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte*

_____          _____
Employer/ Mentor                                              Date

Syracuse City School District CTE Internship

# Student Intern Guidelines

## Expectations and Responsibilities of Students

### Before

- Obtain working papers (if under 18)
- Return Internship Application and all permissionslips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

### During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and securityconcerns
- Perform all duties, jobs and assigned tasks; treatinternship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with yourworksite supervisor
- Participate in ongoing reflection journal activitiesand skill building classroom assignments
- Communicate with your teacher/coordinator andworksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record ofAttendance, and evaluations)

### After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills andexperiences gained
- Send thank you note to employer

*to do...*

# SCSD CTE Internship Student Checklist
## (To be completed by student)

☐ Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)

☐ A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)

☐ Return Internship Application (**Form #2**) and all permission slips with appropriate signatures

☐ Develop skill specific learning outcomes with your worksite supervisor

☐ Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)

☐ Attend orientation at the worksite (**Form #7**)

☐ Observe all workplace rules and regulations particularly those applicable to safety and security concerns

☐ Perform all duties, jobs and assigned tasks; treat internship like a real job

☐ Maintain regular work schedule and notify supervisor in advance of any vacation/appointments

☐ Track you hours as instructed on time log/record of attendance (**Form #8**)

☐ Participate in ongoing reflection activities and skill building classroom assignments

☐ Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

☐ Participate in self-evaluation and reflection activities (**Forms #3 & #9**)

☐ Update your resume based on new skills and experiences gained

☐ Send thank you note to employer

**REQUIRED FORMS**

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Program Application
(Form #2)

SCSD Internship Ready to Work Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of Attendance
(Form #8)

SCSD Student Evaluation
(Form #9)

*Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte*

_____     _____
Student                                          Date

Syracuse City School District CTE Internship

# SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability

(Sample) Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6  SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

*Forms are available on SCSD CTE website at www.syracusecityschools.com/cte*

AT-17
Rev. 5/10

THE UNIVERSITY OF THE STATE OF NEW YORK
**THE STATEEDUCATION DEPARTMENT**
ALBANY, NY 12234
**APPLICATION FOR EMPLOYMENT CERTIFICATE**

See reverse side of this form for information concerning employment of minors. All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

**THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT**

PARTI - **Parental Consent** - (To be completed by applicant and parent or guardian)
   Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

I, ……………………………………………………………………………. Age ………………. Date ……………………..

Home Address ……………………………………………………………………., apply for a certificate as checked below
[Full Home Address including Zip Code]

☐   Nonfactory Employment Certificate - Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.

☐   Student General Employment Certificate - Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.

☐   Full-Time Employment Certificate - Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

……………………………………………
[Signature of Parent or Guardian]

PART II - **Evidence of Age** - (To be completed by issuing official only)
………………………………………………Check evidence of age accepted - Document# (if any) …………………………………………
[Date of Birth]

Birth Certificate          State Issued Photo          I.D Driver's License          Schooling Record          Other …………………………………..

PART III - **Certificate of Physical Fitness**
   Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school…………………….. If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider.

   If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETIJRNED TO THE APPLICANT.

PART IV - **Pledge of Employment -** (To be completed by prospective employer)
   Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ…………………………………………. residing at …………………………………………………..
(applicant)

as ………………………………………………………. at ………………………………………………………………………
(description of applicant's work)                                      (job location)

for………………. days per week …………………. hours per day, beginning…………………. a.m………………..p.m………………..

……………………………………………Factory,          ending………………………..a.m………………..p.m………………..
(name of firm)

          Nonfactory………………………………………………………………………….
                                                                           (address of firm)

…………………………………………………. Start date………………………          ……………………………………………
(telephone number)                                                           (signature of employer)

PART V - **Schooling Record-** (To be completed by school official)
   Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of……………………………………………….          …………………………………………………………
                                  (Name of School)                                                      (Address)

Show that………………………………………………………………. whose date of birth is ……………………………….
(Name of Applicant)

Is in grade………………………………          …………………………………………………………………………..
                                                                 (Signature of Principal or Designee)

_____

**PART VI - Employment Certification** - (To be completed by issuing official only)

Certificate Number ………………………………………..          Date Issued………………………………………………………………….

………………………………………          ………………………………………          ………………………………………
(School or Issuing Center)                          (Address)                                            (Signature of Issuing Officer)

# GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of ce1tificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

**A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if** more **than 12 months have elapsed since the previous physical for employment.**

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades' Worker, Farm worker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer or a minor in an occupation which does not require employment certification should request a Certificate of Age.

# PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or Structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driver and others listed in Section 133 of the New York State Labor Law.

# HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farm work and delivering, or selling and delivering newspapers):

**When school is in session:**

more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum or 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.

after 7 p.m. or before 7 a.m.

**When school is not in session:**

more than 8 hours on any day, 6 days in any week, for a n1axin1um of 40 hours per week.

after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed.

**When** school is **in** session:

more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.

between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent of guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).

between 10 p.m. and 12 midnight on days not followed by a school day without written consent or parent or guardian.

**When school is not in session:**

more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

# EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."

# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/OO/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

| PRODUCER | CONTACT NAME: | | |
|---|---|---|---|
| | PHONE %o.1-.,n .-,n· | | FAX 1A/C Nol: |
| | E-MAIL ADDRESS: | | |
| | INSURER(S) AFFORDING COVERAGE | | NAIC# |
| | INSURER A: | | |
| INSURED | INSURER S: | | |
| | INSURER C: | | |
| | INSURER D: | | |
| | INSURER E: | | |
| | INSURER F: | | |

## COVERAGES  CERTIFICATE NUMBER:  REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERM,S EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE | ADDL INSR | SUBR WVD | POLICY NUMBER | ,; M% 1 , g J% Yv ) | LIMITS | |
|---|---|---|---|---|---|---|---|
| A | GENERAL LIABILITY | | | | | EACH OCCURRENCE | $ |
| | | | | | | DAMAGE TO RENTED PREMISES /Ea occurrence\ | $ |
| | COMMERCIAL GENERAL LIABILITY CLAIMS-MADE ☐ OCCUR | | | | | MED EXP (Any one person) | S |
| | 500,000 Retained | | | | | PERSONAL & ADV INJURY | S |
| | | | | | | GENERAL AGGREGATE | $ |
| | GEN'L AGGREGATE LIMIT APPLIES PER: | | | | | PRODUCTS · COMP/OP AGG | $ |
| | POLICYn  rgi,: n  LOC | | | | | | $ |
| | AUTOMOBILE LIABILITY | | | | | (Ea accident INGLI=LM | $ |
| | ANY AUTO | | | | | BODILY INJURY (Per person) | $ |
| | ALL OWNED AUTOS  SCHEDULED AUTOS | | | | | BODILY INJURY (Per accident) | $ |
| | HIRED AUTOS  NON-OWNED AUTOS | | | | | iP  de t?AMAGE | $ |
| | | | | | | | $ |
| | UMBRELLA LIAB  HOCCUR | | | | | EACH OCCURRENCE | $ |
| | EXCESS LIAB  CLAIMS-MADE | | | | | AGGREGATE | $ |
| | OED ☐ RETENTION$ | | | | | .II. ,, | · $ |
| | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY  ☐ YIN | | | | | T"j, JT ☐ OJ | |
| | ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) | | N/A | | | E.L. EACH ACCIDENT | $ |
| | If yes, describe under DESCRIPTION OF OPERATIONS below | | | | | E.L. DISEASE · EA EMPLOYEE | $ |
| | | | | | | E.L. DISEASE - POLICY LIMIT | $ |

DESCRIPTION OF OPERATIONS I LOCATIONS I VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

| CERTIFICATE HOLDER | CANCELLATION |
|---|---|
| | SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. |
| | AUTHORIZED REPRESENTATIVE |

ACORD 25 (2010/05)  The ACORD name and logo are registered marks of ACORD

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# Memorandum of Agreement

## (Form #1)

## Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) _____ (Student), his/her Parents/Guardian, _____ (Parent/Guardian), and his/her Work Experience Employer,_____(Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at_____, on_____, during the hours of                                    .
_____

**THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:**

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)

2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.

3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.

4. Keep regular attendance at his/her home school.

5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315)_____.

6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.

7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.

8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

**THE EMPLOYER AGREES THAT IT WILL:**

1. Not permit the Student to replace any paid employee (in the case of an Internship).

2. Advise the Student of all company rules, regulations and policies which relate to the Student.

3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.

4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.

5. Provide direct supervision by an authorized employee to the Student as needed.

6. Complete an accident report form and return to SCHOOL in the event of an accident.

7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.

8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315)_____.

9. Observe any and all laws that may relate to the Student's work experience.

**THE SCHOOL AGREES THAT IT WILL:**

1. Carry the insurance listed for students during class activities including internships, job experiences and work placement.

2. Accident Insurance: SCHOOL carries tertiary accident insurance to cover medical expenses as a result of an accident. The parent's health insurance is primary and the home school district would be secondary. General Liability Insurance: SCHOOL carries general liability insurance to cover up to one million dollars for a single event. As added protection, a ten million dollar umbrella policy is also in effect.

3. Assist the Student in securing internship placement regardless of his/her sex, race, color, national origin or disability (all inquiries and/or complaints regarding discrimination should be directed to the compliance officer, Patty Clark, SCSD Central Office, 725 Harrison Street, Syracuse, New York 13210. Telephone: (315) 435-4131.

4. Provide the STUDENT with safety instructions correlated by the EMPLOYER with on-the-job training.

5. Review with the Student and the Employer their respective responsibilities and obligations while participating in the Program.

The parties/signatories hereby agree that good communication and understanding between them is vital if the objectives of this Program are to be met and that joint conferences between the Student, Employer, Parent/Guardian, Instructor, and others may be scheduled from time to time in order to discuss:

1. the student's progress

2. any misunderstandings

3. the reason for termination of the Agreement

This Agreement is not in effect until signed by all parties. This Agreement may be terminated at any time by any party upon written notice to the other parties.

We the undersigned, have reviewed and agreed to the terms and conditions set forth herein.

Date _____/_____/_____    _____ Student

Date _____/_____/_____    _____ Parent/ Guardian

Date _____/_____/_____    _____ Daytime Phone

_____ Evening Phone

Date _____/_____/_____    _____ Employer/ Supervisor

Date _____/_____/_____    _____ CTE Teacher

Date _____/_____/_____    _____ Home School Principal

Syracuse City
**SCSD**
School District

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# CTE Internship
# Program Application
# Form

(Form #2)

## Personal Information

| Last Name | First Name | Age | Date of Birth |
|---|---|---|---|
| Street | | Home Telephone Number | Cell Phone Number |
| City, State, Zip | | Emergency Contact Name | Telephone Number |
| Email Address | | Relationship to Emergency Contact | |
| Primary Parent/ Guardian Name | | Parent/ Guardian's Telephone Number Home | |
| Primary Parent/ Guardian Email | | Cell | |
| Secondary Parent/ Guardian Name | | Secondary Parent/ Guardian's Telephone Number Home | |
| Secondary Parent/ Guardian Email | | Cell | |
| Working Papers Certificate Number | | SCSD Student schedule should be attached to this form School Counselor | |

## School Year Training/ Work Schedule Availability
Please list the hours you can work during a typical weekly schedule

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |

Please check applicable box:

Fixed Schedule ☐

Schedule will vary ☐

## Sports, Clubs, and Other Activities

**SCSD**

## Transportation

Please check the appropriate response

| Do you have a license? ☐ Yes ☐ No | If YES, which license do you have? ☐ Full License ☐ Junior License |
|---|---|
| Do you drive to school? ☐ Yes ☐ No | License Number: |

If you do not have a license, how do you plan on getting to and from your internship?

☐ Public Transportation ☐ Other

## INSURANCE COVERAGE IN CASE OF INJURIES TO STUDENT AT INTERNSHIP:

**EMPLOYER'S WORKER'S COMPENSATION MUST COVER THE STUDENT IN CASE OF INJURIES AT TRAINING SITE.**
PROGRAM AWARENESS STATEMENT <u>TO BE CHECKED BY STUDENTS</u>:

☐ In order to receive credit for my work-based learning experience, I must be training at a legal site approved by the school's CTE Teacher or work-based learning coordinator.

☐ I must notify my CTE teacher or work-based learning coordinator immediately if there is a change of work schedule or duties at the training site.

☐ Failure to report any disciplinary action, termination, or proper documentation of hours may result in the student not earning school credit.

☐ Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.

☐ I must immediately notify my work-based learning coordinator if I have or develop any medical condition(s) which affects my ability to participate in training, such as allergies, lifting heavy items, movement, standing, sitting, migraine headaches, etc. If there are any current conditions, please state them below. The presence of such a condition will not necessarily preclude me from participating in the internship and accommodations may be provided.

<u>PARENTAL/GUARDIAN PERMISSION AND PICTURE/NEWS STORY RELEASE:</u>

I give my child,_____  permission to participate in the work-based learning internship at the Syracuse City School District.  By signing the parental permission form, it is understood that:

- All the information is accurate.
- In order to receive credit, students must work a minimum of 150 hours during the school year.
- All students must report to CTE teacher or work-based learning coordinator in the case of any change in employment.
- Failure to report any disciplinary action, termination, or proper documentation may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- A student with a junior license must only drive to school if they go directly to work following the school day and they must carry with them the proper paperwork as directed by the work-based learning coordinator.

In addition to agreeing with the above statements, please check off one:

☐ I give permission for my child's photograph or name to be used to promote the Work Experience Program.

☐ I do <u>not</u> want my child's photograph or name to be used to promote the Work Experience Program.

_____        _____ ____/____/_____
Parent/ Guardian's Name                                         Parent/ Guardian's Signature              Date

_____
Relationship to Student

_____        _____ ____/____/_____
Student's Name                                                        Student's Signature                       Date

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to:  Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY  13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Ready to Work Assessment

(Form #3)

Name _____     Program _____     Date ___ / ___ / ___

| Scale |
|---|
| 1 = Seldom. 2 = Occasionally. 3 = Usually.  4 = |

| ZEST | | | | |
|---|---|---|---|---|
| 1 | Actively participates | | | |
| 2 | Shows enthusiasm | | | |
| 3 | Invigorates others | | | |
| **GRIT** | | | | |
| 4 | Finishes whatever he or she begins | | | |
| 5 | Tries very hard even after experiencing failure | | | |
| 6 | Works independently with focus | | | |
| **SELF CONTROL SCHOOL WORK** | | | | |
| 7 | Comes to class prepared | | | |
| 8 | Pays attention and resists distractions | | | |
| 9 | Remembers and follows directions | | | |
| 10 | Gets to work right away rather than procrastinating | | | |
| **SELF-CONTROL INTERPERSONAL** | | | | |
| 11 | Remains calm even when criticized or otherwise provoked | | | |
| 12 | Allows others to speak without interruption | | | |
| 13 | Is polite to adults and peers | | | |
| 14 | Keeps his/her temper in check | | | |

| OPTIMISM | | | | |
|---|---|---|---|---|
| 15 | Gets over frustrations and setbacks quickly | | | |
| 16 | Believes that effort will improve his or her future | | | |
| **GRATITUDE** | | | | |
| 17 | Recognizes and shows appreciation for others | | | |
| 18 | Recognizes and shows appreciation for his/her opportunities | | | |
| **SOCIAL INTELLIGENCE** | | | | |
| 19 | Is able to find solutions during conflicts with others | | | |
| 20 | Demonstrates respect for feelings of others | | | |
| 21 | Knows when and how to include others | | | |
| **CURIOSITY** | | | | |
| 22 | Is eager to explore new things | | | |
| 23 | Asks and answers questions to deepen understanding | | | |
| 24 | Actively listens to others. | | | |
| **ACADEMIC PERFORMANCE** | | | | |
| 25 | Completes all assignments with quality and timeliness | | | |
| 26 | Uses tools appropriately and safely | | | |
| **COMMITMENT** | | | | |
| 27 | Attends class with one or less absences per quarter | | | |
| 28 | Demonstrates loyalty and appreciation to the program and instructors | | | |

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# CTE Internship Training Plan
## (Form #4)

| Student's Name | Email | |
|---|---|---|
| Student's Address | Telephone | Date of Birth |
| CTE Program Career Cluster | Working Papers Certificate # | |

| School Coordinator |
|---|
| Phone Number |
| Fax Number |
| Email |

| Employer |
|---|
| Phone Number |
| Fax Number |
| Email |

| Immediate Job Supervisor |
|---|
| Phone Number |
| Email |
| Corporate Address |

## Training Schedule

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |

## Insurance Coverage

- ☐ Student is a non-paid intern – Worker's Compensation
- ☐ Student is a non-paid observer – Worker's Compensation

## Transportation Provided by

- ☐ Student/parent will provide own transportation
- ☐ School district will provide transportation during school hours

## Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.

| JOB TASKS AND LEARNING OUTCOMES<br>(Determined by the Employer and Coordinator) | ACHIEVEMENT LEVEL AND COMMENTS<br>1. Mastered skill<br>2. Needs more training at the work site.<br>3. Needs more training at school.<br>4. Has not reached this training area. |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

| CAREER READY PRACTICES | Always | Frequently | Occasionally | Rarely |
|---|---|---|---|---|
| 1. Student works cooperatively as a team member? | ☐ | ☐ | ☐ | ☐ |
| 2. Student is able to read instructions for information and application. | ☐ | ☐ | ☐ | ☐ |
| 3. Student can calculate and measure for information and application. | ☐ | ☐ | ☐ | ☐ |
| 4. Student can behave in a responsible manner without supervision. | ☐ | ☐ | ☐ | ☐ |
| 5. Student can communicate verbally and in writing to evoke clear understanding. | ☐ | ☐ | ☐ | ☐ |
| 6. Student demonstrates good listening and follow through skills. | ☐ | ☐ | ☐ | ☐ |
| 7. Student demonstrates critical thinking and problem solving skills. | ☐ | ☐ | ☐ | ☐ |
| 8. Student can locate and manage resources for problem solving. | ☐ | ☐ | ☐ | ☐ |
| 9. Student demonstrates a positive work ethic. | ☐ | ☐ | ☐ | ☐ |
| 10. Student demonstrates computer literacy. | ☐ | ☐ | ☐ | ☐ |

Syracuse City School District CTE Internship

| SAFETY TRAINING | DATE OF SAFETY TRAINING | ACHIEVEMENT LEVEL AND COMMENTS<br>1. Mastered safety training instruction.<br>2. Needs more safety training at work site.<br>3. Needs more safety training at school.<br>4. Has not reached this training area. |
|---|---|---|
| 1. Safety precautions related to stairs, floors, office equipment and furniture. | | |
| 2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection. | | |
| 3. Safety precaution related to use of tools, machines, and chemicals. | | |
| 4. Safety precautions related to fire, weather and other natural disasters. | | |
| 5. Safety precautions related to sexual harassment and workplace violence. | | |

| DRESS AND BEHAVIOR CODE FOR POSITION | ACHIEVEMENT LEVEL AND COMMENTS<br>1. Dresses/behaves appropriately<br>2. Needs to modify dress/behavior.<br>3. Needs personal consultation. |
|---|---|
| | |
| | |
| | |
| | |

_____     _____   ____/_____/_____
Employer Name                                Employer Signature                        Date

_____     _____   ____/_____/_____
Work-based Learning Coordinator Name         Work Based Learning Coordinator           Date
                                             Signature

_____     _____   ___/____/_____
Parent/ Guardian Name                        Parent/Guardian Signature                 Date

_____     _____   ___/____/_____
Student Name                                 Student Signature                         Date

If you have any questions, please do not hesitate to contact me at (315) 435- _____

Thank you for your cooperation!_____, CTE Teacher

Syracuse City School District CTE Internship

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship
## Notification of Unpaid Internship
### (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

_____     _____

 Student                                                                           Date


_____     _____

CTE Teacher/ WBL Coordinator                                       Date


_____     _____

Worksite Representative/ Mentor                                      Date

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# SCSD Internship Safety Certification
## (Form #6)

_____    _____

Student                                                        Date

_____    _____

Mentor or Supervisor                                   CTE/ WBL Teacher

### Student CTE Program SCSD Career and Technical Program:

_____

| Safety Certification | | Date |
|---|---|---|
| OSHA 10 | ☐ | /      / |
| Safe Serv | ☐ | /      / |
| First Aid | ☐ | /      / |
| CPR | ☐ | /      / |
| Other | ☐ | /      / |

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# SCSD Internship Worksite Orientation

(Form #7)

_____     _____
Student                                                        Date

_____     _____
Mentor or Supervisor                                 CTE/ WBL Teacher

## Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

**Tour of Workplace**
- ☐ A tour of the workplace
- ☐ An overview of the company safety
- ☐ planIntroductions to co-workers

**Tour of Employee Facilities**
- ☐ Rest rooms
- ☐ Lunch room
- ☐ Where to store personal belongings

Other _____

**Safety Plan**
- ☐ Safety plan
- ☐ Stairwell/fire exits
- ☐ Fire Extinguishers
- ☐ Special hazards
- ☐ Accident prevention
- ☐ Safety Training Log, updated as needed

**About the Company**
- ☐ Discuss company organizational structure
- ☐ Review type of business, products, services
- ☐ Overview of who the customers are

Other _____

**Department/Position Specifics**
- ☐ Explanation of work schedule
- ☐ Review of dress and conduct
- ☐ code
- ☐ Review of hours, breaks and lunch
- ☐ policiesLocation of time clock or sign-in
- ☐ Attendance requirements, including procedures for calling in when absent
- ☐ Relationship to working with other departments or co-workers

**Job Specific**
- ☐ How to use office equipment
- ☐ Supplies, paper, pens, etc.
- ☐ Job description, Work-Based Learning Plan and evaluation process

**Supervisors Expectations**
- ☐ Dress code including clothing, hair and jewelry
- ☐ Work performance including productivity and work habits
- ☐ Company culture

**Materials provided to intern**
- ☐ Copy of personnel
- ☐ handbookOrganizational
- ☐ charts Telephone directory
- ☐ Security procedures

_____     _____
Employer/training sponsor                          Date

_____     _____
 Student                                                       Date

_____     _____
CTE Teacher/WBL Coordinator                  Date

Syracuse City
**SCSD**
School District

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# Weekly Time Log/Record of Attendance
## (Form #8)

Student _____

Training Title _____

Worksite Supervisor _____

<u>Time Log for the Week of:</u>   _____ / _____ / _____

|  | Date | Start Time | End Time | Hours Worked |
|---|---|---|---|---|
| Sunday | | | | |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| Saturday | | | | |

<u>Total Weekly Hours:</u>  _____

Student please list any new tasks performed this week: _____

_____

By signing this timesheet, you are certifying that it is correct and truthful.

_____   _____ / _____ / _____

Student's Signature                              Date

_____   _____   _____ / _____ / _____

Supervisor Name                     Phone                   Date

_____

Supervisor's Signature

**Attention Worksite Supervisor:**
If you have any questions or concerns, please contact: _____   _____

CTE Teacher                                      Phone

**SCSD**

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship
# Student Evaluation

(Form #9)

**Name** _____

**CTE Program** _____

_____/_____/_____ — _____/_____/_____

**Dates of Internship**

_____

**Year to Graduate**

Please complete this form upon completion of your internship.

| | Strongly Agree | Agree | Indifferent | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Overall, I had a great experience | ☐ | ☐ | ☐ | ☐ | ☐ |
| I was actively involved in the team meetings and felt free to express my thoughts and opinions | ☐ | ☐ | ☐ | ☐ | ☐ |
| My mentors encouraged and responded to my questions | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have an increased appreciation for teamwork | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have a greater ability to ask good questions and synthesize information | ☐ | ☐ | ☐ | ☐ | ☐ |
| I was presented with opportunities to learn by doing | ☐ | ☐ | ☐ | ☐ | ☐ |
| I gained factual knowledge about careers throughout the internship | ☐ | ☐ | ☐ | ☐ | ☐ |
| I would recommend this opportunity to others | ☐ | ☐ | ☐ | ☐ | ☐ |
| My time was well spent | ☐ | ☐ | ☐ | ☐ | ☐ |
| I would consider this employer as a future employer | ☐ | ☐ | ☐ | ☐ | ☐ |
| My co-workers are generally positive about work | ☐ | ☐ | ☐ | ☐ | ☐ |

The best thing about my experience was... _____

_____

The worst thing about my experience was... _____

_____

Any suggestions on how we could improve the intern experience? _____

_____

Other comments... _____

Syracuse City
SCSD
School District

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

# SCSD CTE Internship Mentor
# Program Evaluation

(Form #10)

_____
Student Name

_____
Interning Location

_____
Supervisor/ Mentor Name

_____
SCSD School

_____/_____/_____
Date

| Internship Preparation |
| --- |
| ☐ Exceptional |
| ☐ Adequate |
| ☐ Inadequate |

| Modes of Communication with SCSD Personnel |
| --- |
| ☐ In-Person |
| ☐ Email |
| ☐ Phone |

| Amount of Communication with SCSD Personnel |
| --- |
| ☐ Exceptional Good |
| ☐ Appropriate |
| ☐ Too much |
| ☐ Too little |

Suggestions for improvement: _____

_____

_____

Additional comments: _____

_____

_____

Return to CTE teacher:_____
                      CTE Teacher Email

SCSD

**NOTICE OF NON-DISCRIMINATION**

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

Assistant Superintendent for Student Support Services, Civil Rights Compliance
Officer Syracuse City School District
725 Harrison Street • Syracuse, NY
13210 (315) 435-4131

**F. Employability Profile**

> *The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.*

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

# EMPLOYABILITY PROFILE
# Business Technology Program

**SYRACUSE CITY SCHOOL DISTRICT**

## Industry-Based Skill Standards

### Proficiency Definitions

**NA = Not Applicable**   **1 = Introduced**   **2 = Developing**   **3 = Proficient**   **4 = Mastery**

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Career Awareness and Planning** | | | | |
| Demonstrates an understanding of the career pathways, education requirements, and employment options that are available within the public education setting. | | | | |
| **Computer Skills** | | | | |
| Demonstrates proficiency in Microsoft Word, Excel and Power Point. Selects and uses appropriate technology to address diverse tasks and problems. Retrieves, interprets, evaluates and interactively uses information in a range of different formats. | | | | |
| **Personal and Professional Goal Setting and Success** | | | | |
| Defines principles that contribute to personal and professional success. Explain the difference between short and long term goals  Understand proper dress for an interview or business meeting. Knows how to speak professionally, make a presentation and adapt to one's work environment. Understands the importance of being prompt and having a positive attitude | | | | |
| **Communicating for Success** | | | | |
| Communicates orally in a clear and sensitive manner appropriately varied according to different audiences and seniority levels.  Give and receives feedback appropriately and constructively.  Participates constructively in meetings.  Presents knowledge, in a range of written formats, in a professional, structured and clear manner. | | | | |
| **Economics** | | | | |
| Can explain the factors that influence income, wealth and allocation, distribution and utilization of scarce resources. Understands and can explain how economics is a central discipline behind the study of business, management and related areas. Compare and contrast the various economic systems.  Understands and can explain the concept of scacity, supply and demand. | | | | |
| **Banking, Saving & Investing** | | | | |
| Can explain features of different financial institutions. Can Identify different type of loans, explain interest and compound interest. Describe how credit, debit cards and traditional checking accounts work. Recognize the impact of credit score and interest rates. Describe newer methods of payment such as Venmo, Cash App, Apple Pay and online bill paying. Can describe different types types of investments. | | | | |
| | | | | |

| | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| **Marketing Concepts** | | | | |
| Understands and can explain the function of marketing and the importance of marketing in everyday life. Summarize the steps necessary to create a successful marketing mix.  Describe demographics, target markets, SWOT analysis and the 4 P's. | | | | |
| **Accounting** | | | | |
| Demonstrates an understanding of the purpose and importance of accounting.  Define the three components of the accounting equation.  Reconcile a bank statement; identify basic financial statements. | | | | |
| **Personal Finance** | | | | |
| Can evaluate the impact of age, education and geographic location on personal income. Understand and can explain the origin of taxes, how they help society and how they effect us on an individual basis. Can explain sales tax, property tax, state and federal tax and social security tax. Understands and can explain the impact of credit score.  Can create a budget and explain gross/net, fixed/variable expenses.  Able to assess rent/buy/lease decisions based on finance principals. | | | | |
| **Entrepreneurship** | | | | |
| Understands and can describe entrepreneurship and traits of highly motivated entrepreneuers. Can articulate the changing demographics of entrepreneurs in the US.  Explain positive effects of entrepreneurship on global economies. Explain feasibility, SWOT analysis. Understand the purpose of a written business plan and identify a suggested outline of a business plan. | | | | |
| **Business Management** | | | | |
| Can compare and contrast various forms of business organizations and ownerships. Understand and can describe effective management styles.  Understands and can create an organizational chart.  Can explain the different roles of management (human resources, accounting, distribution, etc.) | | | | |
| | | | | |
| | | | | |
| | | | | |

| Industry Certifications / Credential / Endorsement | yes | no |
|---|---|---|
| Precision Exams Personal Financial Responsibility | | |
| Precision Exam Business Management | | |
| Precision Exam Entrepreneurship | | |
| Precision Exam Marketing Fundamentals | | |

| Articulated College Credit or Advanced Standing | |
|---|---|
| SUNY Onondaga Community College | |
| SUPA | |
| | |
| **Total** | |

# EMPLOYABILITY PROFILE
## Business Technology Program

Student Name: _____     School Year: _____     Absences: _____

ID Number: _____     Teacher: _____     Final Grade: _____

### Career Ready Practices / Career Development Standards
## STANDARDS DEFINITIONS

NA = Not Applicable     1 = Developing     2 = Basic     3 = Proficient     4 = Mastery

| | 9th | 10th | 11th | 12th | | 9th | 10th | 11th | 12th |
|---|---|---|---|---|---|---|---|---|---|
| **Acts as a responsible citizen/employee** | | | | | **Models integrity, ethical behavior, and leadership** | | | | |
| Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions | | | | | Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily. | | | | |
| **Applies appropriate academic and technical skills** | | | | | **Develops and implements a Career Plan** | | | | |
| Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program. | | | | | Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals. | | | | |
| **Attends to personal health and financial well-being** | | | | | **Uses technology to enhance productivity** | | | | |
| Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis. | | | | | Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications. | | | | |
| **Communicates clearly, effectively, and with reason.** | | | | | **Works as a productive and respectful team member** | | | | |
| Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication. | | | | | Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals. | | | | |
| **Makes appropriate decisions** | | | | | **Demonstrates reliability and dependability** | | | | |
| Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions. | | | | | Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting. | | | | |
| **Demonstrates creativity and innovative thought** | | | | | **Arrives on time and is prepared to work** | | | | |
| Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered. | | | | | Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements. | | | | |
| **Employs valid and reliable research strategies** | | | | | **Demonstrates safe working habits** | | | | |
| Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis. | | | | | When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others. | | | | |
| **Uses critical thinking skills and demonstrates perseverance** | | | | | **Demonstrates problem solving skills** | | | | |
| Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems. | | | | | Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge. | | | | |

**Earned Technical Endorsement on Diploma**     YES ☐     NO

**Special Recognitions or Scholarships** _____

**Student Leadership Organization** _____