

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Business**

<p><b>Mission Statement</b> (Should reflect the mission/purpose of instruction in this content area, grades 6-12)</p>	<p>In the Business Department, our mission is to:</p> <ul style="list-style-type: none"> <li>• Provide a variety of subject areas.</li> <li>• Introduce students to current technologies and help develop proficiency.</li> <li>• Teach and encourage students to apply a decision-making process.</li> <li>• Enhance student understanding through hands-on experience.</li> <li>• Introduce students to career opportunities and related job skills needed to compete in the global marketplace.</li> <li>• Promote feelings of self-worth and provide for individual creativity.</li> </ul>
<p><b>Course Sequence</b> (Grades 6-12)</p>	<div style="text-align: center;"> <p>9/10                      10-12                      →                      11/12</p> <p>General Business → Consumer Education* →</p> <p style="margin-left: 600px;">Accounting I Accounting II Marketing I Marketing II International Business Business Law</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>9-12                      9-12                      →                      10-12</p> <p>Computer I → Essential Business Skills →</p> <p style="margin-left: 500px;">Computer II Desktop Publishing</p> </div> <p style="text-align: center; margin-top: 10px;">*state-mandated course</p>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	<b>Essential Business Skills</b>  9-12  Computer I
<b>Course Description</b>	This semester course offers students further opportunities to build keying speed as well as to learn additional business communications: resumes, e-mail, reports, business letters, job applications, and follow-up letters. Students also learn practical job skills, time-saving tips in technology, and soft skills such as interviewing tips, essential skills for workplace success, and netiquette.
<b>District-approved Materials and/or Resources</b>	Barrett, Charles; Kimbrell, Grady, and Odgers, Pattie. <u>Office Skills</u> , 3 e, 2003. Thomson South-Western. Accompanying student workbook and Teacher Resource Guide. Robinson, Jerry, et. Al. <u>Century 21 Keyboarding and Information Processing</u> , 1997. South-Western Educational Publishing.

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>1. Formatting and composing business documents</b></p>	<p>Resources that will support instruction: Microsoft Word 2003 Internet</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><u>English Learning Standards:</u>            1.A.3b Analyze the meaning of words and phrases in their context.            1.B.5d Read age-appropriate material with fluency and accuracy.            3.A.1e Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).            3.A.2e Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.            3.A.3e Use a variety of sentence structures (e.g., simple, compound).            3.A.4e Use basic transition words to connect ideas.            3.A.5e Proofread for correct English conventions.            3.A.6e Demonstrate appropriate use of various parts of speech.            3.B.2e Establish and maintain a focus.            3.B.3e Develop a topic sentence that is supported with details.            4.A.1g Focus attention on speaker as sender of the message.            4.A.2g Record appropriate notes and rough outlines while listening.            4.A.11g Ask and respond to relevant questions.            4.A.12g Follow a multi-step set of instructions to complete a task.            4.A.13g Modify, control, block out both internal and external distractions.            4.A.3h Record appropriate notes and rough outlines with editorial comments.</p> <p><u>Math Learning Standards:</u>            6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.            6.C.3b Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.            10.A.4a Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatterplots and box-plots.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<p>Students will be able to correctly format and key personal business letters and business letters using block style, memorandums, business envelopes, single and multiple page reports using MLA style, travel itineraries, agendas, and minutes of a meeting.</p> <p>Students will proofread, make corrections using proofreaders' marks, use software templates, locate and incorporate information from the internet, and compose original work in these document formats.</p>	

<b>Assessments</b>	Performance-Based Tasks: Production work Proofreading Peer proofreading	Other Evidence: Recall Demonstration
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<b>Unit of Study: major topics</b>	<b>2. The office environment, career opportunities, personal attitude, and getting along with others</b>	Resources that will support instruction: Occupational Outlook – online Career Cruising
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><u>English Learning Standards:</u></p> <p>1.A.3b Analyze the meaning of words and phrases in their context.  1.B.5d Read age-appropriate material with fluency and accuracy.  3.A.1e Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).  3.A.5e Proofread for correct English conventions.  4.A.2g Record appropriate notes and rough outlines while listening.  4.A.11g Ask and respond to relevant questions.  4.A.12g Follow a multi-step set of instructions to complete a task.  4.A.13g Modify, control, block out both internal and external distractions.  4.A.3h Record appropriate notes and rough outlines with editorial comments.</p> <p><u>Social and emotional Learning</u></p> <p>1.A.7j Select healthy defense mechanisms.  1.B. 2h Take an inventory of your personal strengths and describe them in your journal.  1.B.5h Reflect on a time when you overcame an obstacle to accomplish something that was important to you.  1.B.1i Identify possible career and volunteer opportunities based on your identified interests and strengths.  1.B.5i Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill.  1.B.1j Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.  1A.4b. Generate ways to develop more positive attitudes.  1A.5b. Evaluate how expressing more positive attitudes influences others.  1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.</p> <p><u>Physical Development &amp; Health Standards:</u></p> <p>21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.  24.A.4b Formulate strategies to prevent conflict and resolve differences.  24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the concept of ergonomics and be able to make workplace adjustments for physical well-being and productivity.</li> <li>• Students will identify hazards to workplace safety and take preventive measures.</li> <li>• Students will explain the flow of work in an office environment.</li> <li>• Students will understand the importance of the Americans with Disabilities Act, and give examples of reasonable accommodations.</li> <li>• Students will understand job growth trends over the next decade</li> <li>• Students will perform an interest inventory to learn about themselves and suitable careers and education</li> <li>• Students will understand the concept of soft skills and their importance in the workplace</li> <li>• Students will understand work motivators and perform a self reflection of these</li> <li>• Students will analyze the importance of work ethic and attitude in the workplace</li> <li>• Students will understand the importance of accepting responsibility for personal conduct, honesty, cooperation, teamwork, and dependability in the workplace.</li> <li>• Students will apply strategies in dealing with difficult people and in conflict resolution</li> <li>• Students will understand the difference between assertiveness and aggressiveness</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance-Based Tasks:  Workbook exercises  End of chapter questions  Report  Role play  Test/quizzes</p>	<p>Other Evidence  Class discussions</p>

<b>Unit of Study: major topics</b>	<b>3. Technical skills and knowledge</b>	Resources that will support instruction:
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	English Learning Standards: 1.A.3b Analyze the meaning of words and phrases in their context. 1.B.5d Read age-appropriate material with fluency and accuracy. 3.A.1e Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative). 3.A.3e Use a variety of sentence structures (e.g., simple, compound). 3.A.4e Use basic transition words to connect ideas. 3.A.5e Proofread for correct English conventions. 3.A.6e Demonstrate appropriate use of various parts of speech. 3.B.2e Establish and maintain a focus. 3.B.3e Develop a topic sentence that is supported with details. 4.A.1g Focus attention on speaker as sender of the message. 4.A.2g Record appropriate notes and rough outlines while listening. 4.A.11g Ask and respond to relevant questions. 4.A.12g Follow a multi-step set of instructions to complete a task. 4.A.13g Modify, control, block out both internal and external distractions. 4.A.3h Record appropriate notes and rough outlines with editorial comments.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>· Students will describe the relationship between a management information system and a compute system.</li> <li>· Students will list the five classifications of computers and describe the differences between them.</li> <li>· Students will describe the function of popular computer peripherals</li> <li>· Students will list six types of application software and describe the function of each one.</li> <li>· Students will explain how local area networks are set up.</li> <li>· Students will describe virtual organizations that use virtual workers.</li> </ul>	
<b>Assessments</b>	Performance-Based Tasks: Workbook exercises End of chapter questions Test/quizzes	Other Evidence Class discussion

<b>Unit of Study: major topics</b>	<b>4. Office support skills</b>	Resources that will support instruction: Checkbook packet Video: Basic Clerical Skills Video: E-Mail Etiquette Video: Every Call Counts DVD: Let's Talk...Telephone Tactics for Bette Business
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><u>English Learning Standards:</u></p> 1.A.3b Analyze the meaning of words and phrases in their context. 1.B.5d Read age-appropriate material with fluency and accuracy. 3.A.1e Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative). 3.A.2e Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion. 3.A.3e Use a variety of sentence structures (e.g., simple, compound). 3.A.4e Use basic transition words to connect ideas. 3.A.5e Proofread for correct English conventions. 3.A.6e Demonstrate appropriate use of various parts of speech. 3.B.2e Establish and maintain a focus. 3.B.3e Develop a topic sentence that is supported with details. 4.A.1g Focus attention on speaker as sender of the message. 4.A.2g Record appropriate notes and rough outlines while listening. 4.A.11g Ask and respond to relevant questions. 4.A.12g Follow a multi-step set of instructions to complete a task. 4.A.13g Modify, control, block out both internal and external distractions. 4.A.3h Record appropriate notes and rough outlines with editorial comments. <p><u>Math Learning Standards:</u></p> 6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers. 6.B.4 Select and use appropriate arithmetic operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook. 6.C.3a Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will list and explain the important qualities of a good telephone voice.</li> <li>• Students will list and explain the steps necessary to answer, place on hold, and transfer a business telephone call.</li> <li>• Students will list what is needed to record telephone messages for another person.</li> <li>• Students will list and explain the special features of telephone equipment used in a business office.</li> <li>• Students will describe two long-distance services available.</li> <li>• Students will list the purposes for maintaining records.</li> </ul>	



	<ul style="list-style-type: none"> <li>· Students will give examples of filing methods and list the steps taken to file a record.</li> <li>· Students will list types of electronic storage media and list advantages on using electronic storage systems.</li> <li>· Students will give examples of basic indexing and alphabetizing rules.</li> <li>· Students will develop speed and accuracy in using a 10-key adding machine or numeric keypad.</li> <li>· Students will describe the proper banking procedures to follow in depositing, endorsing, and writing checks.</li> <li>· Students will describe the steps to follow in reconciling a bank statement.</li> <li>· Students will list eh procedures used for processing incoming mail in an office.</li> <li>· Students will list the major classifications of outgoing mail.</li> <li>· Students will describe how to arrange the mail before presenting it to an employer.</li> <li>· Students will list and describe postal equipment used in an office.</li> <li>· Students will use a zip code directory to locate zip codes.</li> <li>· Students will discuss unauthorized use of postage and supplies.</li> <li>· Students will describe how to organize a desk and tools</li> <li>· Students will discuss how and when to plan the day.</li> <li>· Students will discuss the use of a calendar and tickler file.</li> <li>· Students will list responsibilities during and after a formal meeting.</li> <li>· Students will describe how to plan and arrange business trips.</li> </ul>	
<b>Assessments</b>	<b>Performance-Based Tasks:</b> Workbook exercises End of chapter questions Test/quizzes	<b>Other Evidence</b> Class discussion

<b>Unit of Study: major topics</b>	<b>5. Communication and problem-solving skills</b>	Resources that will support instruction: Video: Conflict resolution
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><u>English Learning Standards:</u>  1.A.3b Analyze the meaning of words and phrases in their context.  1.B.5d Read age-appropriate material with fluency and accuracy.  4.A.1g Focus attention on speaker as sender of the message.  4.A.2g Record appropriate notes and rough outlines while listening.  4.A.11g Ask and respond to relevant questions.  4.A.12g Follow a multi-step set of instructions to complete a task.  4.A.13g Modify, control, block out both internal and external distractions.  4.A.3h Record appropriate notes and rough outlines with editorial comments.  4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.  4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice).</p> <p><u>Social and Emotional Learning Standards:</u>  2D.4b. Analyze how conflict-resolution skills contribute to work within a group.  2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.</p> <p><u>Physical Development and Health Standards:</u>  24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).  24.A.4b Formulate strategies to prevent conflict and resolve differences.  24.C.3 Apply refusal and negotiation skills to potentially harmful situations.</p> <p><u>Math Learning Standards:</u>  6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.  6.B.4 Select and use appropriate arithmetic operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook.  6.C.3a Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.</p>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will describe the communication process.</li> <li>• Students will list examples of nonverbal communication.</li> <li>• Students will discuss how filtering negatively affects communication.</li> <li>• Students will explain the importance of feedback in communication.</li> <li>• Students will describe the difference between upward and downward communication.</li> <li>• Students will list the five competencies and three-part foundation skills of the SCANS report.</li> <li>• Students will describe the techniques and steps workers may use to read, write and speak more effectively.</li> <li>• Students will describe several communication behaviors of active listeners.</li> <li>• Students will prepare and deliver oral presentations incorporating PowerPoint.</li> <li>• Students will describe the concept of reengineered organizations and employee empowerment.</li> <li>• Students will describe the external forces affecting communication.</li> <li>• Students will describe the concept of continuous improvement and customer importance.</li> <li>• Students will add, subtract, multiply and divide numbers with decimals, percentages and fractions, without the use of a calculator.</li> <li>• Students will identify the types and characteristics of groups in organizations.</li> <li>• Students will state the reasons why people become part of a group.</li> <li>• Students will discuss the impact group think issues and hidden agendas have on groups.</li> <li>• Students will describe the concept of self-managed teams.</li> <li>• Students will list seven steps in the problem-solving process.</li> <li>• Students will list the five conflict management styles.</li> <li>• Students will describe why conflicts may be healthy in organizations.</li> <li>• Students will identify the outcomes of win-lost, lose-lose, and win-win negotiating styles.</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance-Based Tasks:  Workbook exercises  End of chapter questions  Role play  Test/quizzes</p>	<p>Other Evidence  Class discussion</p>

<b>Unit of Study: major topics</b>	<b>6. Employment skills</b>	Resources that will support instruction: DVD: The Job Interview Video: The Art of Dining
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><u>English Learning Standards:</u></p> 1.A.3b Analyze the meaning of words and phrases in their context. 1.B.5d Read age-appropriate material with fluency and accuracy. 3.A.1e Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative). 3.B.2e Establish and maintain a focus. 3.B.3e Develop a topic sentence that is supported with details. 4.A.1g Focus attention on speaker as sender of the message. 4.A.2g Record appropriate notes and rough outlines while listening. 4.A.11g Ask and respond to relevant questions. 4.A.12g Follow a multi-step set of instructions to complete a task. 4.A.13g Modify, control, block out both internal and external distractions. 4.A.3h Record appropriate notes and rough outlines with editorial comments. <p><u>Social and Emotional Learning Standards:</u></p> 1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge. 1B.5b. Evaluate how developing interests and filling useful roles support school and life success. 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. 3B.5a. Analyze how present decision making affects college and career choices.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will describe in detail the life they would like to have 5, 10 and 20 years into the future.</li> <li>• Students will list the eight steps in career decision making.</li> <li>• Students will list the work values important to them.</li> <li>• Students will list three sources of information publish by the Dept. of Labor.</li> <li>• Students will describe their own personal attributes.</li> <li>• Students will list the type of information needed in an action plan.</li> <li>• Students will develop a plan of action to reach lifestyle and career goals.</li> <li>• Students will name two legal records needed before beginning to work.</li> <li>• Students will list seven sources of job leads.</li> <li>• Students will organize a job search, including the use of job lead cards.</li> </ul>	

	<ul style="list-style-type: none"> <li>· Students will write a letter of application.</li> <li>· Students will prepare a resume and cover letter.</li> <li>· Students will prepare for and dress appropriately for an interview.</li> <li>· Students will behave and answer questions appropriately in a job interview.</li> <li>· Students will use Standard English in a job interview.</li> <li>· Students will follow up a job interview properly.</li> <li>· Students will list the purposes for which an employer withholds money from earnings.</li> <li>· Students will list the topics usually covered by a company's written policies and procedures.</li> <li>· Students will list and describe what most employers expect of their employees.</li> <li>· Students will list what an employee may reasonably expect from their employer.</li> <li>· Students will explain how to behave if fired or laid off.</li> <li>· Students will understand how to dress for success.</li> <li>· Students will understand how to learn from work evaluations.</li> <li>· Students will understand how to work towards raises and promotions.</li> <li>· Students will understand how to select appropriate programs for further education and training.</li> </ul>	
<b>Assessments</b>	<b>Performance-Based Tasks:</b> Workbook exercises End of chapter questions Report Role play	<b>Other Evidence</b> Test/quizzes