

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

BUSINESS COMMUNICATIONS TECHNOLOGY - IB

Date: January 2016

Proposed Grade Level: 9th

Grading: A-F and (1-7 MYP)

Prerequisites: None

Articulation Units: TBD

Course Length: 1 Year

Subject Area: CTE Design / Business

Credits: 5 per Semester

CTE Sector / Pathway: Business and Finance / Business Management

Intent to Pursue “A-G” College Prep Status: Yes

COURSE DESCRIPTION:

Students in this course will develop an understanding of global business concepts, incorporating problem solving techniques, acquire the ability to communicate in a professional manner, become capable of using varied software and online mediums, value technology as a powerful tool, and realize their potential within future career goals. This course offers a combined technology approach that uses the IB design cycle with knowledge, skills, and techniques of both computer and design technology in the generation of products and solutions to perform a task or meet a need.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The Business Technology course aims to encourage and enable students to:

- Apply practical and creative thinking skills to solve design problems, generating ideas, and creating products and solutions.
- Explore the role of business and technology in both historical and contemporary contexts.
- Consider their responsibilities when making business decisions and taking action, and the responsible and professional use of technology.
- Develop global business and technological literacy and become proficient users of the computer.

Essential Questions:

- How can I effectively communicate at a professional level?
- What can I learn from the historical study of business and technology that I can use to enhance my education today and create continued success tomorrow?
- How do I use my knowledge and abilities to enhance my personal quality of life and contribute to and enrich my community?

CCSS READING COMPONENT:

This course follows the Common Core State Standards (CCSS) for reading, and asks students to move beyond reading comprehension and analyze both literacy and informational texts for content, stylistic technique, and organizational structure. The units of instruction created develop critical thinking, reading skills, and an awareness of writing structure. The learning activities within this course provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, and theme.

CCSS WRITING COMPONENT:

This course incorporates writing that engages students with written and oral activities specifically geared toward high school learners. The writing activities within this course will provide students with multiple opportunities to practice and fine-tune the expectations outlined in the writing strand of the CCSS.

CCSS LISTENING AND SPEAKING COMPONENT:

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. This course will provide students with scaffolded opportunities designed to develop students' ability to speak, listen, and collaborate with others (as they gain meaning from, create, and present texts) in a variety of media.

CCSS LANGUAGE COMPONENT:

This course supports the CCSS for the use of language, conventions, vocabulary acquisition, and use. The course ensures that students' grammar and vocabulary use are developed through strategic reading and writing practices so that concepts learned can be employed when students engage in writing and speaking tasks that are based on collaborative learning.

CTE INDUSTRY SECTOR/PATHWAY STANDARDS:

California Career Technical Education Curriculum Standards:

- Business and Finance
 - Business Management Pathway
 - A1.0 – Explain entrepreneurship and the fundamentals of developing a new business.
 - A2.0 – Plan, organize, secure and manage resources of a project to achieve specific goals.
 - A3.0 – Investigate the functions and techniques of management and organizational structure.
 - A4.0 – Apply economic concepts as they relate to business.
 - A5.0 – Analyze financial data in order to make decisions.
 - A6.0 – Explain the importance of risk management and regulatory compliance in business.
 - A7.0 – Utilize information and technology tools to conduct business effectively and efficiently.
 - Financial Services Pathway
 - B1.0 – Create and use budgets to guide financial decision making.
 - B2.0 – Understand the Generally Accepted Accounting principles (GAAP).
 - B4.0 – Interpret financial data, analyze results, and make sound business decisions.
 - B5.0 – Evaluate the impact of federal, state and local regulations on financial decisions.
 - B6.0 – Apply economic concepts as they relate to financial services.
 - B8.0 – Evaluate the variety, nature, and diversity of investments vehicles and the elements that contribute to financial growth and success.
 - B9.0 – Evaluate financial service providers and explore the duties and activities of financial service careers.

- International Business Pathway
 - C1.0 – Describe the fundamental concepts of international business.
 - C2.0 – Describe the interrelatedness of geographic, social, cultural, political, and legal factors and how they shape the global business environment.
 - C3.0 – Apply economic concepts as they relate to international business.
 - C5.0 – Recognize the role of information and communications technology in modern global trade.
 - C6.0 – Analyze international markets and competition.
 - C7.0 – Assess the risks associated with various methods of entering the global marketplace.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Question(s)	Additional Details
Reflecting Professionalism to Succeed in a Global Working Environment	Fairness & Development	(F) What are the general rules of clear and professional communication? (C) How do we define professionalism? (D) Who decides professionalism and are there varied forms?	<ul style="list-style-type: none"> • Business Communications • Personal Communications • Microsoft Word • Google Docs • Employment Resume • Marketing Concepts • Management Concepts
Self Assessment & Career Exploration	Identities & Relationships	(F) What tools can be used to help us realize our future career? (C) How will students analyze which career best fits their goals, dreams and needs?	<ul style="list-style-type: none"> • Personality Assessment • Interest Profiler • Skills Profiler • Work Importance Profiler

		(D) Will students' career choice decisions today stand true tomorrow?	<ul style="list-style-type: none"> • Career Research and Exploration • MLA/APA Formatting • College Exploration and Preparation • Microsoft Word • Microsoft PowerPoint • Google Slides • Google Docs
My World	Globalization and Sustainability	(F) How will local and global factors influence one's decisions? (C) After review and analyzation of markets and trends, will one be able to fully understand the decision making process? (D) How will students properly evaluate and predict future outcomes by using historical and current references?	<ul style="list-style-type: none"> • Personal Living Expenses • Accounting Concepts • Payroll Deductions • Sales Concepts • Microsoft Excel • Google Sheets • Email Etiquette • Microsoft Publisher • Marketing Concepts • Entrepreneurship Concepts

1. Computer Technology

- Create professional documents, including but not limited to, research papers, business communications, brochures, and employment communications.
- Use of proper formatting tools and inclusion of digital images.
- Oral, written, and visual presentation skills.
- Use of APA/MLA formatting, including citations.
- Understanding and use of online communications tools.
- Understanding and use of appropriate online sources and searches.

2. Fundamental Business Concepts

- Capitalism and the basic business model.
- Marketing and the Four (4) P's.
- Management Concepts and Human Resources.
- Basic Accounting Principles.
- Understanding Entrepreneurship.

3. Global Career Search

- Self-Assessment and Career Match.
- Career Exploration: Research / Analyzation / Understanding.
- College.
- Career and Life Goals.

TEXTBOOKS AND RESOURCE MATERIALS:

1. Instructor created materials
2. California Career Zone (online). California Career Resource Network
3. Various Online Source Materials
4. Job Hunting Handbook, Dahlstrom & Company, Inc.
5. Optional: Naviance (if available)
6. Optional: Course Technology Illustrated Series, Microsoft Office 2007. ISBN-13: 978-1-4239-0516-5
7. Optional: McGraw-Hill, Understanding Business. ISBN 0-07-253876-7

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

California Career Technical Education Curriculum Standards:

- Business and Finance
 - 2.0 Communications
 - Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
 - 3.0 Career Planning and Management
 - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
 - 4.0 Technology
 - Use existing and emerging technology to investigate, research, and produce products and services as required in the Business and Finance sector workplace environment.
 - 5.0 Problem Solving and Critical Thinking
 - Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - 6.0 Health and Safety
 - Demonstrate health and safety procedures, regulations, and personal health practices as related to the Business and Finance sector.
 - 7.0 Responsibility and Flexibility
 - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.
 - 8.0 Ethics and Legal Responsibilities
 - Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions consistent with applicable laws, regulations, and organizational norms.
 - 9.0 Leadership and Teamwork
 - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workplace diversity, and conflict resolution.
 - 10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 Demonstration and Application
 - Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, campus, community and workplace settings.

Students will be assessed on the 4 MYP Criteria as follows:

Criteria A: Inquiring and Analyzing

Criteria B: Developing Ideas

Criteria C: Creating the Solution

Criteria D: Evaluating

DISTRICT ESLRS TO BE ADDRESSED:

- **Self-Directed Learners** who are able to identify their needs and apply appropriate strategies in order to be successful in the completion of their work.
- **Effective Communicators** who actively use verbal, written, and technological forms of communication; successfully convey messages, ideas, facts and opinions to adults and peers; and listen and respond in a positive manner to analysis from instructor and peers.
- **Quality Producers/Performers** who learn to understand, define and complete tasks with intended results; learn to use appropriate resources, tools and technology to complete tasks; create projects to reflect originality, professionalism, and pride in completed tasks; consistently assess, evaluate and edit work to maintain high individual standards; and who demonstrate the ability to work individually and in collaboration to achieve professional and successful results.
- **Constructive Thinkers** who learn to use prior knowledge, and build knowledge base with each task; learn to question, analyze, understand and evaluate information from varied media sources; understand and use appropriate resources for information/research; and understand and successfully utilize problem-solving strategies.
- **Collaborative Workers** who successfully and effectively work within a culturally diverse setting; cooperate with others to complete tasks; able to cooperatively identify and utilize problem solving strategies; contribute energy, time and thoughts to classroom setting and beyond; and actively listen and respect others' opinions, ideas, and suggested solutions.
- **Responsible Citizens** who understand and abide by societal rules within classroom, campus, and community; model effective communication between all persons, regardless of background, lifestyle and culture; develop and demonstrate habits of personal wellness and safety, and self-discipline; and exhibit care, respect, and pride for themselves, peers, campus, and community.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**