

Tech Prep

Business Technologies Cluster

Course of Study

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Prepared by:



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TECHPREP
CONSORTIUM

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MIAMI VALLEY TECH PREP CONSORTIUM PHILOSOPHY AND GOALS

The Miami Valley Tech Prep consortium, a partnership among business, industry, labor, secondary and higher education, facilitates systemic educational change that prepares students for successful lives with technology-based careers, enabling industry to compete in a global economic community.

The goals of the Miami Valley Tech Prep Consortium are:

1. To provide early career exploration and a seamless educational path that includes occupational and applied academic instruction in secondary school through an associate degree program with expanded/enhanced competencies beyond current secondary school and associate degree programs.
2. To expand the enrollment of Tech Prep students to better serve Ohio's labor market needs.
3. To ensure that teaching and learning reflect the needs of all students.
4. To maximize the opportunities afforded by relevant initiatives, resources, and participating partners.

MIAMI VALLEY TECH PREP CONSORTIUM BUSINESS TECHNOLOGIES CLUSTER PROGRAM PHILOSOPHY AND GOALS

The Tech Prep Business Technologies Cluster program prepares young people for careers in a variety of occupations. Students learn the relationships among math, science, communications, and technology as a result of applied instruction. Experiential learning, a rigorous program of applied, college prep academics, and broad based preparation in business combine to prepare students to succeed in college or entry level employment.

The goals of the program are to foster development of the following occupational, academic, and employability competencies through classroom and laboratory instruction and work-based experiences in order to prepare students to enter and advance in a changing global workplace.

Communications	Safety
Science	Financial Management Functions
Mathematics	Business Law
Basic Computer Concepts	Legal Office Procedures
Problem Analysis	Legal Concepts
Teamwork	Technical Documentation
Employability Skills	Data Warehousing
Professionalism	Project Management
Professional Practices	Small Business Management
General Administrative Functions	Training
Economic and Business Principles	Supervision
Customer Relations	Statistics
General Office Functions	Banking Basics
General Accounting Functions	World Cultures
Specialized Accounting Functions	Basic Principles of Marketing

Tech Prep Pupil Evaluation Policy

While there is no formal testing requirement for admission to the Tech Prep Business Technologies Cluster program, it is strongly recommended that only juniors who have passed all five parts of the Ohio Ninth Grade Proficiency Test be enrolled. The Business Technologies Cluster program offers challenging academics and little opportunity for remedial instruction.

Formative assessments reflect the philosophy of Tech Prep instruction; that is, hands on, applied assessments are preferred over traditional means of assessment. Students frequently demonstrate their learning. Paper and pencil tests are the exception, not the rule. After teachers judge student performance, they are able to more accurately adjust instruction to meet student's needs.

Summative assessments may be performance based or take the form of traditional assessment. For example, all juniors take the COMPASS (college placement test) in the fall of their junior year to establish an achievement benchmark. Students take the COMPASS again in the fall of their senior year and again in spring of their senior year (if necessary). The goal is that 80% of all students will pass the COMPASS and will require no remediation upon admission to college. When students are eligible for college credit for a high school class, they must take the college's written test for that class. Business Technologies Cluster Tech Prep students may receive college credits upon successful completion of a final exam.

Students who successfully complete the high school portion of the program with a grade point average of 2.25 or higher are eligible for the Sinclair Tech Prep Scholarship. Currently, these students receive a \$1000 scholarship for each year of their two-year Associate's Degree program.

Foreword

This course of study is intended to describe the core of the Tech Prep Business Technologies Cluster curriculum. These core competencies should be mastered by each Tech Prep Business Technologies student.

The needs of area businesses were made clear to educators by our business partners when this curriculum was being developed. They expected an entry-level worker who graduates from a high school business tech prep program to be a person with good work habits. Accuracy, accountability and commitment were qualities emphasized by industry. Employers agreed that computer skills and grammar skills (both spoken and written) were the most important work skills. Given the rapid rate of change in business today, workers must also be willing to continue their educations. The high school program should emphasize these qualities and skills to help students find success in business.

For the high school graduate who intends to continue his or her education at Sinclair Community College, the traits just mentioned are important, but this student needs additional skills. An academic background that prepares students for study at the associate degree level is mandatory. A student who chooses to continue at Sinclair will also profit from a career exploration program in high school that clarifies the differences among the various careers in business.

Competencies that are in italics and a small font are competencies that are to be taught at the associate's degree level only. They are included in the high school course of study for the information of the high school business teacher.

Key to Competency Coding for High School Objectives

C – Competent; the student is able to perform this competency without supervision by the end of grade 12

I – Introduce; the student has been introduced to this competency; the student is competent in at least 25% of the pupil performance objectives

R – Reinforce or add depth

Unit 1: Employability Skills

Competency/Terminal Performance Objective:

1.1 Develop a career plan (C)

Competency Builders/Pupil Performance Objectives:

- 1.1.1 Identify current interests and aptitudes given interest and aptitude assessment instruments and assignments so that two likely occupational areas are identified.
- 1.1.2 Identify 5 common barriers to employment given common employment situations.
- 1.1.3 Describe strategies to overcome 5 employment barriers given common employment situations.
- 1.1.4 Locate resources for finding employment given a newspaper and telephone book so that 7 resources are identified.
- 1.1.5 Research job trends given access to research materials to prepare a job trends chart/graph with 85% accuracy.
- 1.1.6 Identify 10 career options given access to research materials and the opportunity to interview workers.
- 1.1.7 Identify advantages and disadvantages of 10 career options (in addition to other than monetary) given access to research materials and the opportunity to interview workers.
- 1.1.8 Identify job requirements given access to research materials and the opportunity to interview workers with 85% accuracy.
- 1.1.9 Investigate education/training opportunities given access to research materials and the opportunity to interview workers with 85% accuracy.
- 1.1.10 Evaluate personal strengths and weaknesses given interest and aptitude assessment instruments and assignments so that a personal employment readiness evaluation can be completed with 85% accuracy.

Competency/Terminal Performance Objective:

1.2. Prepare for employment (I and R)

Competency Builders/Pupil Performance Objectives:

- 1.2.1 Identify traditional and non-traditional employment sources given access to research materials with 85% accuracy.
- 1.2.2 Identify present and future employment opportunities (by geographic location) given access to research materials with 85% accuracy.
- 1.2.3 Research job opportunities, including non-traditional careers given access to research materials with 85% accuracy.
- 1.2.4 Compare salary ranges and benefit packages given access to competing companies' salary schedules and benefit packages with 85% accuracy.
- 1.2.5 Compile occupational profile given access to research materials with 85% accuracy.
- 1.2.6 Identify rights and responsibilities of equal employment opportunity laws given access to research materials with 85% accuracy.

- 1.2.7 Design resume and cover letter that contain no errors given models to follow.
- 1.2.8 Target resume given models to follow so that all items on the resume meet the target criteria.
- 1.2.9 Secure 3 references given the opportunity to request references.
- 1.2.10 Investigate generic and specific employment tests (e.g., civil service exam; drug screening) given access to research materials with 85% accuracy.
- 1.2.11 Use follow-up techniques to enhance employment potential given hypothetical interview situations with 85% accuracy.
- 1.2.12 Demonstrate legible written communication skills using correct grammar, spelling, punctuation, and concise wording given opportunities to revise and access to grammar and spelling check devices with 100% accuracy.
- 1.2.13 Obtain appropriate licenses given hypothetical situations with 85% accuracy.
- 1.2.14 Describe methods for handling illegal questions on job application forms and during interviews given hypothetical situations with 85% accuracy.
- 1.2.15 Write letter of application given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.16 Research prospective employer and services performed given access to research materials with 85% accuracy.
- 1.2.17 Explain critical importance of personal appearance, hygiene, and demeanor given hypothetical situations with 85% accuracy.
- 1.2.18 Interpret job description given actual job description with 85% accuracy.
- 1.2.19 Demonstrate appropriate interview question and answer techniques given simulated interview situations with 85% accuracy.
- 1.2.20 Identify illegal interview questions given hypothetical interview situations with 85% accuracy.
- 1.2.21 Demonstrate methods for handling difficult interview questions given simulated interview situations with 85% accuracy.
- 1.2.22 Evaluate job offers given hypothetical job offers with 85% accuracy.
- 1.2.23 Write letter of acceptance given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.24 Write letter of inquiry as to why you were not selected given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.25 Write letter of declination given access to word processing equipment and models to follow with 100% accuracy.
- 1.2.26 Demonstrate good listening skills given a spoken presentation so that 5 of the 7 skills of active listening are demonstrated.
- 1.2.27 Ask for the job tactfully given a simulated job interview so that the interviewer can identify genuine interest on the part of the student.
- 1.2.28 Participate in extracurricular activities (e.g., student government, community projects) given the opportunity to join so that each student is involved in at least one club or activity

Competency/Terminal Performance Objective:

- 1.3 Evaluate the importance of self-esteem as an employability skill(C)

Competency Builders/Pupil Performance Objectives:

- 1.3.1 Identify factors that affect self-esteem given a case study with 85% accuracy.
1.3.2 Compare effects of low self-esteem and high self-esteem given a case study with 85% accuracy.
1.3.3 Identify strategies to promote positive self-esteem given a case study with 85% accuracy.

Competency/Terminal Performance Objective:

- 1.4 Demonstrate job retention skills (I)

Competency Builders/Pupil Performance Objectives:

- 1.4.1 Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene given hypothetical situations with 85% accuracy.
1.4.2 Exhibit appropriate work habits and attitude each day in the classroom according to classroom standards as defined in handout.
1.4.3 Demonstrate ability to set priorities given a work schedule so that all work is completed with passing grades.
1.4.4 Identify behaviors to establish successful working relationships given hypothetical situations with 85% accuracy.
1.4.5 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age given hypothetical situations with 85% accuracy.
1.4.6 Identify opportunities for advancement given hypothetical situations with 85% accuracy.
1.4.7 List reasons for termination given the opportunity to generate a group developed list so that 10 reasons are listed by the group.
1.4.8 List consequences of being absent frequently from job given the opportunity to generate a group developed list so that 10 consequences are listed by the group.
1.4.9 List consequences of frequently arriving late for work given the opportunity to generate a group developed list so that 10 consequences are listed by the group.
1.4.10 Demonstrate interpersonal relations skills (i.e., verbal and written) given a variety of interactions so that the student will rate him/herself an effective communicator on a self evaluation.
1.4.11 Demonstrate negotiation skills in a simulated classroom situation so that a consensus or compromise can be reached.
1.4.12 Demonstrate teamwork in a variety of classroom projects so that the student will rate her/himself an effective team member on a self evaluation.
1.4.13 Follow chain-of-command given a hypothetical situation with 85% accuracy.
1.4.14 Exhibit appropriate job dedication given a series of tasks so that the tasks are completed according to project standards.

Competency/Terminal Performance Objective

1.5 Demonstrate knowledge of work ethic (I)

Competency Builders/Pupil Performance Objectives:

- 1.5.1 Define work ethic given a written assessment with 85% accuracy.
- 1.5.2 Identify factors that influence work ethic given a hypothetical situation with 85% accuracy.
- 1.5.3 Differentiate law and ethics given a series of examples with 85% accuracy.
- 1.5.4 Describe how personal values are reflected in work ethic given a hypothetical situation with 85% accuracy.
- 1.5.5 Describe how interactions in the workplace affect personal work ethic given hypothetical situations with 85% accuracy.
- 1.5.6 Describe how life changes affect personal work ethic given hypothetical situations with 85% accuracy.

Competency/Terminal Performance Objective:

1.6 Exhibit appropriate ethics in the workplace (C)

Competency Builders/Pupil Performance Objectives:

- 1.6.1 Use time-management techniques given hypothetical situations with 85% accuracy.
- 1.6.2 Avoid personal activity during work hours given hypothetical situations with 85% accuracy.
- 1.6.3 Attend work as scheduled given a weekly schedule with absences due only to employer accepted reasons.
- 1.6.4 Adhere to company and/or governmental policies, procedures, rules, and regulations given such lists with 85% accuracy.
- 1.6.5 Exercise confidentiality given confidential information with 100% accuracy.
- 1.6.6 Demonstrate appropriate human relations skills, including honoring diversity in the workplace given hypothetical situations with 85% accuracy.
- 1.6.7 Adhere to rules of conduct given such rules with 100% accuracy.
- 1.6.8 Accept constructive criticism following guidelines for response with 85% accuracy.
- 1.6.9 Offer constructive criticism following guidelines for offering with 85% accuracy.
- 1.6.10 Take pride in work in actual classroom situations so that work is completed with a minimum of 85% accuracy.
- 1.6.11 Resolve conflict given hypothetical situations so that consensus or compromise is reached.
- 1.6.12 Manage stress given hypothetical situations with 85% accuracy.
- 1.6.13 Avoid sexual connotations and harassment given hypothetical situations with 85% accuracy.
- 1.6.14 Adjust to changes in the workplace given hypothetical situations with 85% accuracy.
- 1.6.15 Demonstrate punctuality in actual school situations so that the student is late to class no more than three times per quarter.

- 1.6.16 Assume responsibility for personal decisions and actions given simulated situations with 85% accuracy.
- 1.6.17 Take responsibility for assignments so that 95% of assignments are completed.
- 1.6.18 Follow chain-of-command given hypothetical situations with 85% accuracy.

Competency/Terminal Performance Objective

- 1.7 Apply decision-making techniques (C)

Competency Builders/Pupil Performance Objectives:

- 1.7.1 Identify decision to be made given a decision making situation with 85% accuracy.
- 1.7.2 Identify ownership of decision to be made given a decision making situation with 85% accuracy.
- 1.7.3 Identify possible alternatives and their consequences given a decision making situation with 85% accuracy.
- 1.7.4 Make decisions based on facts, legality, ethics, goals, and/or culture given a decision making situation with 85% accuracy.
- 1.7.5 Apply time factor(s) given a decision making situation with 85% accuracy.
- 1.7.6 Present decision to be implemented given a decision making situation with 85% accuracy.
- 1.7.7 Evaluate decision made upon completion of decision making situation with 85% accuracy.
- 1.7.8 Take responsibility for decision following decision making situation with 85% accuracy.

Competency/Terminal Performance Objective:

- 1.8 Apply problem-solving techniques (C)

Competency Builders/Pupil Performance Objectives:

- 1.8.1 Identify problem given a hypothetical situation according to class handout on problem solving techniques.
- 1.8.2 Select appropriate problem solving tools/techniques given a hypothetical situation according to class handout on problem solving techniques.
- 1.8.3 Identify root problem cause(s) given a hypothetical situation according to a class handout on problem solving techniques.
- 1.8.4 Track root problem cause(s) given a hypothetical situation according to a class handout on problem solving techniques.
- 1.8.5 Identify possible solutions and their consequences (e.g., long term, short term, crisis) given a hypothetical situation so that 4 possible solutions and their consequences are identified.
- 1.8.6 Use resources to explore possible solutions to problem given a hypothetical situation and appropriate resources so that 5 possible solutions are identified.
- 1.8.7 Contrast advantages and disadvantages of each solution given a hypothetical situation so that two advantages and disadvantages are identified for each solution.

- 1.8.8 Identify appropriate action given a hypothetical situation so that the best solution identified is implemented.
- 1.8.9 Evaluate results given a hypothetical situation and an implemented solution so that three results are identified.
- 1.8.10 Identify post-preventive action given a hypothetical situation so that 5 post-preventive actions are identified.

Competency/Terminal Performance Objective

- 1.9 Exhibit characteristics for job advancement (I and R)

Competency Builders/Pupil Performance Objectives:

- 1.9.1 Display positive attitude given a class assignment according to standards set in class handout.
- 1.9.2 Demonstrate knowledge of position given a hypothetical position so that eight position tasks can be identified.
- 1.9.3 Perform quality work given a class assignment with 95% accuracy.
- 1.9.4 Adapt to changing situations and technology given hypothetical situations according to standards set in class handout.
- 1.9.5 Demonstrate capability/responsibility for different positions given different positions within the classroom according to standards set for each position.
- 1.9.6 Identify characteristics of effective leaders given a hypothetical situation with 85% accuracy.
- 1.9.7 Identify opportunities for leadership in work place/community given work place/community resources so that ten opportunities are identified.
- 1.9.8 Demonstrate initiative to affect change in workplace given a set of workplace procedures and a hypothetical situation with 85% accuracy.
- 1.9.9 Participate in continuing education/training program given a hypothetical situation with 85 % accuracy.
- 1.9.10 Responds appropriately to criticism from employer, supervisor, or other employees given criticism according to standards set in class handout.
- 1.9.11 Exhibit awareness of corporate culture given hypothetical situations with 85% accuracy.
- 1.9.12 Prepare for job setbacks given hypothetical situations with 85% accuracy.
- 1.9.13 Exhibit continual growth based on performance evaluation given hypothetical situations with 85% accuracy.
- 1.9.14 Set realistic goals given a goal setting activity so that five realistic goals are set.

Unit 2: Professionalism

Competency/Terminal Performance Objective:

2.1 Project professional image (C)

Competency Builders/Pupil Performance Objectives:

- 2.1.1 Define professionalism given reference materials with 85% accuracy.
- 2.1.2 Exhibit professional appearance given a work situation according to criteria in class handout on professional image.
- 2.1.3 Exhibit professional manners given a work situation according to criteria in class handout on professional image.
- 2.1.4 Project professional attitude given a work situation according to criteria in class handout on professional image.
- 2.1.5 Identify individuals' vital role in organization given an organizational chart with 85% accuracy.
- 2.1.6 Exhibit proper etiquette in professionally-related situations given hypothetical situations according to criteria in class handout on professional image.

Competency/Terminal Performance Objective:

2.2 Formulate individual and professional goals (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.2.1 Set flexible, realistic, and measurable goals given a goal setting activity according to criteria set in class handout.
- 2.2.2 Identify potential barriers to achieving goals given a goal setting activity according to criteria set in class handout.
- 2.2.3 Identify strategies for addressing barriers to goal achievement given a goal setting activity according to criteria set in class handout.
- 2.2.4 Breakdown long-term goals into short-term goals given a goal setting activity according to criteria set in class handout.
- 2.2.5 Prioritize goals given a goal setting activity according to criteria set in class handout.
- 2.2.6 Commit to goals given a goal setting activity according to criteria set in class handout.
- 2.2.7 Adjust goals given a goal setting activity according to criteria set in class handout.
- 2.2.8 Obtain support for goals given a goal setting activity according to criteria set in class handout.
- 2.2.9 Reward goal achievement given a goal setting activity according to criteria set in class handout.
- 2.2.10 Compare monetary and non-monetary based goods and rewards given a goal setting activity according to criteria set in class handout.
- 2.2.11 Review goals regularly given a goal setting activity according to criteria set in class handout.

Competency/Terminal Performance Objective:

2.3 Organize personal finances (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.3.1 Given a hypothetical situation explain need for personal management records so that personal management information can be accessed.
- 2.3.2 Given a hypothetical situation prepare budget so that necessities are paid and the budget balances.
- 2.3.3 Given a hypothetical income and list of expenses balance checkbook so that the checkbook balances.
- 2.3.4 Given a hypothetical income and tax forms identify tax obligations so that all taxes are paid.
- 2.3.5 Given a hypothetical situation analyze how credit affects financial security with 85% accuracy.
- 2.3.6 Given access to reference materials compare types and methods of investments so that 5 types and methods are identified and compared.
- 2.3.7 Given access to reference materials compare types and methods of borrowing so that 5 types and methods are identified and compared.
- 2.3.8 Given access to reference materials compare types and methods of insurance so that 5 types and methods of insurance are identified and compared.
- 2.3.9 Given access to reference materials compare types of retirement options/plans so that 5 options/plans are identified and compared.
- 2.3.10 Given access to reference materials compare types of fringe benefits so that a comparison chart is completed with 85% accuracy.
- 2.3.11 Given a hypothetical situation identify discriminatory vs. non-discriminatory expenditures so that 10 of each type of expenditure are identified.
- 2.3.12 Given hypothetical situations explain purpose of wills and power of attorney with 85% accuracy.

Competency/Terminal Performance Objective:

2.4 Support community well-being (C)

Competency Builders/Pupil Performance Objectives:

- 2.4.1 Given a newspaper identify environmental, educational, and social issues so that 10 issues are identified.
- 2.4.2 Given a list of resources identify appropriate organizations/agencies that address these issues and/or utilize volunteers so that 10 organizations/agencies are identified.
- 2.4.3 Given a class activity participate in social and/or community activities within the school day given a class activity according to standards set for participation.

Competency/Terminal Performance Objective:

2.5 Achieve organizational goals (C)

Competency Builders/Pupil Performance Objectives:

- 2.5.1 Given a list of organization goals evaluate personal goals in relation to organizational goals so that a match or mismatch is evident.
- 2.5.2 Given statistics monitor progress by evaluating feedback so that patterns and conclusions are calculated with 85% accuracy.
- 2.5.3 Given lists of responsibilities and organization goals list responsibilities in relation to organization goals so that all responsibilities align with goals.
- 2.5.4 Given tasks and the means to complete them accomplish assigned tasks with 85% accuracy.
- 2.5.5 Given a list of organizational goals exercise responsibility in relation to organizational goals so that all duties are performed.
- 2.5.6 Given job responsibilities and company performance standards set appropriate personal performance standards so that personal performance standards meet or exceed company performance standards.
- 2.5.7 Given a goal setting conference communicate goals with supervisor and peers so that all goals set meet organizational goals.
- 2.5.8 Given a presentation opportunity demonstrate knowledge of products and services so that audience members can describe products and services with 70% accuracy.
- 2.5.9 Given a presentation opportunity promote organizational image and mission so that audience members can describe products and services with 70% accuracy.

Competency/Terminal Performance Objective:

- 2.6 Demonstrate positive relations in the workplace (C)

Competency Builders/Pupil Performance Objectives:

- 2.6.1 Given a personality types inventory identify personality types of self and other so that 4 personality types are identified and described.
- 2.6.2 Given hypothetical situations identify various management styles with 85% correct responses.
- 2.6.3 Given a list of employer expectations and reasons for them support employer expectations so that organizational goals are achieved.
- 2.6.4 Given a list of employer decisions and reasons for them (if appropriate) support employer decisions so that organizational goals are achieved.
- 2.6.5 In a mock evaluation situations accept constructive criticism following guidelines on a class handout.
- 2.6.6 In lab give constructive feedback to fellow students and teachers following guidelines on a class handout.
- 2.6.7 Given new expectations adapt to changes in workplace following guidelines on class handout.
- 2.6.8 Given a simulated life and job situation list 10 factors to consider before resigning
- 2.6.9 Given a hypothetical job situation write letter of resignation with 85% accuracy.

Competency/Terminal Performance Objective:

- 2.7 Manage stressful situations (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.7.1 Using a case study provided by the teacher accept stress as part of daily life so that 5 reasons and ways to accept stress are identified.
- 2.7.2 Using a case study provided by the teacher identify personal and professional factors contributing to stress so that 10 factors are identified.
- 2.7.3 Using a case study provided by the teacher describe physical and emotional responses to stress so that 10 physical and emotional responses are identified.
- 2.7.4 Using a case study provided by the teacher evaluate positive and negative effects of stress on productivity so that 10 effects are identified.
- 2.7.5 Using reference materials identify strategies for reducing stress so that 5 strategies are identified.
- 2.7.6 Given a list of stress reduction strategies implement 2 strategies to manage stress.
- 2.7.7 Using a case study provided by the teacher create 3 strategies for developing and maintaining support systems

Competency/Terminal Performance Objective:

- 2.8 Analyze effects of family on work and work on family (I and R)

Competency Builders/Pupil Performance Objectives:

- 2.8.1 Identify how family values, goals, and priorities are reflected in work place
- 2.8.2 Using their own life experiences identify responsibilities and rewards associated with paid and non-paid work so that 10 responsibilities and rewards are identified.
- 2.8.3 Using their own life experiences identify responsibilities and rewards associated with families so that 10 responsibilities and rewards are identified.
- 2.8.4 Using their own life experiences explain how family responsibilities can conflict with work so that 5 conflicts are identified.
- 2.8.5 Using their own life experiences explain how work can conflict with family responsibilities so that 5 conflicts are identified.
- 2.8.6 Using their own life experiences explain how work-related stress can affect families so that 5 effects are identified.
- 2.8.7 Using their own life experiences explain how family-related stress can affect work so that 5 effects are identified.
- 2.8.8 Given access to research material identify family support systems and resources so that 5 support systems and resources are identified.
- 2.8.9 Given access to research material identify work-related support systems and resources so that 5 support systems and resources are identified.
- 2.8.10 Given a hypothetical situation communicate with family regarding work so that family can identify 3 features of work.

Competency/Terminal Performance Objective:

- 2.9 Apply lifelong learning skills (I)

Competency Builders/Pupil Performance Objectives:

- 2.9.1 Given access to reference materials define lifelong learning so that standard definition is produced.

- 2.9.2 Given access to reference materials identify factors that cause need for lifelong learning so that 5 factors are identified.
- 2.9.3 Given access to literature on change analyze effects of change so that 5 effects are identified.
- 2.9.4 Given access to literature on change identify 5 reasons why goals change
- 2.9.5 Given access to literature on change describe importance of flexibility and adaptability so that 5 such factors are identified.
- 2.9.6 Given a hypothetical situation evaluate need for continuing education/training so that 3 reasons for continuing education/training can be identified.

Competency/Terminal Performance Objective:

- 2.10 Manage professional development (I)

Competency Builders/Pupil Performance Objectives:

- 2.10.1 Given access to reference materials identify career opportunities within the technical field so that 5 career opportunities are identified.
- 2.10.2 Given an existing career plan and new personal goals and accomplishments modify career plan to reflect new career intentions.
- 2.10.3 Given access to literature on continuing education identify 5 reasons to participate in continuing education/training opportunities.
- 2.10.4 Given a hypothetical work situation document continuing education/training in accordance with classroom handout.
- 2.10.5 Given such materials read profession-related manuals, technical journals, and periodicals and write a summary with 85% accuracy.
- 2.10.6 Given opportunities for attendance with classmates attend meetings, workshops, seminars, conferences, and demonstrations and write a summary with 85% accuracy.
- 2.10.7 Given a student professional organization participate in one professional organization for students.
- 2.10.8 Given access to literature on mentoring list 5 ways to build personal/professional mentor relationship.
- 2.10.9 Given access to literature to support systems list 5 ways to build personal/professional support system
- 2.10.10 Given access to literature on networks describe 5 ways to build professional network
- 2.10.11 Given participation in communications class strengthen communication skills so that 85% accuracy is achieved on communications tasks.
- 2.10.12 Given participation in an employability class strengthen leadership skills so that 85% accuracy is achieved on leadership tasks.
- 2.10.13 Given participation in an employability class strengthen management skills so that 85% accuracy is achieved on management tasks.

Unit 3: Teamwork

Competency/Terminal Performance Objective:

3.1 Demonstrate knowledge of teamwork (I)

Competency Builders/Pupil Performance Objectives:

- 3.1.1 Given access to research materials define empowerment and quality process with 100% accuracy.
- 3.1.2 Given access to research materials differentiate work groups and teams with 100% accuracy.
- 3.1.3 Given access to research materials identify conditions essential to teamwork (e.g., brainstorming) with 100% accuracy.
- 3.1.4 Given access to research materials explain influence of culture (e.g., corporate, community) on teamwork with 100% accuracy.
- 3.1.5 Given access to research materials identify appropriate situations for using teams with 100% accuracy.
- 3.1.6 Given access to research materials define team structures (e.g., cross functional, quality improvement, task force, quality circles) with 100% accuracy.
- 3.1.7 Given access to research materials identify team building concepts with 100% accuracy.
- 3.1.8 Given access to research materials describe characteristics and dynamics of teams with 100% accuracy.
- 3.1.9 Given access to research materials identify characteristics of effective team leaders and members with 100% accuracy.
- 3.1.10 Given access to research materials identify responsibilities of a team member with 100% accuracy.
- 3.1.11 Given access to research materials identify methods of involving each member of a team with 100% accuracy.
- 3.1.12 Given access to research materials explain how individuals from various backgrounds contribute to work-related situations (e.g., technical training, cultural heritage) with 100% accuracy.
- 3.1.13 Given access to research materials explain the purpose of facilitators with 100% accuracy.
- 3.1.14 Given access to research materials define consensus with 100% accuracy.
- 3.1.15 Given access to research materials define reward/recognition system with 100% accuracy.

Competency/Terminal Performance Objective:

3.2 Demonstrate teamwork (I)

Competency Builders/Pupil Performance Objectives:

- 3.2.1 Given a team project identify purpose of team and intended goal (include time frames) according to class handout on teamwork.
- 3.2.2 Given a team project structure team around purpose according to class handout on teamwork.

- 3.2.3 Given a team project define responsibilities of team members so that goals are accomplished.
- 3.2.4 Given a team project contribute to efficiency and success of team so that goals are accomplished.
- 3.2.5 Given a team project work toward individual and team milestones so that milestones are achieved according to the team time frame.
- 3.2.6 Given a completed project and instructor feedback analyze results of team project according to class handout on teamwork.
- 3.2.7 Given leadership of a team meeting facilitate a team meeting according to class handout on teamwork.
- 3.2.8 Given a team project assist team member(s) with problem so that team goals are achieved.
- 3.2.9 Given a team project monitor time frame so that team goals are achieved according to the time frame.
- 3.2.10 Given a team project stress continuous improvement according to class handout on teamwork.
- 3.2.11 Given a team project recognize failure as part of learning according to class handout on teamwork.
- 3.2.12 Given a team project demonstrate ability to compromise using techniques described in class handout on teamwork.

Competency/Terminal Performance Objective

- 3.3 Use teamwork to solve problems (I)

Competency Builders/Pupil Performance Objectives:

- 3.3.1 Given access to research materials identify appropriate situations for using teams with 100% accuracy.
- 3.3.2 Given a team project use problem-solving process in a team setting according to class handout on problem-solving.
- 3.3.3 Given access to research materials identify quality management processes/techniques with 100% accuracy.
- 3.3.4 Given access to research materials identify quality assurance processes/techniques with 100% accuracy.
- 3.3.5 Given a completed team project prepare presentation according to class handout on problem solving.

Competency/Terminal Performance Objective:

- 3.4 Conduct team meetings (C)

Competency Builders/Pupil Performance Objectives:

- 3.4.1 Given a scheduled meeting plan agenda according to class handout on team meetings.
- 3.4.2 Given a scheduled meeting publish agenda with 100% accuracy.
- 3.4.3 Given a tentative meeting schedule meeting and location according to class handout on team meetings.

- 3.4.4 Given a scheduled meeting invite appropriate personnel according to class handout on team meetings.
- 3.4.5 Given a scheduled meeting solicit outside speakers as needed according to class handout on team meetings.
- 3.4.6 Given a scheduled meeting assign someone to take minutes according to class handout on team meetings.
- 3.4.7 Given a scheduled meeting facilitate introductions according to class handout on team meetings.
- 3.4.8 Given a scheduled meeting invite questions and comments and group participation according to class handout on team meetings.
- 3.4.9 Given a scheduled meeting focus team on agenda items according to class handout on team meetings.
- 3.4.10 Given a scheduled meeting assign appropriate action, time frame and accountability to tasks according to class handout on team meetings.
- 3.4.11 Given a scheduled meeting monitor time so that meeting ends on time with agenda completed.
- 3.4.12 Given a team meeting close meeting on time according to agenda.
- 3.4.13 Given a completed team meeting publish minutes in timely manner according to class handout on team meetings.
- 3.4.14 Given a team meeting set ground rules according to class handout on team meetings.
- 3.4.15 Given a team meeting avoid placing individual agendas above the group's agenda according to class handout on team meetings.

Unit 4: Professional Practices

Competency/Terminal Performance Objective:

- 4.1 Explain professional responsibilities (C)

Competency Builders/Pupil Performance Objectives:

- 4.1.1 Given access to reference materials and a hypothetical situation explain the need for professional and ethical standards with 85% accuracy.
- 4.1.2 Given access to reference materials and a hypothetical situation explain responsibility of the individual to apply ethical standards with 85% accuracy.
- 4.1.3 Given access to reference materials and a hypothetical situation identify responsibility to client(s) and employer(s) so that 5 responsibilities are accurately identified.
- 4.1.4 Given access to reference materials and a hypothetical situation explain 5 consequences of unprofessional and/or unethical behavior.
- 4.1.5 Given access to reference materials and a hypothetical situation explain importance of conflict resolution in the workplace with 85% accuracy.

Competency/Terminal Performance Objective:

- 4.2 Identify legal and ethical behavior (I)

Competency Builders/Pupil Performance Objectives:

- 4.2.1 Given access to reference materials and a series of hypothetical situations differentiate between legal and ethical behavior with 85% accuracy.
- 4.2.2 Given access to reference materials explain terms, principles, and characteristics of legal and ethical behavior (e.g., loyalty, discretion, solicitation, competitor, supplier) with 85% accuracy.
- 4.2.3 Given access to reference materials explain legal ramifications of breaching rules and regulations with 85% accuracy.
- 4.2.4 Given access to reference materials and hypothetical situations explain effects of unethical and/or unlawful behavior with 85% accuracy.
- 4.2.5 Given a hypothetical situation practice within scope of the profession in accordance with class handout on professional practice.

Competency/Terminal Performance Objective:

- 4.3 Function as a self-managed employee (I)

Competency Builders/Pupil Performance Objectives:

- 4.3.1 Given a hypothetical business problem propose project according to class handout on professional practices.
- 4.3.2 Given a hypothetical business problem organize tasks according to class handout on professional practices.
- 4.3.3 Given a hypothetical business problem manage time according to class handout on professional practices.

- 4.3.4 Given a hypothetical business problem meet deadlines according to class handout on professional practices.
- 4.3.5 Given a hypothetical business problem maintain business records according to class handout on professional practices.
- 4.3.6 Given a hypothetical business problem make long-term and short-term plan according to class handout on professional practices.
- 4.3.7 Given a hypothetical business problem evaluate progress according to class handout on professional practices.
- 4.3.8 Given a hypothetical business problem report progress according to class handout on professional practices.
- 4.3.9 Given a hypothetical business problem delegate project according to class handout on professional practices.
- 4.3.10 Given a hypothetical business problem acquire appropriate licenses/registrations according to class handout on professional practices.
- 4.3.11 Given a hypothetical business problem obtain permits and releases according to class handout on professional practices.

Competency/Terminal Performance Objective:

- 4.4 Follow intellectual property rights and copyright laws (I)

Competency Builders/Pupil Performance Objectives:

- 4.4.1 Given access to reference materials explain purpose of patent with 85% accuracy.
- 4.4.2 Given access to reference materials explain purpose of copyright with 85% accuracy.
- 4.4.3 Given access to reference materials explain purpose of licenses with 85% accuracy.
- 4.4.4 Given access to reference materials explain purpose of trademarks with 85% accuracy.
- 4.4.5 Given access to reference materials explain rights of the originator with 85% accuracy.
- 4.4.6 Given access to reference materials explain rights of the public with 85% accuracy.
- 4.4.7 Given access to reference materials define confidentiality with 85% accuracy.
- 4.4.8 Given access to reference materials define proprietary with 85% accuracy.
- 4.4.9 Given access to reference materials explain legal ownership of proprietary material with 85% accuracy.
- 4.4.10 Given access to reference materials describe stock image/text usage rights with 85% accuracy.
- 4.4.11 Given access to reference materials explain negotiation of contracts with 85% accuracy.
- 4.4.12 Given access to reference materials explain reproduction licensing and residual usage with 85% accuracy.

Unit 5: Workplace Safety

Competency/Terminal Performance Objective:

5.1 Maintain safe working environment (C)

Competency Builders/Pupil Performance Objectives

- 5.1.1 Given access to reference materials describe an MSDS sheet with 85% accuracy.
- 5.1.2 During classroom and lab activities comply with HMIS material safety data sheets (MSDS) and OSHA regulations with 100% accuracy.
- 5.1.3 During classroom and lab activities comply with all MSDS regulations regarding hazardous materials with 100% accuracy.
- 5.1.4 During classroom and lab activities maintain clean work area by removing waste, keeping alleyways clear, cleaning tools, and preventing spills according to standards in classroom handout on workplace safety.
- 5.1.5 During classroom and lab activities minimize workplace causes of environmental burdening, pollutants, and poisoning according to standards in classroom handout on workplace safety.
- 5.1.6 Given access to reference materials describe pollution solution limits imposed by permits and regulations with 85% accuracy.
- 5.1.7 During classroom and lab activities comply with regulatory guidelines in handling, labeling, and disposal of solutions (e.g., fountain chemicals, inks, wash-up solutions, drum grounding) with 100% accuracy.
- 5.1.8 Given classroom equipment identify visual equipment controls (e.g., monitors, read outs) with 95% accuracy.
- 5.1.9 Given classroom equipment identify auditory equipment controls with 95% accuracy.
- 5.1.10 During classroom and lab activities comply with workplace safety rules and procedures with 100% accuracy.
- 5.1.11 During classroom and lab activities comply with personal safety rules and procedures with 100% accuracy.
- 5.1.12 During classroom and lab activities comply with applicable electrical, mechanical, hydraulic and pneumatic safety rules and procedures with 100% accuracy.
- 5.1.13 During classroom and lab activities recycle appropriate materials according to standards in classroom handout on workplace safety.
- 5.1.14 During classroom and lab activities use preventive maintenance checklists according to standards in classroom handout on workplace safety.
- 5.1.15 During classroom and lab activities identify location of control panels, shut-off valves, and fire extinguishers with 100% accuracy.

Competency/Terminal Performance Objective:

5.2 Demonstrate knowledge of ergonomics (I)

Competency Builders/Pupil Performance Objectives:

- 5.2.1 Given access to reference materials define ergonomics with 100% accuracy.
- 5.2.2 Given access to reference materials define risk factor with 100% accuracy.
- 5.2.3 Given access to reference materials define maximum permissible limit (MPL) and action limit (AL) for lifting with 100% accuracy.
- 5.2.4 Given access to reference materials define cumulative trauma disorder (CTD) with 100% accuracy.
- 5.2.5 Given access to reference materials identify susceptibility factors for CTD with 100% accuracy.
- 5.2.6 During classroom and lab activities minimize extreme joint movement according to classroom handout on workplace safety.
- 5.2.7 During classroom and lab activities minimize use of excessive muscle/physical force according to classroom handout on workplace safety.
- 5.2.8 During classroom and lab activities minimize repetitive tasks according to classroom handout on workplace safety.
- 5.2.9 During classroom and lab activities minimize mechanical stresses (e.g., sharp edges, heat, cold, hard surfaces, weights, vibration) according to classroom handout on workplace safety.
- 5.2.10 During classroom and lab activities minimize awkward body positions according to classroom handout on workplace safety.
- 5.2.11 Given access to reference materials explain use of rest pauses with 85% accuracy.
- 5.2.12 Given access to reference materials explain need for mats and footrest for standing jobs with 85% accuracy.
- 5.2.13 Given access to reference materials explain need for appropriate working heights of chairs, stools, workbenches, equipment with 85% accuracy.
- 5.2.14 Given access to reference materials explain need for adequate lighting with 85% accuracy.
- 5.2.15 Given access to reference materials explain use of anthropometric (i.e., centering one's view of everything around man) design with 85% accuracy.

Unit 6: Project Management

Competency/Terminal Performance Objective

6.1 Explain project management (I)

Competency Builders/Pupil Performance Objectives

- 6.1.1 Given a class project identify project purpose/goal according to class project handout.
- 6.1.2 Given a class project identify project objectives according to class project handout.
- 6.1.3 Given access to reference materials identify work breakdown structure (WBS) with 100% accuracy.
- 6.1.4 Given access to reference materials identify resource requirements with 100% accuracy.
- 6.1.5 Given access to reference materials define value engineering with 100% accuracy.

Competency/Terminal Performance Objective

6.2 Plan projects (I)

Competency Builders/Pupil Performance Objectives

- 6.2.1 Given a class project develop strategic plan (e.g., brainstorming) according to class project handout.
- 6.2.2 Given a class project estimate project costs so that estimate is within 10% of actual costs.
- 6.2.3 Given a class project prepare project plan according to class project handout.
- 6.2.4 Given a class project prepare scope of work according to class project handout.
- 6.2.5 Given a class project prepare project execution plan according to class project handout.
- 6.2.6 Given a class project apply responsibility assignment matrix (RAM) so that all members have responsibilities.
- 6.2.7 Given a class project apply time lines with milestones according to class project handout.
- 6.2.8 Given a class project apply network diagrams according to class project handout.
- 6.2.9 Given a class project apply critical path method (CPM) according to class project handout.
- 6.2.10 Given a class project apply project education and review techniques according to class project handout.
- 6.2.11 Given a class project apply software programs according to class project handout.
- 6.2.12 Given a class project apply budgetary constraints so that project stays within 10% of budget estimate.

Competency/Terminal Performance Objective

6.3 Implement projects (I)

Competency Builders/Pupil Performance Objectives

- 6.3.1 Given a class project monitor project (schedule cost/variance, objectives, critical path, milestones) according to class project handout.
- 6.3.2 Given a class project control project so that goals, timelines, and budgets are met.
- 6.3.3 Given a class project modify project so that goals, timelines, and budgets are met.

Competency/Terminal Performance Objective

- 6.4 Evaluate projects (I)

Competency Builders/Pupil Performance Objective

- 6.4.1 Given a completed class project analyze performance according to class project handout.
- 6.4.2 Given a completed class project close-out project evaluation according to class project handout.
- 6.4.3 Given a completed class project draw project management conclusions according to class project handout.
- 6.4.4 Given a completed class project identify “lessons learned” so that 10 lessons are identified.
- 6.4.5 Given a completed class project write project summary according to class project handout.

Unit 7: Problem Analysis

Competency/Terminal Performance Objective

7.1 Appraise situations (I and R)

Competency Builders/Pupil Performance Objective

- 7.1.1 Given a case study provided identify concerns and/or potential problems according to class handout on problem analysis.
- 7.1.2 Given a case study identify likely causes so that 5 causes are identified.
- 7.1.3 Given a case study identify preventive actions so that 5 preventative actions are identified.
- 7.1.4 Given a case study identify boundaries according to class handout on problem analysis.
- 7.1.5 Given a case study set priorities according to class handout on problem analysis.
- 7.1.6 Given a case study identify contingent actions so that 5 actions are identified.

Competency/Terminal Performance Objective

7.2 Demonstrate formal logic concepts (I and R)

Competency Builders/Pupil Performance Objectives

- 7.2.1 Given a case study isolate problem and possible causes so that one problem and 3 causes are isolated.
- 7.2.2 Given a case study test for probable causes according to class handout on problem analysis.
- 7.2.3 Given a case study verify cause according to class handout on problem analysis.

Competency/Terminal Performance Objective

7.3 Resolve problems (I and R)

Competency Builders/Pupil Performance Objectives

- 7.3.1 Given a problem situation identify objective(s) according to decision making guidelines.
- 7.3.2 Given a problem situation identify alternatives according to decision making guidelines.
- 7.3.3 Given a problem situation evaluate alternatives according to decision making guidelines.
- 7.3.4 Given a problem situation assess risks according to decision making guidelines.
- 7.3.5 Given a problem situation make final choice according to decision making guidelines.

Competency/Terminal Performance Objective

7.4 Perform follow up (I and R)

Competency Builders/Pupil Performance Objective

- 7.4.1 Given a problem situation determine effectiveness of decision according to decision making guidelines.
- 7.4.2 Given a problem situation document results according to decision making guidelines.

Unit 8: General Administrative Functions

Competency/Terminal Performance Objective

8.1 Maintain work flow (C)

Competency Builders/Pupil Performance Objectives

- 8.1.1 Given a project that is to be completed over an extended period organize work according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.2 Given a project that is to be completed over an extended period prioritize work according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.3 Given a project that is to be completed over an extended period apply time-management techniques according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.4 Given a project that is to be completed over an extended period complete assigned tasks in a timely manner according to handout on time management so that project is completed on time and with 85% accuracy.
- 8.1.5 Given a project that is to be completed over an extended period coordinate with team members according to handout on time management so that project is completed on time and with 85% accuracy.

Competency/Terminal Performance Objective

8.2 Perform telecommunications operations (C)

Competency Builders/Pupil Performance Objectives

- 8.2.1 Given telephone equipment and a partner display telephone etiquette according to classroom handout on telecommunications operations.
- 8.2.2 Given telephone equipment and a partner operate equipment according to classroom handout on telecommunications operations.
- 8.2.3 Given telephone equipment and a partner listen assertively according to classroom handout on telecommunications operations.
- 8.2.4 Given telephone equipment and a partner verify information according to classroom handout on telecommunications operations.
- 8.2.5 Given telephone equipment and a partner record messages according to classroom handout on telecommunications operations.
- 8.2.6 Given telephone equipment and a partner place calls according to classroom handout on telecommunications operations.
- 8.2.7 Given telephone equipment and a partner organize teleconferences according to classroom handout on telecommunications operations.
- 8.2.8 Given access to appropriate equipment use voice mail/messaging systems according to classroom handout on telecommunications operations.
- 8.2.9 Given access to a fax operate the fax/modem machine according to classroom handout on telecommunications operations.

- 8.2.10 Given access to e-mail use an e-mail system according to classroom handout on telecommunications operations.
- 8.2.11 Given access to the Internet use Internet communications services according to classroom handout on telecommunications operations.
- 8.2.12 Given access to videoconference facilities use the videoconference facilities according to classroom handout on telecommunications operations.

Competency/Terminal Performance Objective

- 8.3 Perform scheduling functions (C)

Competency Builders/Pupil Performance Objectives

- 8.3.1 Given calendar and hypothetical appointments create calendar/schedule with 100% accuracy.
- 8.3.2 Given calendar and hypothetical data maintain and use appointment calendars with accurate addresses and phone numbers with 85% accuracy.
- 8.3.3 Given calendar and hypothetical data process requests for appointments with 100% accuracy.
- 8.3.4 Given appointment list and telephone equipment verify appointments with 100% accuracy.

Competency/Terminal Performance Objective

- 8.4 Manage records (I)

Competency Builders/Pupil Performance Objectives

- 8.4.1 Given files implement filing system according to classroom handout on filing so that files can be retrieved with 100% accuracy.
- 8.4.2 Given files implement retention system according to classroom handout on filing so that files can be retrieved with 100% accuracy.
- 8.4.3 Given files perform electronic filing operations according to classroom handout on filing so that files can be retrieved with 100% accuracy.
- 8.4.4 Given data maintain inventory records with 85% accuracy..
- 8.4.5 Given a filing system retrieve files with 100% accuracy.

Unit 9: Economic and Business Principles

Competency/Terminal Performance Objective:

9.1 Describe basic economic concepts (C)

Competency Builders/Pupil Performance Objectives

- 9.1.1 Given access to reference materials identify importance of economic resources with 85% accuracy.
- 9.1.2 Given access to reference materials explain concept of economic resources with 85% accuracy.
- 9.1.3 Given access to reference materials explain importance of economic resources with 85% accuracy.
- 9.1.4 Given access to reference materials explain concept of economic goods and services with 85% accuracy.
- 9.1.5 Given the definition of goods and services and a list of items differentiate between economic goods and services with 85% accuracy.
- 9.1.6 Given the definition of needs and wants and a list of items differentiate between needs and wants with 85% accuracy.
- 9.1.7 Given definitions and a business simulation explain concept of supply and demand with 85% accuracy.
- 9.1.8 Given definitions and a business simulation explain concept of price with 85% accuracy.
- 9.1.9 Given definitions and a business simulation explain how supply, demand, and price are related with 85% accuracy.
- 9.1.10 Given definitions and a business simulation explain concept of private enterprise and business ownership with 85% accuracy.
- 9.1.11 Given definitions and a business simulation explain concept of profit with 85% accuracy.
- 9.1.12 Given definitions and a business simulation explain concept of risk with 85% accuracy.
- 9.1.13 Given definitions and a business simulation explain concept of competition with 85% accuracy.
- 9.1.14 Given definitions and a business simulation explain relationship among risk, competition, and profit with 85% accuracy.
- 9.1.15 Given access to reference materials describe global economic and world markets with 85% accuracy.
- 9.1.16 Given access to reference materials describe economic cycles (e.g., unemployment, recession, inflation, budget deficits) with 85% accuracy.
- 9.1.17 Given access to reference materials describe economic arena's effect on business (e.g., financial, competitor indicators, industry) with 85% accuracy.

Competency/Terminal Performance Objective

9.2 Describe economic systems (I)

Teacher's Note: This is an Ohio 9th grade proficiency test outcome for citizenship. It is likely taught as a major unit in middle school/early high school social studies.

Competency Builders/Pupil Performance Objectives

- 9.2.1 Given access to reference materials describe free enterprise system so that 7 key traits are listed and 3 nations with free enterprise systems are identified.
- 9.2.2 Given access to reference materials describe relationship between government and business so that 5 elements of that relationship are accurately identified.
- 9.2.3 Given access to reference materials describe relationship between labor and management in three work settings.
- 9.2.4 Given access to reference materials compare types of economic systems so that students correctly identify the economic systems of 10 countries based on descriptions provided by the teacher.

Competency/Terminal Performance Objective:

- 9.3 Understand income statement data (I)

Competency Builders/Pupil Performance Objectives:

- 9.3.1 Given access to reference materials and an income statement identify revenue with 100% accuracy.
- 9.3.2 Given access to reference materials and an income statement identify overhead expenses with 100% accuracy.
- 9.3.3 Given access to reference materials and an income statement identify fixed expenses with 100% accuracy.
- 9.3.4 Given access to reference materials and an income statement identify direct labor with 100% accuracy.
- 9.3.5 Given access to reference materials and an income statement identify indirect labor with 100% accuracy.
- 9.3.6 Given access to reference materials and an income statement identify direct and indirect materials with 100% accuracy.
- 9.3.7 Given access to reference materials and an income statement identify general and administrative expenses with 100% accuracy.
- 9.3.8 Given access to reference materials and an income statement identify selling expenses with 100% accuracy.
- 9.3.9 Given access to reference materials and an income statement identify net income with 100% accuracy.

Competency/Terminal Performance Objective:

- 9.4 Explain equipment depreciation (I)

Competency Builders/Pupil Performance Objectives:

- 9.4.1 Given a definition, samples, and hypothetical situations explain straight line so that 3 situations that call for straight line are identified.
- 9.4.2 Given a definition, samples, and hypothetical situations explain sum of year's digits so that 3 situations that call for sum of last year's digits are identified.
- 9.4.3 Given a definition, samples, and hypothetical situations explain declining balance so that 3 situations that call for declining balance are identified.

- 9.4.4 Given a definition, samples, and hypothetical situations explain IRS strategies and apply the appropriate equipment depreciation strategy for 5 hypothetical situations.

Competency/Terminal Performance Objective

- 9.5 Identify cost and profit influences (I)

Competency Builders/Pupil Performance Objectives

- 9.5.1 Given access to reference materials and hypothetical situations explain importance of loss prevention in 5 situations.
- 9.5.2 Given access to reference materials and hypothetical situations explain importance of maximizing quality in 5 situations.
- 9.5.3 Given access to reference materials and hypothetical situations explain importance of maximizing productivity in 5 situations.
- 9.5.4 Given access to reference materials and hypothetical situations differentiate between specialized training and cross training in 3 situations.
- 9.5.5 Given access to reference materials explain labor, management, and government influences on cost /profit so that 3 influences of each group are listed.
- 9.5.6 Given access to reference materials explain cost/profit influences of retraining so that 3 influences are listed.
- 9.5.7 Given access to reference materials and hypothetical situations define impact of seasonal business cycles in 3 situations.

Competency/Terminal Performance Objective

- 9.6 Describe economic indicators and trends (I)

Competency Builders/Pupil Performance Objectives

- 9.6.1 Given access to reference materials define gross national product and gross domestic product with 100% accuracy.
- 9.6.2 Given access to reference materials define national debt with 100% accuracy.
- 9.6.3 Given access to reference materials define impact of interest rates so that 5 ramifications are identified.
- 9.6.4 Given access to reference materials define impact of government spending in 3 hypothetical situations with 85% accuracy.
- 9.6.5 Given access to reference materials define impact of seasonal business cycles in 3 hypothetical situations with 85% accuracy.
- 9.6.6 Given access to reference materials define impact of inflation, growth, recession, and unemployment in 3 hypothetical situations with 85% accuracy.
- 9.6.7 Given access to reference materials define impact of national and world events in 3 hypothetical situations with 85% accuracy.
- 9.6.8 Given access to reference materials define impact of the growth of international trade in 3 hypothetical situations with 85% accuracy.

Competency/Terminal Performance Objective

- 9.7 Explain international trade (I)

Competency Builders/Pupil Performance Objectives

- 9.7.1 Describe nature and importance of international trade
- 9.7.2 Explain marketing in international trade
- 9.7.3 Explain balance of trade concepts
- 9.7.4 Describe impact of foreign investment
- 9.7.5 Describe the influence of national debt
- 9.7.6 Describe the effect of currency exchange rates on international trade

Competency/Terminal Performance Objective

- 9.8 Explain basic business concepts (I)

Competency Builders/Pupil Performance Objectives

- 9.8.1 Given access to reference materials identify functions of business with 100% accuracy.
- 9.8.2 Given access to reference materials explain role of management with 100% accuracy.
- 9.8.3 Given access to reference materials explain role of labor with 100% accuracy.
- 9.8.4 Given access to reference materials explain concept of service as a product with 100% accuracy.
- 9.8.5 Given access to reference materials explain role of administration with 100% accuracy.
- 9.8.6 Given access to reference materials explain role of operations with 100% accuracy.
- 9.8.7 Given access to reference materials identify role of company objectives with 100% accuracy.
- 9.8.8 Given access to reference materials identify importance of ethical business practices by giving 5 reasons for using ethical practices.
- 9.8.9 Given access to reference materials identify types of ownership with 100% accuracy.
- 9.8.10 Given access to reference materials identify components of a business plan with 100% accuracy.
- 9.8.11 Given access to reference materials calculate break even and payback with 100% accuracy.
- 9.8.12 Given access to reference materials explain role of depreciation in business decisions with 85% accuracy.
- 9.8.13 Given access to reference materials explain role of capital gains with 85% accuracy.
- 9.8.14 Given access to reference materials describe business reporting and information flow with 100% accuracy.
- 9.8.15 Given access to reference materials map interface of departmental functions with 100% accuracy.
- 9.8.16 Given access to reference materials describe business communication channels (e.g., formal, informal) with 100% accuracy.
- 9.8.17 Given access to reference materials explain basic total quality management (TQM/ISO) principles with 100% accuracy.

- 9.8.18 Given access to reference materials explain the effects of bankruptcy so that 5 effects are listed.

Competency/Terminal Performance Objective

- 9.9 Explain legal concepts (I)

Competency Builders/Pupil Performance Objectives

- 9.9.1 Given access to reference materials define legal terminology with 100% accuracy.
- 9.9.2 Given access to reference materials explain business law concepts with 100% accuracy.
- 9.9.3 Given access to reference materials and sample documents identify contracts and/or legal documents with 85% accuracy.
- 9.9.4 Given access to reference materials and hypothetical situations explain relationship of laws and regulations to company contracts, policies, and procedures with 85% accuracy.
- 9.9.5 Given access to reference materials identify laws relating to working conditions, wages and hours, civil rights, social security, disability, unemployment insurance, and exempt vs. nonexempt with 85% accuracy.

Competency/Terminal Performance Objective

- 9.10 Explain role of marketing (I)

Competency Builders/Pupil Performance Objectives

- 9.10.1 Given access to reference materials and hypothetical situations identify aspects of sound business image with 85% accuracy.
- 9.10.2 Given access to reference materials and hypothetical situations explain purposes of marketing with 85% accuracy.
- 9.10.3 Given access to reference materials and hypothetical situations describe functions of marketing with 85% accuracy.
- 9.10.4 Given access to reference materials and hypothetical situations describe effects of marketing with 85% accuracy.
- 9.10.5 Given access to reference materials and hypothetical situations identify target markets with 85% accuracy.
- 9.10.6 Given access to reference materials and hypothetical situations define sales potential with 85% accuracy.
- 9.10.7 Given access to reference materials and hypothetical situations explain pricing strategies with 85% accuracy.
- 9.10.8 Given access to reference materials and hypothetical situations differentiate among advertising campaigns listing 5 advantages of each campaign.
- 9.10.9 Given access to reference materials explain functions of advertising agencies with 85% accuracy.
- 9.10.10 Given access to reference materials and hypothetical situations describe sales incentive programs so that 3 programs are described.
- 9.10.11 Given access to reference materials and hypothetical situations differentiate among types of marketing strategies (e.g. phone, mail, person) with 85% accuracy.

Unit 10: Basic Computer Concepts and Applications

Competency/Terminal Performance Objective

10.1 Describe personal computer operations (C)

Competency Builders/Pupil Performance Objectives

- 10.1.1 Given access to reference materials explain how data is stored in main computer memory with 85% accuracy.
- 10.1.2 Given access to reference materials explain how computer system executes program instruction with 85% accuracy.
- 10.1.3 Given access to reference materials explain computer storage capacity with 85% accuracy.
- 10.1.4 Given access to reference materials explain how data is represented with 85% accuracy.
- 10.1.5 Given access to reference materials describe data storage devices with 85% accuracy.
- 10.1.6 Given access to reference materials identify types of memory with 85% accuracy.
- 10.1.7 Given access to reference materials describe back-up and archival disciplines with 85% accuracy.

Competency/Terminal Performance Objective

10.2 Explain information processing cycle (C)

Competency Builders/Pupil Performance Objectives

- 10.2.1 Given access to reference materials describe computer languages and their use (e.g., machine, postscript, proprietary, graphic description) with 85% accuracy.
- 10.2.2 Given access to reference materials describe difference between data files and program files with 85% accuracy.
- 10.2.3 Given access to reference materials explain PC/Mac layout with 85% accuracy.
- 10.2.4 Given access to reference materials explain PC/Mac network layout with 85% accuracy.
- 10.2.5 Given access to reference materials explain mini/mainframe network layout with 85% accuracy.
- 10.2.6 Given access to reference materials differentiate among hardware, software, and firmware with 85% accuracy.
- 10.2.7 Given access to reference materials differentiate between open from proprietary architecture with 85% accuracy.
- 10.2.8 Given access to reference materials explain upload/download with 85% accuracy.

Competency/Terminal Performance Objective

10.3 Explain operating systems (I)

Competency Builders/Pupil Performance Objectives

- 10.3.1 Given access to reference materials identify operating systems and their attributes (i.e., DOS, Unix, Macintosh, Windows) with 85% accuracy.
- 10.3.2 Given access to reference materials describe compatibility issues with 85% accuracy.
- 10.3.3 Given access to reference materials identify cross-platform file conversion tools with 85% accuracy.
- 10.3.4 Given access to reference materials describe how commands handle tasks in operating systems with 85% accuracy.
- 10.3.5 Given access to reference materials describe various input/output systems with 85% accuracy.
- 10.3.6 Given access to reference materials describe the purpose of operating system utilities with 85% accuracy.
- 10.3.7 Given access to reference materials differentiate between a compiler and an interpreter with 85% accuracy.

Competency/Terminal Performance Objective

- 10.4 Demonstrate basic computer literacy (C)

Competency Builders/Pupil Performance Objectives

- 10.4.1 Given hardware, software, and user manual create directories/folders and sub-directories in accordance with user manual.
- 10.4.2 Given hardware, software, and user manual format disks in accordance with user manual.
- 10.4.3 Given hardware, software, and user manual manipulate files (copy, rename, delete) in accordance with user manual.
- 10.4.4 Given a keyboard, keyboard proficiently by touch at accuracy and speed set by teacher.

Competency/Terminal Performance Objective

- 10.5 Operate computer hardware (C)

Competency Builders/Pupil Performance Objectives

- 10.5.1 Given hardware, software, and user manual practice proper media handling techniques (e.g., magnetic fields, dust, liquids) in accordance with user manual.
- 10.5.2 Given hardware, software, and user manual identify hardware and its use in accordance with user manual.
- 10.5.3 Given hardware, software, and user manual use hardware (e.g., printers, modems, touch screen, digitizers, plotters, graphic tablets, scanners, film recorders, video, laser image setters) in accordance with user manual.
- 10.5.4 Given hardware, software, and user manual demonstrate basic care of hardware in accordance with user manual.
- 10.5.5 Given hardware, software, and user manual explain need for and application of security levels/procedures in accordance with user manual.

- 10.5.6 Given hardware, software, and user manual perform basic hardware troubleshooting in accordance with user manual.
- 10.5.7 Given hardware, software, and user manual explain hardware addressing techniques in accordance with user manual.
- 10.5.8 Given hardware, software, maintenance logs and user manual, maintain usage and maintenance logs in accordance with user manual and classroom standards for maintenance logs.

Competency/Terminal Performance Objective

- 10.6 Explain operation of peripheral devices (C)

Competency Builders/Pupil Performance Objectives

- 10.6.1 Given access to reference materials identify peripherals and operating requirements of each with 85% accuracy.
- 10.6.2 Given access to reference materials identify primary devices used for personal computer auxiliary storage with 85% accuracy.
- 10.6.3 Given access to reference materials describe how data is stored on diskettes and hard drives with 85% accuracy.
- 10.6.4 Given access to reference materials list speed and storage capacities of computer auxiliary storage devices with 85% accuracy.
- 10.6.5 Given access to reference materials describe attributes of diskettes and hard disks regarding speed and storage capacity with 85% accuracy.
- 10.6.7 Given access to reference materials list types of disk storage used with large computer systems with 85% accuracy.
- 10.6.8 Given access to reference materials define role of tape storage in relation to personal and large computers with 85% accuracy.
- 10.6.9 Given access to reference materials describe security issues with 85% accuracy.
- 10.6.10 Given access to reference materials explain purpose of input devices (e.g., keyboard, mouse, scanners, pens, bar code readers, credit/debit/smart cards, voice, video, gloves) with 85% accuracy.
- 10.6.11 Given access to reference materials describe operation of output devices (e.g., voice, speaker output devices, printers, plotters, printer sharing units, SCSI interface, video display) with 85% accuracy.
- 10.6.12 Given access to reference materials describe operation of multimedia (e.g., video, audiosound) with 85% accuracy.
- 10.6.13 Given access to reference materials describe operation of storage devices (e.g., tape, disk, CD-ROM) with 85% accuracy.

Competency/Terminal Performance Objective

- 10.7 Operate peripheral devices (C)

Competency Builders/Pupil Performance Objectives

- 10.7.1 Given hardware, software, and user manual use appropriate reference materials in accordance with user manual.

- 10.7.2 Given hardware, software, and user manual load media devices in accordance with user manual.
- 10.7.3 Given hardware, software, and user manual start media devices in accordance with user manual.
- 10.7.4 Given hardware, software, and user manual unload media devices in accordance with user manual.
- 10.7.5 Given hardware, software, and user manual import, edit, and export video and audio in accordance with user manual.
- 10.7.6 Given hardware, software, and user manual set up print devices in accordance with user manual.
- 10.7.7 Given hardware, software, and user manual operate scanner devices in accordance with user manual.
- 10.7.8 Given hardware, software, and user manual operate print devices in accordance with user manual.
- 10.7.9 Given hardware, software, and user manual maintain print devices in accordance with user manual.
- 10.7.10 Given hardware, software, and user manual monitor peripheral equipment operations in accordance with user manual.
- 10.7.11 Given hardware, software, and user manual perform routine maintenance on peripheral devices in accordance with user manual.
- 10.7.12 Given hardware, software, and user manual list appropriate control procedures in accordance with user manual.
- 10.7.13 Given hardware, software, and user manual transmit via modem in accordance with user manual.
- 10.7.14 Given hardware, software, and user manual receive via modem in accordance with user manual.
- 10.7.15 Given hardware, software, and user manual search a CD-ROM library in accordance with user manual.
- 10.7.16 Given hardware, software, and user manual print information from a CD-ROM library in accordance with user manual.
- 10.7.17 Given hardware, software, and user manual describe device driver in accordance with user manual.

Competency/Terminal Performance Objective

- 10.8 Store media (C)

Competency Builders/Pupil Performance Objectives

- 10.8.1 Given hardware, software, and user manual identify need for data library in accordance with user manual.
- 10.8.2 Given hardware, software, and user manual retrieve stored media (e.g., on-line, off-line, permanent, off-site) in accordance with user manual.
- 10.8.3 Given hardware, software, and user manual file stored media (e.g., on-line, off-line, permanent, off-site) in accordance with user manual.
- 10.8.4 Given hardware, software, and user manual initialize media in accordance with user manual.

10.8.5 Given hardware, software, and user manual catalog media in accordance with user manual.

Competency/Terminal Performance Objective

10.9 Explain software applications (C)

Competency Builders/Pupil Performance Objectives

10.9.1 Given access to reference materials define software types and functions with 85% accuracy.

10.9.2 Given access to reference materials describe need for application software with 85% accuracy.

10.9.3 Given access to reference materials describe different types of software applications with 85% accuracy.

10.9.4 Given access to reference materials explain advantages and disadvantages of integrated and dedicated software with 85% accuracy.

10.9.5 Given access to reference materials list software sources with 85% accuracy.

10.9.6 Given access to reference materials explain software copyright laws with 85% accuracy.

10.9.7 Given access to reference materials explain data compression techniques with 85% accuracy.

10.9.8 Given access to reference materials explain use of passwords/security with 85% accuracy.

Competency/Terminal Performance Objective

10.10 Use word processing packages(C)

Competency Builders/Pupil Performance Objectives

10.10.1 Given access to reference materials define word processing terminology with 85% accuracy.

10.10.2 Given a list of functions explain functions of word processing software with 85% accuracy.

10.10.3 Given a list of applications explain word processing applications with 85% accuracy.

10.10.4 Given access to reference materials use appropriate reference materials with 85% accuracy.

For the following objectives, students are given appropriate hardware, software and user manuals, and should achieve a level of competence set by a classroom checklist on word processing:

10.10.5 Keyboard efficiently by touch

10.10.6 Use mouse

10.10.7 Initialize diskette

10.10.8 Prepare backup file

10.10.9 Maintain backup file

10.10.10 Update spelling dictionary and spell check

- 10.10.11 Perform document functions (e.g., locate, rename, delete, save, retrieve, copy)
- 10.10.12 Perform formatting functions (e.g., center, underline, bold, cut and paste)
- 10.10.13 Use edit features
- 10.10.14 Use sort features
- 10.10.15 Add page numbers to document
- 10.10.16 Add headers and footers
- 10.10.17 Print files, pages, screens and blocks of text
- 10.10.18 Verify accuracy of output
- 10.10.19 Create a document
- 10.10.20 Save a document to disk
- 10.10.21 Retrieve a document from disk
- 10.10.22 Edit an existing document
- 10.10.23 Describe word-wrap
- 10.10.24 Print a document
- 10.10.25 Store boilerplate material (e.g. templates, stationary files)
- 10.10.26 Compose documents at keyboard
- 10.10.27 Tabulate multiple columns
- 10.10.28 Prepare new documents from existing ones
- 10.10.29 Merge selected copy with new information
- 10.10.30 Prepare various types of table options
- 10.10.31 Format text
- 10.10.32 Integrate database, spreadsheet and graphic files
- 10.10.33 Convert documents from one system to another
- 10.10.34 Demonstrate use of computer thesaurus
- 10.10.35 Use multimedia techniques/resources
- 10.10.36 Perform merge functions

Competency/Terminal Performance Objective

- 10.11 Use spreadsheet packages (C)

Competency Builders/Pupil Performance Objectives

- 10.11.1 Given access to reference materials define spreadsheet with 85% accuracy.
- 10.11.2 Given access to reference materials demonstrate knowledge of basic spreadsheet terminology with 85% accuracy.
- 10.11.3 Given access to reference materials define components of spreadsheets with 85% accuracy.
- 10.11.4 Given access to reference materials describe implementation of spreadsheet operations in business scope with 85% accuracy.

For the following objectives, students are given appropriate hardware, software and user manuals, and should achieve a level of competence set by a classroom checklist on spreadsheets:

- 10.11.5 Use spell check
- 10.11.6 Execute an electronic spreadsheet
- 10.11.7 Enter data, formulas, and functions

- 10.11.8 Differentiate between labels and numbers
- 10.11.9 Speculate using "what if..." questions
- 10.11.10 Sequence keystrokes in the creation of a macro
- 10.11.11 Create database within spreadsheet and perform data query functions
- 10.11.12 Move around in spreadsheet and correct errors
- 10.11.13 Format spreadsheet
- 10.11.14 Create graphs
- 10.11.15 Print graphs
- 10.11.16 Save previously saved files
- 10.11.17 Load previously saved files
- 10.11.18 Replicate cells using copy commands
- 10.11.19 Use electronic spreadsheet to complete business application
- 10.11.20 Use spreadsheet to plan financial strategies
- 10.11.21 Prepare spreadsheet
- 10.11.22 Use multimedia techniques/resources

Competency/Terminal Performance Objective

- 10.12 Use databases (C)

Competency Builders/Pupil Performance Objectives

- 10.12.1 Given access to reference materials define database with 85% accuracy.
- 10.12.2 Given access to reference materials explain terms used in database systems with 85% accuracy.
- 10.12.3 Given access to reference materials describe common functions of database systems with 85% accuracy.

For the following objectives, students are given appropriate hardware, software and user manuals, and should achieve a level of competence set by a classroom checklist on database:

- 10.12.4 Use database to create, input, edit, and display fields and records
- 10.12.5 Analyze structure of database files
- 10.12.6 Perform calculations with a database file
- 10.12.7 Alter structure of database file
- 10.12.8 Sort records based on multiple fields
- 10.12.9 Identify advanced database technology
- 10.12.10 Use appropriate reference materials
- 10.12.11 Utilize relational database
- 10.12.12 Enter elements into database
- 10.12.13 Proofread database
- 10.12.14 Explain database
- 10.12.15 Design report formats
- 10.12.16 Transfer data to and from remote database
- 10.12.17 Print reports using data from multiple databases

- 10.12.18 Use database files with other application software
- 10.12.19 Verify accuracy of output (e.g., edit reports)

Competency/Terminal Performance Objective

- 10.13 Use graphic user interface (GUI) techniques(I)

Competency Builders/Pupil Performance Objectives

- 10.13.1 Given access to reference materials describe a variety of computer interfaces with 85% accuracy.
- 10.13.2 Given access to reference materials explain multi-tasking environment with 85% accuracy.
- 10.13.3 Given hardware, software, and user manual setup data exchange between two different applications so that data exchanges accurately.
- 10.13.4 Given hardware, software, and user manual setup an object link between two different applications so that objects are linked.
- 10.13.5 Given access to reference materials explain the use of dynamic link libraries with 85% accuracy.
- 10.13.6 Given hardware, software, and user manual transfer data from instruments to other computers

Competency/Terminal Performance Objective

- 10.14 Manage software packages (I)

Competency Builders/Pupil Performance Objectives

- 10.14.1 Given hardware, software, and user manual install software packages according to instructions in the manual.
- 10.14.2 Given hardware, software, and user manual upgrade software packages according to instructions in the manual.
- 10.14.3 Given hardware, software, and user manual document installation and upgrade of software packages according instructions in the manual.
- 10.14.4 Given hardware, software, and user manual apply security levels/procedures to sensitive data according to instructions in the manual.
- 10.14.5 Given access to reference materials understand software memory allocation with 85% accuracy.
- 10.14.6 Given hardware, software, and user manual manage software preferences according to classroom guidelines.
- 10.14.7 Given hardware, software, and user manual manage software conflicts according to instructions in the manual.

Competency/Terminal Performance Objective

- 10.15 Maintain computer security requirements (I)

Competency Builders/Pupil Performance Objectives

- 10.15.1 Given equipment and guidelines apply business ethics according to classroom procedure checklist on computer security.

- 10.15.2 Given equipment and guidelines follow security rules, regulations, and codes according to classroom procedure checklist on computer security.
- 10.15.3 Given equipment and guidelines implement security procedures according to classroom procedure checklist on computer security.
- 10.15.4 Given equipment and guidelines document security procedures according to classroom procedure checklist on computer security.
- 10.15.5 Given equipment and guidelines perform security checks according to classroom procedure checklist on computer security.

Competency/Terminal Performance Objective

- 10.16 Maintain personal computer systems (I)

Competency Builders/Pupil Performance Objectives

- 10.16.1 Given equipment and guidelines monitor system status and performance according to checklist on system maintenance.
- 10.16.2 Given equipment and guidelines run diagnostics according to checklist on system maintenance.
- 10.16.3 Given equipment and guidelines report computer system malfunction(s) according to checklist on system maintenance.
- 10.16.4 Given equipment and guidelines report software malfunction(s) according to checklist on system maintenance.
- 10.16.5 Given equipment and guidelines fix recoverable files according to checklist on system maintenance.
- 10.16.6 Given equipment and guidelines maintain security according to checklist on system maintenance.
- 10.16.7 Given equipment and guidelines maintain computer log according to checklist on system maintenance.
- 10.16.8 Given equipment and guidelines perform backup procedure(s) according to checklist on system maintenance.
- 10.16.9 Given equipment and guidelines perform preventive maintenance according to checklist on system maintenance.
- 10.16.10 Given equipment and guidelines follow log-off and power-down procedure(s) according to checklist on system maintenance.
- 10.16.11 Given equipment and guidelines follow equipment maintenance procedures according to checklist on system maintenance.
- 10.16.12 Given equipment and guidelines follow quality control procedures according to checklist on system maintenance.

Competency/Terminal Performance Objective

- 10.17 Demonstrate basic knowledge of networks (I)

Competency Builders/Pupil Performance Objectives

- 10.17.1 Given access to reference materials explain communications standards with 85% accuracy.

- 10.17.2 Given access to reference materials describe network structures with 85% accuracy.
- 10.17.3 Given access to reference materials explain network types and protocols with 85% accuracy.
- 10.17.4 Given access to reference materials explain network connectivity with 85% accuracy.
- 10.17.5 Given access to reference materials explain the function of servers in a graphic network with 85% accuracy.
- 10.17.6 Given access to reference materials describe various network operating systems with 85% accuracy.
- 10.17.7 Given access to reference materials explain the difference between network software and individual use software with 85% accuracy.
- 10.17.8 Given hardware, software, and user manual use a network to access, file, and store files so that files are filed and retrieved with 100% accuracy.

Competency/Terminal Performance Objective

- 10.18 Use a shared environment (C)

Competency Builders/Pupil Performance Objectives

- 10.18.1 Given access to reference materials list purposes of a network environment with 85% accuracy.
- 10.18.2 Given access to reference materials define electronic mail with 85% accuracy.
- 10.18.3 Given access to reference materials identify advantages and disadvantages of electronic mail with 85% accuracy.
- 10.18.4 Given access to reference materials describe impact of local & wide area networks on mail delivery with 85% accuracy.
- 10.18.5 Given hardware, software, and user manual compose electronic messages so that 5 different types of messages are composed according to classroom models.
- 10.18.6 Given hardware, software, and user manual send electronic messages using appropriate format so that messages are delivered and meet the standards of classroom models.
- 10.18.7 Given access to reference materials list categories of electronic mail service with 85% accuracy.
- 10.18.8 Given hardware, software, and user manual transmit document using electronic mail system so that messages are delivered and meet the standards of classroom models.
- 10.18.9 Given hardware, software, and user manual monitor electronic mail according to classroom guidelines for shared environment.
- 10.18.10 Given hardware, software, and user manual use networked environments so that messages are delivered and meet the standards of classroom models.
- 10.18.11 Given hardware, software, and user manual search database for properties of materials so that messages are delivered and meet the standards of classroom models.

- 10.18.12 Given hardware, software, and user manual conduct literature searches using a variety of on-line tools so that 10 sources of information are identified and 3 on-line tools are used.
- 10.18.13 Given access to reference materials explain access, security, transmission and retrieval with 85% accuracy.

Competency/Terminal Performance Objective

- 10.19 Demonstrate knowledge of the Internet (I)

Competency Builders/Pupil Performance Objectives

- 10.19.1 Given access to reference materials define the Internet with 85% accuracy.
- 10.19.2 Given access to reference materials explain how the Internet works with 85% accuracy.
- 10.19.3 Given access to reference materials explain Internet capabilities and limitations with 85% accuracy.
- 10.19.4 Given access to reference materials explain how to connect to the Internet via modem, ISDN, etc. with 85% accuracy.
- 10.19.5 Given Internet access and using security procedures install Internet software so that software runs.
- 10.19.6 Given Internet access navigate the World Wide Web so that 10 sites requested by the teacher are located.
- 10.19.7 Given Internet access identify services and tools offered on the Internet so that 10 services and tools requested by the teacher are located.
- 10.19.8 Given Internet access use 5 services and tools offered on the Internet.
- 10.19.9 Given access to reference materials explain bookmarks with 85% accuracy.

Competency/Terminal Performance Objective

- 10.20 Use the Internet for research (C)

Competency Builders/Pupil Performance Objectives

- 10.20.1 Given access to reference materials define how the Internet can be used for research with 85% accuracy.
- 10.20.2 Given Internet access use 10 services and tools offered on the Internet for research.
- 10.20.3 Given access to reference materials identify search engine with 85% accuracy.
- 10.20.4 Given Internet access use 5 search engines to find information about a single topic.
- 10.20.5 Given Internet access evaluate Internet resources and accuracy of information so that information from 10.20.4 is compared and contrasted.
- 10.20.6 Given Internet access, access library catalogs on the Internet so that 3 materials can be located.
- 10.20.7 Given Internet access, access commercial and government resources so that a teacher made list of 20 questions are answered accurately.
- 10.20.8 Given Internet access download files so that files are stored according to guidelines.

Unit 11: Technical Documentation

Competency/Terminal Performance Objective:

11.1 Demonstrate proficiency in technical documentation (I)

Competency Builders/Pupil Performance Objectives:

- 11.1.1 Determine audience given a hypothetical situation by brainstorming possible differences in content to 85% accuracy.
- 11.1.2 Identify parameters given audience objectives for content and appropriateness according to teacher-supplied guidelines to 85%.
- 11.1.3 Observe progress of technical document given a checklist by evaluating components of the document adhering to the criteria specified in the assessment instrument.
- 11.1.4 Ask questions given access to all references and materials for document completion based upon the criteria specified in the assessment instrument.
- 11.1.5 Interpret specifications or drawings for target audience given access to reference materials to 85% accuracy.
- 11.1.6 Record process (e.g., flowchart, step-by-step) given a written situation for a project to 85% accuracy.
- 11.1.7 Record data given a simulated classroom or laboratory situation with 85% accuracy.
- 11.1.8 Maintain test logs (e.g. sales, production) given materials and statistics provided by the instructor with 85% accuracy.
- 11.1.9 Compile cumulative reference/record given raw data to be recorded with no more than two errors.
- 11.1.10 Measure appropriate parameters given a hypothetical situation according to customer satisfaction as measured by a survey or classroom guidelines.
- 11.1.11 Verify accuracy and validity given written criteria provided by the teacher with 85% accuracy.
- 11.1.12 Draft procedures given an actual school situation (e.g. collecting sales receipts, dues) according to checklist.
- 11.1.13 Maintain appropriate logs given a classroom simulation with no more than one of the items not meeting checklist standards.
- 11.1.14 Track expenses involved given appropriate forms to 85% accuracy.

Competency/Terminal Performance Objective:

11.2 Demonstrate proficiency in technical reporting (C)

Competency Builders/Pupil Performance Objectives:

- 11.2.1 Determine audience given a hypothetical situation by brainstorming possible differences in content to 85% accuracy.

- 11.2.2 Use data books and cross reference/technical manuals given a list of performance objectives with 85% accuracy.
- 11.2.3 Identify type of report needed given a written situation based upon the criteria specified in a handout.
- 11.2.4 Compile relevant data using information supplied with 85% accuracy.
- 11.2.5 Design applicable charts and graphs given data for a specific situation with 85% accuracy.
- 11.2.6 Analyze data given specific guidelines with 85% accuracy.
- 11.2.7 Draw conclusions given a set of alternatives so that the best solution to be implemented is identified.
- 11.2.8 Outline reports given appropriate references and materials according to checklist provided.
- 11.2.9 Write reports given appropriate reference materials and approved outline according to MLA or other reference standards.
- 11.2.10 Present reports given audience demographics and subject matter according to standards identified in checklist.

Unit 12: Customer Relations

Competency/Terminal Performance Objective:

12.1 Demonstrate positive relations with customers/clients (C)

Competency Builders/Pupil Performance Objectives:

12.1.1 Given a hypothetical business situation identify 5 reasons for the importance of customers to business.

12.1.2 Given a hypothetical business situation identify 7 customer needs and wants.

12.1.3 Given a hypothetical business situation provide prompt and courteous service so that customers are waited on within 30 seconds of arrival and behavior meets the definition of courteous given in class handout on customer relations.

12.1.4 Given a hypothetical business situation resolve customer inquiries and complaints and/or refer customer to appropriate person according to class handout on customer relations.

Competency/Terminal Performance Objective:

12.2 Perform scheduling functions (C)

Competency/Pupil Performance Objective:

12.2.1 Given appropriate software or planner and appointments create a calendar/schedule with 85% accuracy.

12.2.2 Given data use Gantt charts so that questions can be answered with 85% accuracy.

12.2.3 Given appropriate software or planner and appointments maintain appointment calendars with 85% accuracy.

12.2.4 Given a hypothetical work situation process requests for appointments with 85% accuracy.

12.2.5 Given a hypothetical work situation verify appointments according to class handout on customer relations.

Unit 13: General Office Functions

Competency/Terminal Performance Objective:

13.1 Maintain work flow (C)

Competency Builders/Pupil Performance Objectives:

- 13.1.1 Organize and prioritize work given a set of tasks to be completed within a prescribed period of time.
- 13.1.2 Apply time-management techniques given written tasks and a time period for completion.
- 13.1.3 Complete assigned tasks accurately in a timely manner given materials provided according to a specified timeline.
- 13.1.4 Coordinate with team members as needed given a simulated or actual situation according to specific teamwork guidelines.

Competency/Terminal Performance Objective:

13.2 Maintain office supplies given inventory lists and guidelines for usage (I)

Competency Builders/Pupil Performance Objectives:

- 13.2.1 Prepare vendor and product comparison for purchasing supplies given a list of needs and sources to choose from according to checklist.
- 13.2.2 Process appropriate paper work (purchase order, purchase requisition) given product, service or supply needs according to office procedures.
- 13.2.3 Order supplies given approved purchase orders adhering to appropriate timeline.
- 13.2.4 Store and secure supplies given packing lists and materials received in an efficient, safe, and appropriate manner based upon criteria specified.
- 13.2.5 Distribute supplies given a list of needs following written inventory procedures.
- 13.2.6 Develop inventory control system given a set of guidelines according to needs as determined by personnel.
- 13.2.7 Develop vendor list with phone number and order information given approved vendors' names according to acceptable office procedures.

Competency/Terminal Performance Objective:

13.3 Assist visitors (C)

Competency Builders/Pupil Performance Objectives:

- 13.3.1 Greet visitors given a school or business setting using appropriate communication skills based upon the criteria specified in the assessment guidelines.
- 13.3.2 Screen visitors given written guidelines established by office personnel.
- 13.3.3 Maintain visitor log given appropriate document according to office procedures.
- 13.3.4 Make appropriate introductions given biographical information and proper introduction techniques according to a checklist of business standards.
- 13.3.5 Portray professional image given a field trip experience to a business establishment according to acceptable business attire and behavior.

13.3.6 Identify emergency and facility exits, restrooms, etc., given an emergency drill practice evaluated by posted directives.

Competency/Terminal Performance Objective:

13.4 Perform scheduling functions (C)

Competency Builders/Pupil Performance Objectives:

13.4.1 Create calendar/schedule given a list of events and tasks to be accomplished by a predetermined date.

13.4.2 Maintain appointment calendars with accurate addresses and telephone numbers given a written simulation to be evaluated by checklist.

13.4.3 Process requests for appointments given a printed or electronic calendar program according to handout of instructions with 85% accuracy.

13.4.4 Verify appointments provided with a schedule following office procedures.

13.4.5 Schedule necessary room and equipment given building and equipment usage forms following prescribed office procedures.

13.4.6 Maintain duplicate appointment calendars given a list of events to be recorded on paper and electronically with 85% accuracy.

Competency/Terminal Performance Objective:

13.5 Maintain filing system (C)

Competency Builders/Pupil Performance Objectives:

13.5.1 Justify keeping records given a case study with at least 5 reasons stated.

13.5.2 Describe current types of filing systems available (e.g., electronic options) given a series of situations for which various kinds of files are appropriate based upon criteria specified in the assessment instrument.

13.5.3 Identify types of records needed given at least 5 simulated business situations (bank, manufacturing plant, import/export business, etc.) with a list of at least 7 types of records identified for each.

13.5.4 Develop proper techniques/procedures for maintaining records by given a packet of working papers for a typical business function based upon the criteria specified in the assessment instrument.

13.5.5 Use appropriate reference materials given a pack of business documents to be filed with 85% accuracy.

13.5.6 Describe procedure for initial inventory of records given a list of new equipment for a particular business to satisfy insurance and IRS specifications evaluated by checklist.

13.5.7 Organize and index files given a business situation according to appropriate checklist.

13.5.8 File information/materials given a packet of business documents to be filed with 85% accuracy.

13.5.9 Retrieve information/materials given a hypothetical situation evaluated by guidelines listed on an appropriate checklist.

- 13.5.10 Archive or destroy files given a packet of documents (current and outdated) specific to a certain business and determined by basic retention filing rules.
- 13.5.11 Secure files for legality and confidentiality given guidelines prepared by the IRS, the Records Management Association, and basic business practices with 85% accuracy.
- 13.5.12 Determine and follow retention schedule given a set of guidelines for a particular business with 85% accuracy.
- 13.5.13 Create new files given materials for a specific business following a checklist of generally accepted filing rules.
- 13.5.14 Update files on a regular basis given a retention schedule evaluated by checklist.

Competency/Terminal Performance Objective:

- 13.6 Coordinate meeting arrangements (I)

Competency Builders/Pupil Performance Objectives:

- 13.6.1 Make arrangements with meeting planners given an office event adhering to prescribed office procedures.
- 13.6.2 Develop agenda given a business event according to written guidelines.
- 13.6.3 Assemble relevant information given an agenda for a business event according to checklist.
- 13.6.4 Notify participants given an agenda and timeline as specified by checklist.
- 13.6.5 Confirm arrangements using a list of meeting participants as specified by checklist.
- 13.6.6 Conduct follow-up activities (e.g. thank you, minutes, results, actions, etc.) using a list of meeting participants and event reports according to guideline checklist.

Competency/Terminal Performance Objective:

- 13.7 Generate minutes (I)

Competency Builders/Pupil Performance Objectives:

- 13.7.1 Record appropriate notes given a meeting agenda with space provided for documentation of discussion evaluated with 85% accuracy.
- 13.7.2 Gather materials given notes and handouts from the meeting with 100% accuracy.
- 13.7.3 Prepare minutes given materials and handouts from the meeting following appropriate formatting guidelines and content with 85% accuracy.
- 13.7.4 Distribute minutes given a list of meeting participants and copies of the minutes to be approved with 100% accuracy.
- 13.7.5 File minutes given approved copy according to filing guidelines with 100% accuracy.

Competency/Terminal Performance Objective:

- 13.8 Perform copying functions (C)

Competency Builders/Pupil Performance Objectives:

- 13.8.1 Operate equipment given a set of operating guidelines and equipment training so that the copy is of mailable quality.

- 13.8.2 Collate documents given copied materials following prescribed guidelines on a checklist.
- 13.8.3 Identify at least 4 copying methods given reference materials of current duplication processes.
- 13.8.4 Determine best copying method for task given a variety of situation specific samples evaluated by checklist of appropriate choices.
- 13.8.5 Identify at least 3 characteristics (e.g. color, weight) of paper stock.
- 13.8.6 Keep appropriate records given original document(s) with 100% accuracy.
- 13.8.7 Determine appropriate copyright applications given access to copyright laws with 100% accuracy.
- 13.8.8 Perform basic maintenance procedures (e.g., changing paper, eliminating paper jams, etc.) provided with access to written instructions with 100% accuracy.

Competency/Terminal Performance Objective:

- 13.9 Perform mail functions (C)

Competency Builders/Pupil Performance Objectives:

- 13.9.1 Identify various mail and delivery services given reference materials of current business practices with 85% accuracy.
- 13.9.2 Process and distribute incoming mail given a variety of types of mail and a list of employees and their functions with 85% accuracy.
- 13.9.3 Operate equipment given equipment documentation and materials needed with 100% accuracy.
- 13.9.4 Process at least 5 types of outgoing mail, given a list of postal rules and regulations along with specific office procedures.

Competency/Terminal Performance Objective:

- 13.10 Coordinate travel plans (I)

Competency Builders/Pupil Performance Objectives:

- 13.10.1 Check at least 10 travel resources given access to a variety of printed and online information.
- 13.10.2 Identify traveler's preferences given a business scenario of specific requests and a budget with 100% accuracy.
- 13.10.3 Arrange necessary transportation and lodging given traveler's preferences and budget with 100% accuracy.
- 13.10.4 Obtain passports and/or visas provided with an international business scenario with 100% accuracy.
- 13.10.5 Confirm arrangements given traveler's transportation and lodging plans according to specified guidelines with 85% accuracy.
- 13.10.6 Prepare itineraries given a set of travel plans according to formatting guidelines with 100% accuracy.
- 13.10.7 Distribute itineraries given a list of pertinent parties with 100% accuracy.

- 13.10.8 Develop traveler's preference profile (e.g., file of frequent traveler's preferences) given a business simulation with at least 4 different travelers with specific budget and accommodation requirements evaluated by checklist.
- 13.10.9 Make arrangements for international travel given appropriate guidelines and resources for at least 2 different countries/cultures.

Unit 14: General Accounting Functions

Competency/Terminal Performance Objective:

14.1 Apply arithmetical skills to accounting (C)

Competency Builders/Pupil Performance Objectives:

- 14.1.1 Compute discounts (e.g., cash, trade) for various terms given a variety of scenarios with 85% accuracy.
- 14.1.2 Compute extension, sales tax, and totals of sales slips given a group of source documents with 85% accuracy.
- 14.1.3 Compute markups and markdowns given at least 6 scenarios with 85% accuracy.
- 14.1.4 Calculate rates of trade and cash discounts given at least 6 source documents with 100% accuracy.
- 14.1.5 Calculate unit prices given quantity prices when supplied with at least 6 invoices to 100% accuracy.
- 14.1.6 Calculate costs of portions of units given at least 6 invoices to 100% accuracy.
- 14.1.7 Solve problems involving fractions, decimals, and percentages given appropriate source documents with 85% accuracy.
- 14.1.8 Solve commission problems for at least 6 employees with 100% accuracy
- 14.1.9 Solve finance-charge problems for at least 4 customers with 100% accuracy.
- 14.1.10 Solve annual percentage rate problems on at least 4 notes receivables with 100% accuracy.

Competency/Terminal Performance Objective:

14.2 Apply accounting principles (I)

Competency Builders/Pupil Performance Objectives:

- 14.2.1 Define accounting terminology given access to all reference materials with 85% accuracy.
- 14.2.2 Define journals and ledgers given access to all reference materials with 85% accuracy.
- 14.2.3 Identify basic accounting principles and applications given access to all reference materials with 85% accuracy.
- 14.2.4 Identify computer accounting applications given at least 4 business scenarios with 85% accuracy.
- 14.2.5 Identify financial control procedures given a business scenario with 85% accuracy.
- 14.2.6 Explain increases and decreases in accounts given generally accepted accounting practices with 85% accuracy.
- 14.2.7 Explain periodic reporting procedures given generally accepted accounting practices with 85% accuracy.
- 14.2.8 Prepare income statement given appropriate data and guidelines with 100% accuracy.
- 14.2.9 Prepare balance sheet columns given appropriate data and guidelines with 100% accuracy.
- 14.2.10 Prepare cash flow statement given appropriate data with 100% accuracy.

- 14.2.11 Prepare change in equity statement given appropriate date with 100% accuracy.
- 14.2.12 Interpret balance sheets given reference materials and a completed balance sheet with 85% accuracy.
- 14.2.13 Interpret income statements given reference materials and a completed balance sheet with 85% accuracy.

Competency/Terminal Performance Objective:

- 14.3 Perform manual accounting functions (I)

Competency Builders/Pupil Performance Objectives:

- 14.3.1 Explain use of record keeping in relation to business and economic applications given applicable laws and generally accepted accounting rules with 85% accuracy
- 14.3.2 Analyze transactions given at least 6 different types of source documents with 100% accuracy.
- 14.3.3 Use "T" accounts to label increases, decreases, and balances using generally accepted accounting rules and procedures with 85% accuracy.
- 14.3.4 Record transactions using both general and special journals with 85% accuracy.
- 14.3.5 Monitor expense accounts given proof of expenditures and a budget with 100% accuracy.
- 14.3.6 Prepare budgets given a business event and a set of guidelines and evaluate with a checklist.
- 14.3.7 Process purchases using at least 6 different invoices with varying terms with 100% accuracy.
- 14.3.8 Prepare comparative (actual vs. budget) income statement provided with income statements for both projected and actual expenditures with 100% accuracy.

Competency/Terminal Performance Objective:

- 14.4 Perform automated accounting functions (C)

Competency Builders/Pupil Performance Objectives:

- 14.4.1 Key data on numeric keyboard given access to appropriate electronic equipment and printed materials with 100% accuracy.
- 14.4.2 Import or download data from computer records given access to appropriate electronic equipment with 100% accuracy.
- 14.4.3 Retrieve data from various media (e.g. diskette, CD ROM, hard copy) given an accounting simulation with 100% accuracy.

Competency/Terminal Performance Objective:

- 14.5 Perform payroll functions (I)

Competency Builders/Pupil Performance Objectives:

- 14.5.1 Given appropriate reference materials identify the steps of payroll preparation with 85% accuracy.
- 14.5.2 Collect payroll data given appropriate source documents with 100% accuracy.
- 14.5.3 Process payroll given payroll data with 100% accuracy.

- 14.5.4 Comply with company policies and procedures given appropriate reference materials according to criteria in checklist.
- 14.5.5 Comply with government and legal requirements given access to appropriate resources according to criteria in checklist.
- 14.5.6 Maintain records and forms given source documents and generally accepted accounting rules according to criteria in checklist.
- 14.5.7 Print and distribute payroll according to company policy given access to electronic payroll data with 100% accuracy.

Competency/Terminal Performance Objective:

- 14.6 Perform banking functions (C)

Competency Builders/Pupil Performance Objectives:

- 14.6.1 Given an accounting simulation, use appropriate reference materials with 100% accuracy.
- 14.6.2 Given source documents, prepare checks, deposit slips, and withdrawal slips with 100% accuracy.
- 14.6.3 Given an accounting simulation with source documents, maintain checkbook with 100% accuracy.
- 14.6.4 Given a checkbook, balance checkbook with bank statement with 100% accuracy.
- 14.6.5 Given access to a petty cash or simulation, maintain petty cash records with 100% accuracy.
- 14.6.6 Explain automated banking transactions given reference materials with 85% accuracy.
- 14.6.7 Given an accounting simulation, prepare banking records with 100% accuracy.
- 14.6.8 Given an accounting simulation, maintain banking records (e.g. checkbook, journals, deposit slips) with 100% accuracy.
- 14.6.9 Explain importance of maintaining banking records given access to generally accepted practices and current regulations with 85% accuracy.
- 14.6.10 Prepare bank reconciliation given appropriate source documents with 100% accuracy.

Competency/Terminal Performance Objective:

- 14.7 Process cost accounting information (I)

Competency Builders/Pupil Performance Objectives:

- 14.7.1 Given appropriate reference materials, define cost accounting, direct materials, direct labor and overhead with 85% accuracy.
- 14.7.2 Given appropriate reference materials, define cost allocation methods with 85% accuracy.
- 14.7.3 Identify source documents using appropriate reference materials with 85% accuracy.
- 14.7.4 Compute direct materials by job or process given a manufacturing scenario with 85% accuracy.

- 14.7.5 Compute overhead rates to apply to jobs or processes given a manufacturing scenario with 85% accuracy.
- 14.7.6 Compute cost of goods produced given a manufacturing scenario with 85% accuracy.
- 14.7.7 Journalize cost of goods produced and sold entries given a manufacturing scenario with 85% accuracy.
- 14.7.8 Post cost of goods produced and sold entries given a manufacturing scenario with 85% accuracy.
- 14.7.9 Compute cost of inventories given a manufacturing scenario with 85% accuracy.
- 14.7.10 Prepare cost production reports given a manufacturing scenario with 85% accuracy.
- 14.7.11 Prepare related records of job or process costs given a manufacturing scenario with 85% accuracy.

Competency/Terminal Performance Objective:

- 14.8 Process end-of-fiscal-period information (C)

Competency Builders/Pupil Performance Objectives:

- 14.8.1 Given a posted general ledger, foot ledger accounts and compute balances with 85% accuracy.
- 14.8.2 Given a general ledger, prepare worksheet trial balance with 85% accuracy.
- 14.8.3 Given a worksheet trial balance, prove equality of debits and credits with 100% accuracy
- 14.8.4 When preparing end-of-period statements, use error-detecting methods to locate errors with 85% accuracy
- 14.8.6 Given 5 different worksheets, record adjustments with 100% accuracy
- 14.8.7 Given 5 invoices, make appropriate extensions and verify totals with 100% accuracy.
- 14.8.8 Given an accounting practice set, adjust and close at the end of the fiscal period and use reversing entries if necessary after bad debts are written off.
- 14.8.9 Given an accounting practice set, post basic adjusting, closing, and reversing entries with 100% accuracy.
- 14.8.10 Given 5 worksheets, prepare 5 basic income statements.
- 14.8.11 Given 5 worksheets, prepare 5 basic balance sheets.
- 14.8.12 Given 5 worksheets, prepare 5 changes in equity statements.

Competency/Terminal Performance Objective:

- 14.9 Use microcomputers in accounting (C)

Competency Builders/Pupil Performance Objectives:

- 14.9.1 After learning the theory of the accounting cycle, have at least 5 opportunities to simulate accounting problems on the computer.
- 14.9.2 Given an accounting simulation and a microcomputer with accounting software, the student will set up a chart of accounts for a general ledger with 100% accuracy.

- 14.9.3 Given a microcomputer and appropriate software, the student will set up accounts payable and accounts receivable ledgers with 100% accuracy.
- 14.9.4 Given a microcomputer and appropriate software, add new accounts to general and subsidiary ledgers when necessary.
- 14.9.5 Given a microcomputer and appropriate software, delete accounts to general and subsidiary ledgers when necessary.
- 14.9.6 Given a microcomputer and appropriate software, input beginning account balances with 100% accuracy.
- 14.9.7 Given a microcomputer and appropriate software, analyze and enter journal transactions with 85% accuracy.
- 14.9.8 Given a microcomputer and appropriate software, use the appropriate menu to generate a trial balance
- 14.9.10 Given a computer-generated trial balance, verify data and correct errors according to prepared checklist.
- 14.9.11 Given data that has been verified and corrected, use the menu to generate end-of-period reports with 100% accuracy.

Unit 15: Specialized Accounting Functions

Competency/Terminal Performance Objective:

15.1 Process purchase orders (C)

Competency Builders/Pupil Performance Objectives:

- 15.1.1 Given a practice set with at least 20 source documents, discriminate between purchase requisitions and purchase orders.
- 15.1.2 Given at least 2 purchase requisitions, verify names, addresses and computations to 100% accuracy.
- 15.1.3 Given at least 5 purchase requisitions, prepare the purchase orders and related documents/records to 100% accuracy.
- 15.1.4 Given a practice set, interpret at least 5 purchase orders regarding terms, transportation charges, and the amount of payment and due date.

Competency/Terminal Performance Objective:

15.2 Process purchase invoices (C)

Competency Builders/Pupil Performance Objectives:

- 15.2.1 Given an accounting practice set verify at least 5 invoices against 5 purchase orders and receiving reports with 100% accuracy.
- 15.2.2 Given an accounting practice set, check extensions and totals on at least 5 purchase invoices with 100% accuracy.
- 15.2.3 Given an accounting practice set, correctly journalize at least 5 purchase invoice entries.
- 15.2.4 Given an accounting practice set, the student will post purchase invoice entries with 100% accuracy.

Competency/Terminal Performance Objective:

15.3 Process purchase returns and allowances (C)

Competency Builders/Pupil Performance Objectives:

- 15.3.1 Given at least 3 source documents, verify the authorization of the return of goods.
- 15.3.2 Given appropriate authorization, issue a debit memorandum with 100% accuracy.
- 15.3.3 Given 3 source documents, journalize purchase returns and allowance entries in the appropriate journal with 100% accuracy.
- 15.3.4 Given 3 journal entries, post purchase return and allowance entries in both the general ledger controlling account and the subsidiary ledger accounts.

Competency/Terminal Performance Objective:

15.4 Process accounts payable (C)

Competency Builders/Pupil Performance Objectives:

- 15.4.1 Given an accounting practice set, identify at least 5 source documents (invoices) to be paid.
- 15.4.2 Given an accounting practice set, journalize at least 5 accounts payable entries with 100% accuracy.
- 15.4.3 Given an accounting practice set, post at least 5 accounts payable entries with 100% accuracy.
- 15.4.4 Given an accounting practice set, post daily to subsidiary ledger accounts with 100% accuracy.
- 15.4.5 Given an accounting practice set, reconcile the subsidiary ledger accounts to the general ledger accounts payable account (controlling account) with 100% accuracy.
- 15.4.6 Given at least simulations, prepare an accurate schedule of accounts payable at the end of the fiscal period.

Competency/Terminal Performance Objective:

15.5 Process purchase payables and payments (C)

Competency Builders/Pupil Performance Objectives:

- 15.5.1 Given an accounting practice set, verify at least 5 invoices, vouchers, and/or interoffice memorandums for payment
- 15.5.2 Given an accounting practice set with at least 5 purchase invoices, calculate purchase discounts if applicable with 100% accuracy.
- 15.5.3 Given an accounting practice set, prepare checks or electronic transfers of funds for payment with 100% accuracy.
- 15.5.4 Given an accounting practice set, record the number and date of each check written with 100% accuracy.
- 15.5.5 Given an accounting practice set with at least 5 prepared checks and stubs, student will journalize payment entries in the cash payments journal with 100% accuracy.
- 15.5.6 Given an accounting practice set with at least 5 journalized payment entries, the student will post payment entries to the general ledger account with 100% accuracy at the end of the fiscal period.
- 15.5.7 Given an accounting practice set with at least 5 journalized payment entries, post payment entries to the subsidiary ledger accounts on a daily basis with 100% accuracy..

Competency/Terminal Performance Objective:

15.6 Process notes, interest payable, and receivable (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a classroom checklist on processing notes, interest payable, and receivables:

- 15.6.1 Identify source documents
- 15.6.2 Identify appropriate entries for notes payable
- 15.6.3 Compute payment of notes payable and interest
- 15.6.4 Record payment of notes payable and interest
- 15.6.5 Apply present value concepts
- 15.6.6 Journalize note payables entries
- 15.6.7 Post note payables entries

Competency/Terminal Performance Objective:

- 15.7 Process invoices and receivables (C)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a classroom checklist on processing invoices and receivables::

- 15.7.1 Define financial control procedures
- 15.7.2 Identify source documents
- 15.7.3 Verify sales invoices
- 15.7.4 Journalize sales invoice entries
- 15.7.5 Post sales invoice entries
- 15.7.6 Maintain subsidiary records

Competency/Terminal Performance Objective:

- 15.8 Process sales returns and allowances (C)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by checklist on processing sales returns and allowances:

- 15.8.1 Verify sales returns and allowances
- 15.8.2 Prepare credit memorandums
- 15.8.3 Journalize sales returns and allowance entries
- 15.8.4 Post sales return and allowance entries
- 15.8.5 Adjust subsidiary records

Competency/Terminal Performance Objective:

- 15.9 Process uncollectible accounts (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, the achieve a level of competence set by a checklist on processing uncollectible accounts:

- 15.9.1 Prepare schedule of aged accounts receivable
- 15.9.2 Apply company policies and procedures to determine uncollectibles
- 15.9.3 Prepare related documents
- 15.9.4 Journalize uncollectible account entries
- 15.9.5 Post uncollectible account entries
- 15.9.6 Adjust subsidiary records

Competency/Terminal Performance Objective:

- 15.10 Process collections (C)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a classroom checklist on processing collections:

- 15.10.1 Determine due dates for various discount terms
- 15.10.2 Compare receipts with amount due
- 15.10.3 Verify checks, money orders, credit card receipts, and cash
- 15.10.4 Prepare cash proofs
- 15.10.5 Prepare deposits
- 15.10.6 Verify sales discounts
- 15.10.7 Prepare related documents
- 15.10.8 Journalize receipt entries
- 15.10.9 Post receipt entries
- 15.10.10 Adjust subsidiary records

Competency/Terminal Performance Objective:

- 15.11 Process notes and interest receivables (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on processing notes and interest receivables:

- 15.11.1 Identify source documents
- 15.11.2 Identify appropriate entries for notes receivable
- 15.11.3 Compute and record principal and interest of notes receivable entries
- 15.11.4 Journalize notes receivable entries
- 15.11.5 Post notes receivable entries

Competency/Terminal Performance Objective:

15.12 Perform checking account functions (C)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on performing checking account functions:

- 15.12.1 Issue checks
- 15.12.2 Keep check records
- 15.12.3 Journalize entries
- 15.12.4 Post entries
- 15.12.5 Reconcile bank statement
- 15.12.6 File checks and deposit slips

Competency/Terminal Performance Objective:

15.13 Maintain petty cash fund (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on maintaining a petty cash fund:

- 15.13.1 Set up petty cash fund
- 15.13.2 Pay petty cash vouchers
- 15.13.3 Reconcile petty cash fund
- 15.13.4 Replenish petty cash fund
- 15.13.5 Journalize petty cash transaction entries
- 15.13.6 Post petty cash transaction entries

Competency/Terminal Performance Objective:

15.14 Process payroll (C)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist of standards.

- 15.14.1 Calculate regular and overtime hours
- 15.14.2 Compute gross earnings
- 15.14.3 Compute deductions
- 15.14.4 Compute net pay
- 15.14.5 Prepare voucher checks
- 15.14.6 Prepare payroll checks
- 15.14.7 Journalize payroll entries

15.14.8 Post payroll and deduction entries

Competency/Terminal Performance Objective:

15.15 Process employer payroll taxes (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on processing payroll taxes:

- 15.15.1 Apply payroll laws and regulations
- 15.15.2 Prepare required tax deposits/payments
- 15.15.3 Prepare payroll tax returns as required
- 15.15.4 Prepare employee tax forms and reports as required
- 15.15.5 Journalize employer's payroll tax entries
- 15.15.6 Post employer's payroll tax entries
- 15.15.7 Post recorded liability for payroll tax entries
- 15.15.8 Post withholding and payroll taxes
- 15.15.9 Describe magnetic media reports (e.g., W-2's, bonds, Medicare)

Competency/Terminal Performance Objective:

15.16 Process accruals and deferrals (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on processing accruals and deferrals:

- 15.16.1 Define accruals and deferrals
- 15.16.2 Calculate amounts to be accrued and deferred
- 15.16.3 Journalize accrued and deferred liability and revenue entries
- 15.16.4 Post accrued and deferred liability and revenue entries
- 15.16.5 Journalize reversing entries as required
- 15.16.6 Post reversing entries

Competency/Terminal Performance Objective:

15.17 Provide financial statements for internal use (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on preparing and interpreting financial statements for internal use:

- 15.17.1 Prepare balance sheet
- 15.17.2 Prepare income statement

- 15.17.3 Prepare cash-flow analysis
- 15.17.4 Prepare break-even analysis
- 15.17.5 Prepare budgets
- 15.17.6 Prepare comparative financial statement
- 15.17.7 Prepare cost and revenue analysis
- 15.17.8 Interpret financial statements
- 15.17.9 Prepare cash-flow statement
- 15.17.10 Explain cash-flow analysis statements

Competency/Terminal Performance Objective:

- 15.18 Update value of plant and equipment assets (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on updating the value of plant and equipment assets:

- 15.18.1 Differentiate between revenue and capital expenditures
- 15.18.2 Define depreciation methods
- 15.18.3 Calculate depreciation
- 15.18.4 Journalize plant and equipment asset entries
- 15.18.5 Post plant and equipment asset entries
- 15.18.6 Journalize depreciation entries
- 15.18.7 Post depreciation entries
- 15.18.8 Record disposition of plant assets by selling, discarding, and trading
- 15.18.9 Post disposal of plant and equipment asset entries

Competency/Terminal Performance Objective:

Process cost accounting information

Competency Builders/Pupil Performance Objectives:

Compute direct materials by job or process

Compute direct labor by job or process

Compute overhead rates to apply to jobs or process (e.g., % of labor)

Prepare cost production reports

Prepare related records of job or process costs

Define transfer pricing (e.g. interplant transfers)

Compute inventory balance of inventory turns

Prepare variance analysis (e.g., purchase price variance, materials price variance)

Unit 16: Financial Management Functions

Competency/Terminal Performance Objective:

16.1 Apply accounting principles (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting simulation, apply accounting principles to a set of guidelines provided on a checklist:

- 16.1.1 Define accounting terminology
- 16.1.2 Define journals and ledgers
- 16.1.3 Identify basic accounting principles and applications
- 16.1.4 Identify computer accounting applications
- 16.1.5 Identify financial control procedures
- 16.1.6 Explain increases and decreases in accounts
- 16.1.7 Explain periodic reporting procedures
- 16.1.8 Prepare income statement
- 16.1.9 Prepare balance sheet columns
- 16.1.10 Prepare cash flow statement
- 16.1.11 Prepare change in equity statement
- 16.1.12 Interpret balance sheets
- 16.1.13 Interpret income statements

Competency/Terminal Performance Objective:

16.2 Provide financial statements to make personal decisions (I)

Competency Builders/Pupil Performance Objectives:

Given an accounting project, achieve a level of competence set by a checklist on preparing financial statements to make personal decisions:

- 16.2.1 Prepare balance sheet
- 16.2.2 Prepare income statement
- 16.2.3 Prepare cash-flow analysis
- 16.2.4 Prepare break-even analysis
- 16.2.5 Prepare budgets
- 16.2.6 Prepare comparative financial statements
- 16.2.7 Prepare cost and revenue analysis
- 16.2.8 Interpret financial statements
- 16.2.9 Prepare cash-flow analysis statements
- 16.2.10 Interpret cash-flow analysis statements

Competency/Terminal Performance Objective: Analyze cultural demographics of major world regions

Competency Builders/Pupil Performance Objectives:

Compare the major cultural groups of the United States and another country
Compare the major cultural groups of two foreign countries
Compare cultural groups within a foreign country
Identify major cultural groups of East Asia
Identify major cultural groups of the Asian Sub-continent
Identify major cultural groups of the Middle East
Identify major cultural groups of Sub-Saharan Africa
Identify cultural groups of Eastern Europe
Identify cultural groups of Western Europe
Identify major cultural groups of Latin America

Competency/Terminal Performance Objective:*Analyze the impact of cultural environment on business*

Competency Builders/Pupil Performance Objectives:

Identify social and cultural sectors that affect the conduct of business
Compare and contrast business practices in different cultures
Illustrate how culture influences business operations
Identify United States cultural attitudes and practices that could inhibit successful business operations in a foreign country
Analyze necessary modifications to American business practices for success in the global marketplace
Describe the steps to receive business visitors from specific countries
Describe negotiation tactics and decision-making processes of various cultures
Identify types of business relationships in various cultures
Compare business entertainment among people in various parts of the world

Competency/Terminal Performance Objective: *Describe customs that impact international business*

Competency Builders/Pupil Performance Objectives:

Identify cultural differences in food, dress, and social behaviors
Compare the use of calendars in different societies
Identify major holidays of various cultures and how they are celebrated
Assess the importance of gift giving in various cultures

Competency/Terminal Performance Objective:*Demonstrate knowledge of estates, trusts, and wills*

Competency Builders/Pupil Performance Objectives:

Explain information needed to administer an estate
Identify legal procedures of Testamentary Letters and Letters of Administration through probate
Demonstrate other legal procedures pertinent to estates
Explain court documents commonly filed in connection with estate administration
Identify tax returns for an estate
Explain differences and types of wills and trusts
Explain the differences between testate and intestate

Competency/Terminal Performance Objective:

16.3 Describe investment instruments (I)

Competency Builders/Pupil Performance Objectives:

16.3.1 Define terminology related to investments (e.g., principal, maturity)
16.3.2 Describe certificates of deposit (CD's)
16.3.3 Describe money market funds/accounts
16.3.4 Describe mutual funds

- 16.3.5 Describe treasury bills
- 16.3.6 Describe treasure notes and bonds

Competency/Terminal Performance Objective:

- 16.4 Perform banking functions (C)

Competency Builders/Pupil Performance Objectives:

- 16.4.1 Use appropriate reference materials
- 16.4.2 Prepare checks, deposit slips, and withdrawal slips
- 16.4.3 Maintain checkbook
- 16.4.4 Balance checkbook
- 16.4.5 Maintain petty cash
- 16.4.6 Explain automated banking transactions
- 16.4.7 Prepare banking records
- 16.4.8 Maintain banking records
- 16.4.9 Explain importance of maintaining banking records
- 16.4.10 Reconcile bank accounts
- 16.4.11 Prepare bank reconciliation

Competency/Terminal Performance Objective:

- 16.5 Execute financial planning functions (I)

Competency Builders/Pupil Performance Objectives:

- 16.5.1 Identify risk management principles
- 16.5.2 Apply investment principles
- 16.5.3 Review estate plans
- 16.5.4 Prepare cash flow/income tax analysis
- 16.5.5 Review employee benefits
- 16.5.6 Develop retirement plans

Unit 17: Business Law

Competency/Terminal Performance Objective:

17.1 Illustrate legal concepts (I)

Competency Builders/Pupil Performance Objectives:

- 17.1.1 Given access to reference materials define basic legal terminology with 85% accuracy.
- 17.1.2 Given access to reference materials explain basic business law concepts with 85% accuracy.
- 17.1.3 Given access to reference materials describe contracts and/or legal documents with 85% accuracy.
- 17.1.4 Given access to reference materials, explain basic relationship of laws and regulations to company contracts, policies, and procedures with 85% accuracy.
- 17.1.5 Given access to reference materials explain basic laws relating to working conditions, wages and hours, civil rights, social security, disability, and unemployment with 85% accuracy.

Competency/Terminal Performance Objective:

17.2 Explain legal rights and responsibilities (I)

Competency Builders/Pupil Performance Objectives:

- 17.2.1 Given access to reference materials describe different types of laws with 85% accuracy.
- 17.2.2 Given access to reference materials identify rules of law affecting minors with 85% accuracy.
- 17.2.3 Given access to reference materials describe basic differences between crimes and torts with 85% accuracy.
- 17.2.4 Given access to reference materials describe basic differences between criminal and civil law with 85% accuracy.
- 17.2.5 Given access to reference materials describe basic differences between state and Federal court systems with 85% accuracy.
- 17.2.6 Given access to reference materials describe court system and how a case goes to trial with 85% accuracy.
- 17.2.7 Given access to reference materials explain the right to appeal with 85% accuracy.

Competency/Terminal Performance Objective:

17.3 Demonstrate knowledge of labor law (I)

Competency Builders/Pupil Performance Objectives:

- 17.3.1 Given access to reference materials describe rights and responsibilities of parties to an employment contract with 85% accuracy.
- 17.3.2 Given access to reference materials identify state and federal laws dealing with employment with 85% accuracy.

17.3.3 Given access to reference materials identify protections available to employees with 85% accuracy.

17.3.4 Given access to reference materials describe the role of unions in business with 85% accuracy.

Competency/Terminal Performance Objective:

17.4 Demonstrate knowledge of environmental law (I)

Competency Builders/Pupil Performance Objectives:

17.4.1 Given access to reference materials identify environmental agencies and regulations with 85% accuracy.

17.4.2 Given access to reference materials use those materials to identify 5 regulations that apply to a specified business.

17.4.3 Given access to reference materials explain reporting procedures for violations to appropriate agencies with 85% accuracy.

Competency/Terminal Performance Objective:

Demonstrate knowledge of contract law

Competency Builders/Pupil Performance Objectives:

Analyze elements of a contract for validity

Explain different types of contracts (oral, written, implied)

Differentiate between contracts that are transferable and contracts that are non-transferable

Identify means of discharging contracts

Describe means of discharging contracts

Describe remedies available for a breach of contract

Competency/Terminal Performance Objective:

17.5 Demonstrate knowledge of corporation law (I)

Competency Builders/Pupil Performance Objectives:

17.5.1 Given access to reference materials explain the different types of business structures (e.g., sole proprietorship, general partnership, limited partnership, corporation including subchapter S) with 85% accuracy.

17.5.1 Given access to reference materials describe how to form a corporation with 85% accuracy.

17.5.2 Given access to reference materials describe the difference between equity and debt securities so that at least 2 points of comparison are listed.

17.5.3 Given access to reference materials identify the principle/agent relationship and the basic terms of employment agreements with 85% accuracy.

17.5.4 Given access to reference materials identify at least 2 special forms of corporations.

17.5.5 Given access to reference materials name corporation purpose and structure with 85% accuracy.

Competency/Terminal Performance Objective:

17.6 Demonstrate knowledge of consumer law (I)

Competency Builders/Pupil Performance Objectives:

- 17.6.1 Given access to reference materials describe at least 3 types of negotiable instruments.
- 17.6.2 Given access to reference materials describe laws related to buying on credit with 85% accuracy.
- 17.6.3 Given access to reference materials explain negotiable instruments with 85% accuracy.
- 17.6.4 Given access to reference materials identify at least 4 factors to consider when borrowing money.
- 17.6.5 Given access to reference materials describe laws that apply to the collection of negotiable instruments with 85% accuracy.

Competency/Terminal Performance Objective:

Demonstrate knowledge of real estate law

Competency Builders/Pupil Performance Objectives:

- Distinguish between real and personal property*
- Describe legal documents relating to residential transactions*
- Explain a residential real estate settlement procedure*
- Describe title insurance and financing documents*
- Identify various documents relating to the sale of commercial property*
- Explain a commercial real estate settlement*

Competency/Terminal Performance Objective:

- 17.7 Demonstrate knowledge of tax law (I)

Competency Builders/Pupil Performance Objectives:

- 17.7.1 Given access to reference materials identify local, state and federal laws dealing with taxes with 85% accuracy.
- 17.7.2 Given access to reference materials use those materials to identify at least 5 tax laws that impact a given business.
- 17.7.3 Given access to reference materials explain penalties for noncompliance with local, state, and Federal tax laws with 85% accuracy.

Competency/Terminal Performance Objective:

- 17.8 Explain legal rights and responsibilities

Competency Builders/Pupil Performance Objectives:

- 17.8.1 Given a listing of laws describe different types of laws so that at least 4 types are identified.
- 17.8.2 Given access to reference materials identify rules of law affecting minors with 85% accuracy.
- 17.8.3 Given access to reference materials describe differences between crimes and torts with 85% accuracy.
- 17.8.4 Given access to reference materials describe differences between criminal and civil law

- 17.8.5 Given access to reference materials describe differences between state and Federal court systems with 85% accuracy.
- 17.8.6 Given access to reference materials describe court system and how a case goes to trial with 85% accuracy.
- 17.8.7 Given access to reference materials explain the right to appeal with 85% accuracy.

Competency/Terminal Performance Objective:

Demonstrate knowledge of estates, trusts and wills

Competency Builders/Pupil Performance Objectives:

Explain information needed to administer an estate

Identify legal procedure of testamentary letters and Letters of Administration through probate

Demonstrate other legal procedures pertinent to estates

Explain court documents commonly filed in connection with estate administration

Identify tax returns for an estate

Explain differences and types of wills and trusts

Explain the differences between testate and intestate

Unit 18: Legal Office Procedures

Competency/Terminal Performance Objective:

18.1 Demonstrate proficiency in legal terminology (C)

Competency Builders/Pupil Performance Objectives:

18.1.1 Given access to reference materials identify correct legal terms with 85% accuracy.

18.1.2 Given access to reference materials define and spell legal terms with 85% accuracy.

18.1.3 Given access to reference materials and a sampling of documents differentiate among types of legal documents such as pleadings, contracts, and forms that include deeds, wills, mortgages, etc. with 85% accuracy.

18.1.4 Given a draft and editing guidelines edit legal correspondence for accuracy of content with 85% accuracy.

18.1.5 Given access to reference materials and hypothetical situations, identify procedures for maintaining confidentiality of client information with 85% accuracy.

18.1.6 Given access to reference materials and hypothetical situations display knowledge of the ABA code of ethics with 85% accuracy.

Competency/Terminal Performance Objective:

18.2 Demonstrate proficiency in production of legal documents (I)

Competency Builders/Pupil Performance Objectives:

18.2.1 Given a role play situation gather initial intake information from clients according to class guidelines on intake.

18.2.2 Given access to reference materials explain the difference between various sources of legal authority such as statutes, cases, and administrative codes with 85% accuracy.

18.2.3 Given a multi-section document prepare table of contents and table of authorities according to classroom model.

18.2.4 Given templates and data process legal documents e.g. pleadings, contracts, agreement, wills, trusts, real estate, etc., with minimum or no instruction at 85% accuracy.

Competency/Terminal Performance Objective:

18.3 Maintain diary/docket system (I)

Competency Builders/Pupil Performance Objectives:

18.3.1 Given classroom simulation, file documents using various legal filing systems according to checklist on records management.

18.3.2 Given classroom simulation prepare records for new clients according to checklist on records management.

18.3.3 Given classroom simulation maintain forms file according to checklist on records management.

18.3.4 Given classroom simulation control calendar and scheduling according to checklist on records management.

18.3.5 Given classroom simulation manage a docket according to checklist on records management.

18.3.6 Given classroom simulation maintain case file for trial/hearing/conference or settlement according to checklist on records management.

Competency/Terminal Performance Objective:

18.4 Demonstrate proficiency in litigation (I)

Competency Builders/Pupil Performance Objectives:

18.4.1 Given access to reference materials explain basic steps in the conduct of civil lawsuit and criminal proceedings from pleadings through appeal with 85% accuracy.

Unit 19: Data Warehousing

Competency/Terminal Performance Objective:

*Describe basic data warehousing concepts **

Competency Builders/Pupil Performance Objectives:

Differentiate between traditional databases and data warehouses

Describe importance of data warehouses and integration

Define components of data warehouses: subject-oriented, integrated, time-variant, non-volatile

Explain and define types of information: associations, sequences, classifications, clusters, and forecasting

Explain data conversion

Identify types of programs and applications for data warehousing

Explain the four types of tools for data mining: neural networks, decision trees, rule induction, and data visualization

Define public summary data

Competency/Terminal Performance Objective:

*Explain ethical behaviors related to data warehousing **

Competency Builders/Pupil Performance Objectives:

Describe appropriate security measures

Define use of permanent detail data for legal or ethical use

Explain the limitations of external data

Explain ethical use of data

Competency/Terminal Performance Objective:

Perform data entry and update

Competency Builders/Pupil Performance Objectives:

Identify and use appropriate index or indices

Explain data repositories

Apply appropriate security measures

Differentiate between permanent detail data and regular data

Exhibit skill in data programs

Manage databases

Competency/Terminal Performance Objective:

Perform data retrieval

Competency Builders/Pupil Performance Objectives:

Locate appropriate data warehouses

Secure necessary indices

Design reasonable query

Explain nature of application

Apply appropriate security measures

Obtain necessary responses from data query

Verify accuracy of information

Competency/Terminal Performance Objective:

Apply data

Competency Builders/Pupil Performance Objectives:

Evaluate information gathered in query

Utilize public summary data
Design reporting medium
Construct report from data gathered

Unit 20: Small Business Management

Competency/Terminal Performance Objective:

20.1 Explain entrepreneurship (C)

Competency Builders/Pupil Performance Objectives:

- 20.1.1 Identify at least 5 characteristics of entrepreneurs, given reading materials and classroom discussions.
- 20.1.2 Identify at least 5 qualities and skills needed by business owners, given access to reference materials and classroom discussions.
- 20.1.3 Identify at least 3 means of obtaining technical assistance, given classroom materials and access to the Internet.
- 20.1.4 Given reading materials and classroom discussion, identify at least 5 advantages and 5 disadvantages of owning a small business.
- 20.1.5 Given classroom discussion and a guest speaker, describe 10 basic factors contributing to business success
- 20.1.6 Describe a franchise-dealer relationship, given research materials and a field trip to a franchise business, with 85% accuracy.

Competency/Terminal Performance Objective:

20.2 Identify role of small business in the economy (C)

Competency Builders/Pupil Performance Objectives:

- 20.2.1 Given classroom discussion and reference materials, describe effects of supply, demand, profit, and competition with 85% accuracy.
- 20.2.2 Given statistics and charts showing the relationship of small business in the national (USA) and global economy, explain the importance of the relationship with 85% accuracy.

Competency/Terminal Performance Objective:

20.3 Analyze how legislation affects small business (I)

Competency Builders/Pupil Performance Objectives:

- 20.3.1 Given reference materials and classroom discussion, identify at least 5 legal issues faced by entrepreneurs.
- 20.3.2 Given reference materials and classroom discussion, describe the relationship between government agencies and business owners (e.g., OSHA, taxes, EPA, NFPA, city, state federal, disaster relief) with 85% accuracy.
- 20.3.3 Given a classroom simulation, participate in the legislative process by following a checklist of requirements.

Competency/Terminal Performance Objective:

20.4 Evaluate factors affecting small business management (C)

Competency Builders/Pupil Performance Objectives:

- 20.4.1 Given classroom discussion, identify 5 types of businesses that would lend themselves to cooperative arrangements.
- 20.4.2 Given reference materials and classroom discussion, describe 4 legal forms of businesses.
- 20.4.3 Given classroom discussion, differentiate among 5 various types of insurable business risks.
- 20.4.4 Given classroom discussion, describe at least 5 social and ethical problems that affect business.
- 20.4.5 Given current business periodicals and newspapers, analyze current trends in business with 85% accuracy.

Competency/Terminal Performance Objective:

20.5 Develop a business plan(I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment, develop a complete business plan for a simulation by accomplishing the following:

- 20.5.1 List at least 5 sources of information for starting a business.
- 20.5.2 Classify local and state requirements for starting business using a checklist.
- 20.5.3 Identify 5 means of obtaining technical and financial assistance.
- 20.5.4 Select best location and layout for a business based on checklist provided.
- 20.5.5 Analyze financing of business ownership with 85% accuracy.
- 20.5.6 Identify when and how to obtain appropriate legal assistance with 85% accuracy.
- 20.5.7 Identify start-up costs according to checklist.
- 20.5.8 Develop budget according to checklist requirements.
- 20.5.9 Identify at least 5 advantages and 5 disadvantages of each type of business ownership.

Competency/Terminal Performance Objective:

20.6 Explain marketing mix (I)

Competency Builders/Pupil Performance Objectives:

Given reference materials, the Internet and classroom discussion, understand the marketing mix by accomplishing the following with 85% accuracy

- 20.6.7 Explain importance of having the right product.
- 20.6.8 Explain importance of having the product at the right place.

- 20.6.9 Explain importance of having the product with the right promotion.
- 20.6.10 Explain importance of having the product at the right price.
- 20.6.11 Explain importance of having the product at the right time.
- 20.6.12 Explain right target market.

Competency/Terminal Performance

Promote products and/or services (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment, develop a promotion plan to promote products and/or services for a simulation by accomplishing the following according to checklist:

- 20.7.1 Explain the promotion function
- 20.7.2 Describe relationship of sales to promotion
- 20.7.3 Identify factors used to select appropriate products
- 20.7.4 Prepare merchandise/buying plan
- 20.7.5 Maintain vendor information and select appropriate vendors
- 20.7.6 Identify selling price
- 20.7.7 Analyze merchandising trends

Competency/Terminal Performance Objective:

20.8 Manage customer relations (C)

Competency Builders/Pupil Performance Objectives:

- 20.8.1 Given classroom discussion and reference materials, identify advantages of customer services and accommodations with 85% accuracy.
- 20.8.2 Given classroom discussion and reference materials, explain importance of price, quality, and variety
- 20.8.3 Given a role-playing scenario, use acceptable techniques in handling customer complaints according to checklist.
- 20.8.4 Given a role-playing scenario, identify customer wants/needs according to a checklist.
- 20.8.5 Given classroom discussion, explain how to develop a good customer relationship with 85% accuracy.

Competency/Terminal Performance Objective:

20.9 Minimize internal theft (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment, develop a plan to minimize internal theft by accomplishing the following according to checklist:

- 20.9.1 Establish internal theft policy
- 20.9.2 Identify types of internal loss
- 20.9.3 Identify potential loss situations
- 20.9.4 Develop and/or follow company policies regarding internal theft
- 20.9.5 Develop and/or follow security procedures
- 20.9.6 Review internal controls

Competency/Terminal Performance Objective:

- 20.10 Explain financial services (I)

Competency Builders/Pupil Performance Objectives:

- 20.10.1 Given classroom discussion regarding business plans, speculate on revenue sources and expenses for each plan with 85% accuracy.
- 20.10.2 Given classroom discussion and a guest speaker, explain importance of a sound credit rating with 85% accuracy.
- 20.10.3 Given a team assignment, outline long-range financial plans for specific business.
- 20.10.4 Given a team assignment, compare financial services available from 3 financial institutions.
- 20.10.5 Given a team assignment, identify 3 types of critical professionals used to assist decision making.

Competency/Terminal Performance Objective:

- 20.11 Prepare financial records and reports (C)

Competency Builders/Pupil Performance Objectives:

- 20.11.1 Given a hypothetical income statement, classify revenue and expenses by analyzing the nature of the revenue and individual expenses (e.g. interest income is not from the product, but is considered other revenue) with 85% accuracy..
- 20.11.2 Given numerical data, prepare financial statements including an income statement, a balance sheet, change in owner's equity, and budgeted vs. actual with 85% accuracy.

Competency/Terminal Performance Objective:

- 20.12 Manage finances (I)

Competency Builders/Pupil Performance Objectives:

Given a real or simulated scenario, manage finances for the following objectives with 85% accuracy.

- 20.12.1 Project revenue sources and expenses
- 20.12.2 Explain costs of obtaining financial assistance

- 20.12.3 Explain importance of a sound credit rating
- 20.12.4 Outline long-range financial plans
- 20.12.5 Explain how sources of finance are used in business operations
- 20.12.6 Compare financial services available from financial institutions
- 20.12.7 Define time value of money concepts

Competency/Terminal Performance Objective:

- 20.13 Explain role of management in operating a business (I)

Competency Builders/Pupil Performance Objectives:

- 20.13.1 Given reference materials, explain importance of organizational skills for a manager with 85% accuracy.
- 20.13.2 Given in-depth study of the role of the manager, identify management functions (e.g. planning, organizing, leading and controlling) with 85% accuracy.
- 20.13.3 Given the opportunity to research management techniques, compare at least 3 specific methods of management.
- 20.13.4 Given classroom discussion, explain importance of time management with 85% accuracy.
- 20.13.5 Given the opportunity to join a state-recognized youth organization, identify at least 5 benefits of membership in professional/trade associations.
- 20.13.6 Given an active advisory committee, identify at least 5 benefits of a professional support system,

Competency/Terminal Performance Objective:

- 20.14 Practice safety precautions (C)

Competency Builders/Pupil Performance Objectives:

Given the opportunity for hands-on experiences, the following objectives will be satisfied with a checklist:

- 20.14.1 Maintain safe work area.
- 20.14.2 Operate equipment safely.
- 20.14.3 Practice safety to prevent accidents.
- 20.14.4 Follow procedures for reporting accidents
- 20.14.5 Follow safety procedures for special populations
- 20.14.6 Follow sanitation and hygiene procedures
- 20.14.7 Report emergencies to proper authorities.
- 20.14.8 Identify emergency evacuation plans.
- 20.14.9 Operate fire and safety equipment.
- 20.14.10 Develop basic first aid skills.
- 20.14.11 Analyze economic impact of poor safety practices.
- 20.14.12 Review safety policies.

Competency/Terminal Performance Objective:

20.15 Comply with government regulations (I)

Competency Builders/Pupil Performance Objectives:

- 20.15.1 Given reference materials and access to the Internet, identify taxes affecting small businesses with 85% accuracy.
- 20.15.2 Given a scenario, develop and/or follow policies of compliance with 85% accuracy.
- 20.15.3 Given the use of the Internet or reference materials, monitor and discuss changing regulations as they occur with 85% accuracy.
- 20.15.4 Given a classroom simulation or project, follow government regulations (e.g., OSHA, EPA) with 85% accuracy.

Competency/Terminal Performance Objective:

20.16 Perform management activities (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, perform the following management activities according to a checklist:

- 20.16.1 Define management.
- 20.16.2 Describe basic principles of good management.
- 20.16.3 Identify effective leadership traits.
- 20.16.4 Develop management objectives.
- 20.16.5 Explain role of management in operating a business.
- 20.16.6 Identify purposes of forecasting
- 20.16.7 Develop short-term and long-term action plans.
- 20.16.8 Describe importance of performance measurements and record keeping.
- 20.16.9 Explain importance of keeping informed of developments and trends affecting business.
- 20.16.10 Explain importance of planning for emergencies.
- 20.16.11 Prepare managerial reports about production, personnel, equipment, and operational costs
- 20.16.12 Develop short/long range plans including Equal Access/Equal Opportunity (EEO) guidelines.
- 20.16.13 Develop procedures for handling employee complaints.
- 20.16.14 Evaluate job applicants.
- 20.16.15 Comply with equal opportunity (EEO) guidelines.

Unit 21: Supervision

Competency/Terminal Performance Objective:

21.1 Manage human resources (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, manage the following human resources activities according to a checklist:

- 21.1.1 Communicate performance expectations.
- 21.1.2 Counsel employees (e.g., career objectives).
- 21.1.3 Maintain performance records .
- 21.1.4 Adhere to company policies regarding discrimination and harassment.
- 21.1.5 Address employees regarding disciplinary action(s).
- 21.1.6 Recommend employees for promotion.
- 21.1.7 Explain procedure for handling grievances.
- 21.1.8 Evaluate employee performance.
- 21.1.9 Document personnel issues.
- 21.1.10 Dismiss employees.
- 21.1.11 Create and/or implement organizational charts.
- 21.1.12 Clarify company policies and procedures.
- 21.1.13 Establish office procedures.
- 21.1.14 Maintain office procedure manual(s).
- 21.1.15 Prepare managerial reports.
- 21.1.16 Maintain appropriate work environment.
- 21.1.17 Conduct tours.
- 21.1.18 Provide and/or coordinate training for new policies.
- 21.1.19 Communicate performance expectations.

Competency/Terminal Performance Objective:

21.2 Manage projects (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, manage the following activities according to a checklist

- 21.2.1 Conduct needs analysis.
- 21.2.2 Set priorities.
- 21.2.3 Research information .
- 21.2.4 Develop goals and objectives.
- 21.2.5 Establish project time lines .
- 21.2.6 Develop strategic plan.

- 21.2.7 Develop project budget.
- 21.2.8 Apply forecasting techniques.
- 21.2.9 Apply prioritizing techniques.
- 21.2.10 Schedule work assignments.
- 21.2.11 Collect data.
- 21.2.12 Analyze data.
- 21.2.13 Monitor project progress.
- 21.2.14 Meet project timelines.
- 21.2.15 Monitor budget.
- 21.2.16 Apply quality measures and counter measures.

Competency/Terminal Performance Objective:

- 21.3 Manage work flow (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, manage the following work flow activities according to a checklist

- 21.3.1 Plan office layout for work flow.
- 21.3.2 Maintain office procedure manual(s).
- 21.3.3 Identify production standards.
- 21.3.4 Prioritize work.
- 21.3.5 Delegate work.
- 21.3.6 Provide instruction.
- 21.3.7 Monitor progress.
- 21.3.8 Complete productivity and/or managerial reports.

Competency/Terminal Performance Objective:

- 21.4 Conduct staff/team meetings (I)

Competency Builders/Pupil Performance Objectives:

Given a real or simulated project, conduct staff/team meetings following a checklist of criteria.

- 21.4.1 Plan meeting.
- 21.4.2 Set agenda.
- 21.4.3 Set and schedule meeting.
- 21.4.4 Schedule meeting room.
- 21.4.5 Invite appropriate personnel.
- 21.4.6 Identify need for outside speakers.
- 21.4.7 Assign someone to take minutes.
- 21.4.8 Make introductions.
- 21.4.9 Invite questions and comments, and group participation.

- 21.4.10 Decide appropriate action, time frame, and accountability to tasks
- 21.4.11 Monitor time.
- 21.4.12 Publish minutes in timely manner.

Competency/Terminal Performance Objective:

- 21.5 Conduct training (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, conduct training activities according to a checklist.

- 21.5.1 Secure training resources, materials, and equipment.
- 21.5.2 Assess training needs.
- 21.5.3 Set goals/competencies/standards for.
- 21.5.4 Train employee.
- 21.5.5 Evaluate progress (to document training effectiveness).
- 21.5.6 Provide appropriate feedback.
- 21.5.7 Document training participation.

Unit 22: Training

Competency/Terminal Performance Objective:

22.1 Determine training and development needs in an organization (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, determine training and development needs in an organization according to a checklist.

22.1.1 Explain the difference between training needs and development needs.

22.1.2 Identify training and development needs.

22.1.3 Analyze training and development needs.

Competency/Terminal Performance Objective:

22.2 Explain the role of training with an organization (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, explain the role of training with an organization with 85% accuracy.

22.2.1 Explain how supervisors interact with the human resource and training departments.

22.2.2 Explain the role of funding/budgeting in the development of training

22.2.3 Explain criteria used for the prioritizing of training needs.

Competency/Terminal Performance Objective:

22.3 Write effective training objectives (I)

Competency Builders/Pupil Performance Objectives:

Given a team assignment or real project, write effective training objectives according to a checklist.

22.3.1 Explain the criteria for effective training objectives.

22.3.2 Prepare effective training objectives related to an organization's needs.

Competency/Terminal Performance Objective:

22.4 Explain major characteristics of adult learners (I)

Competency Builders/Pupil Performance Objectives:

- 22.4.1 Given a discussion about learning, explain 3 differences between pedagogy vs. andragogy.
- 22.4.2 Given reference materials or a speaker about methods of learning, explain at least 3 different adult learning styles. (auditory, visual, hands on)
- 22.4.3 Given reference materials and discussion, explain at least 3 ways to facilitate adult learning. (laboratory classes, videoconferencing, classroom training, apprenticeship training, coaching)

Competency/Terminal Performance Objective:

- 22.5 Demonstrate different teaching techniques (I)

Competency Builders/Pupil Performance Objectives:

- 22.5.1 Given a speaker and classroom discussion, explain at least 3 different teaching techniques.
- 22.5.2 Given a discussion, explain at least 2 advantages of different teaching techniques
- 22.5.3 Given a discussion, explain at least 2 disadvantages of different teaching techniques.
- 22.5.4 Given research topics, develop 1 lesson plan utilizing different teaching techniques.
- 22.5.5 Given a lesson plan developed in 23.5.4, demonstrate 2 different teaching techniques.

Competency/Terminal Performance Objective:

- 22.6 Demonstrate effective use of major types of multi-media equipment (I)

Competency Builders/Pupil Performance Objectives:

- 22.6.1 Given a lesson plan and two methods of delivering it, explain 2 good ways to integrate multi-media equipment into the training environment
- 22.6.2 Given a lesson plan and two methods of delivering it, use 2 major types of multi-media equipment effectively in a training session.

Competency/Terminal Performance Objective:

- 22.6 Use evaluative instruments (I)

Competency Builders/Pupil Performance Objectives:

- 22.6.1 Given a discussion, explain at least two differences between pre- and post-testing
- 22.6.2 Given reference materials and discussion, explain and design 3 various types of testing.
- 22.6.3 Given a simulation, use 3 various types of testing.
- 22.6.4 Given classroom discussion, explain 3 methods of non-test evaluation.

Unit 23: Statistics

Competency/Terminal Performance Objective:

23.1 Make frequency distributions (I)

Competency Builders/Pupil Performance Objectives:

- 23.1.1 Given a survey, make 3 ungrouped frequency distributions using raw data.
- 23.1.2 Given a survey, make 3 grouped frequency distributions using raw data.
- 23.1.3 Given a classroom discussion, explain ungrouped frequency distributions according to a checklist.
- 23.1.4 Given a classroom discussion, explain grouped frequency distribution according to a checklist.

Competency/Terminal Performance Objective:

23.2 Present data graphically (C)

Competency Builders/Pupil Performance Objectives:

- 23.2.1 Given fiscal period data, make at least 3 line charts/frequency polygons.
- 23.2.2 Given fiscal period data, make at least 3 bar charts/histograms.
- 23.2.3 Given line charts, explain 3 line charts/frequency polygons according to a checklist.
- 23.2.4 Given bar charts, explain 3 bar charts/histograms according to a checklist.

Competency/Terminal Performance Objective:

23.3 Explain measures of central tendency (C)

Competency Builders/Pupil Performance Objectives:

- 23.3.1 Given reference materials and discussion, define mean, median, and mode central tendency with 85% accuracy.
- 23.3.2 Given data, compute mean, median, and mode central tendency at least 3 times.
- 23.3.3 Given a presentation opportunity, explain mean, median, and mode central tendency with 85% accuracy.

Competency/Terminal Performance Objective:

23.4 Explain measures of dispersion (I)

Competency Builders/Pupil Performance Objectives:

- 23.4.1 Given reference materials, define variance, average deviation, standard deviation, coefficient of variation with 85% accuracy.
- 23.4.2 Given data, compute variance, average deviation, standard deviation, coefficient of variation with 85% accuracy.
- 23.4.3 Given results from 24.4.2, explain variance, average deviation, standard deviation, coefficient of variation with 85% accuracy.

Competency/Terminal Performance Objective:

23.5 Solve probability problems (I)

Competency Builders/Pupil Performance Objectives:

23.5.1 Given discussion and reference materials, define 2 joint, marginal, and conditional probabilities.

23.5.2 Given 2 sets of data, solve joint probability programs using addition, multiplication, permutation, and combination formulas.

23.5.3 Given 2 sets of data, solve marginal probability programs using addition, multiplication, permutation, and combination formulas.

23.5.4 Given 2 sets of data, solve conditional probability programs using addition, multiplication, permutation, and combination formulas

Competency/Terminal Performance Objective:

23.6 Use binomial and normal probability distributions (I)

Competency Builders/Pupil Performance Objectives:

23.6.1 Given reference materials, explain binomial probability distributions with 85% accuracy.

23.6.2 Given reference materials, explain normal probability distributions with 85% accuracy.

23.6.3 Given 2 sets of data, use binomial probability distributions.

23.6.4 Given 2 sets of data, use normal probability distributions.

Competency/Terminal Performance Objective:

23.7 Demonstrate knowledge of statistical inference (C)

Competency Builders/Pupil Performance Objectives:

23.7.1 Given reference materials, explain sampling with 85% accuracy.

23.7.2 Given 2 scenarios, select appropriate method for selecting a sample.

23.7.3 Given reference materials, explain hypothesis testing with 85% accuracy.

23.7.4 Given a scenario, state a hypothesis according to checklist.

23.7.5 Given the hypothesis from above, test the hypothesis according to checklist.

Unit 24: Banking Basics

Competency/Terminal Performance Objective:

24.1 Describe basic structure of banks(C)

Competency Builders/Pupil Performance Objectives:

24.1.1 Define terminology related to the banking industry given access to reference materials with 100% accuracy.

24.1.2 Explain the role of the Federal Reserve System in the banking industry given access to reference materials with 85% accuracy.

24.1.3 Describe types of financial institutions and services given access to reference materials with 100% accuracy.

24.1.4 Identify banking career paths (e.g., commercial, retail, operations) given access to reference materials so that 3 paths are identified.

24.1.5 Identify technology and software used in banking given access to reference materials with 85% accuracy.

Competency/Terminal Performance Objective:

24.2 Describe services provided by banks (C)

Competency Builders/Pupil Performance Objectives:

24.2.1 Identify basic services a bank provides for customers given access to reference materials with 100% accuracy.

24.2.2 Describe components of banks' deposit function given access to reference materials with 85% accuracy.

24.2.3 Describe the credit function of banks given access to reference materials with 85% accuracy.

24.2.4 Explain the importance of banks' credit function given access to reference materials with 85% accuracy.

24.2.5 Explain the role of customer sales in banking functions given access to reference materials with 85% accuracy.

Competency/Terminal Performance Objective:

24.3 Describe reconciliation of checking accounts (C)

Competency Builders/Pupil Performance Objectives:

24.3.1 Define terminology related to checking accounts (e.g., negotiable instruments) given access to reference materials with 100% accuracy.

24.3.2 Describe the procedure for transferring funds between accounts by telephone given access to reference materials with 100% accuracy.

Competency/Terminal Performance Objective:

24.4 Explain teller functions (I)

Competency Builders/Pupil Performance Objectives:

- 24.4.1 Identify primary areas of teller responsibility given access to reference materials with 85% accuracy.
- 24.4.2 Identify types of negotiable instruments given access to reference materials with 100% accuracy.
- 24.4.3 Explain the use of different types of negotiable instruments given access to reference materials with 100% accuracy.
- 24.4.4 Describe procedures for processing various types of negotiable instruments given access to reference materials with 100% accuracy.
- 24.4.5 Determine by examination if an instrument is negotiable given sample instruments according to criteria on the teller functions checklist.
- 24.4.6 Describe the effect of dates on negotiable instruments given access to reference materials with 100% accuracy.
- 24.4.7 Explain the purpose of endorsements given access to reference materials with 100% accuracy.
- 24.4.8 Describe types of acceptable endorsements given access to reference materials with 100% accuracy.
- 24.4.9 Identify criteria for check acceptability given access to reference materials with 100% accuracy.
- 24.4.10 Explain identification procedures given access to reference materials with 100% accuracy.
- 24.4.11 Distinguish between acceptable and unacceptable sources of identification given samples of identification according to criteria on teller functions checklist.
- 24.4.12 Identify characteristics of genuine currency and instruments given access to reference materials with 100% accuracy.
- 24.4.13 Describe how to identify counterfeit currency and instruments given access to reference materials with 100% accuracy.
- 24.4.14 Demonstrate currency-handling techniques given sample currency according to criteria on teller functions checklist.
- 24.4.15 Use a 10 key calculator quickly and accurately given a calculator and sample problems according to criteria on teller functions checklist.

Competency/Terminal Performance Objective:

- 24.5 Demonstrate bookkeeping systems (C)

Competency Builders/Pupil Performance Objectives:

- 24.5.1 Define terminology related to bookkeeping given access to reference materials with 100% accuracy.
- 24.5.2 Describe bookkeeping systems and functions given access to reference materials with 85% accuracy.
- 24.5.3 Follow procedures for filing debits and credits given hardware, software, and sample data with 85% accuracy.
- 24.5.4 Follow procedures for rendering and preparing statements given hardware, software, and sample data with 85% accuracy.

24.5.5 Identify encoded groups of numbers on the bottom of debit slips and credit slips given hardware, software, and sample data with 85% accuracy.

Competency/Terminal Performance Objective:

24.6 Describe credit investigation procedures(I)

Competency Builders/Pupil Performance Objectives:

- 24.6.1 Identify types of credit given access to reference materials with 100% accuracy.
- 24.6.2 Describe sources of credit information given access to reference materials so that 5 sources are identified.
- 24.6.3 Complete a credit application form given a sample form and data with 85% accuracy.
- 24.6.4 Explain the categories of credit report information provided by credit bureaus given access to reference materials with 85% accuracy.
- 24.6.5 Explain the Fair Credit Reporting Act given access to reference materials with 85% accuracy.
- 24.6.6 Describe the steps of the credit investigation process given access to reference materials with 85% accuracy.

Competency/Terminal Performance Objective:

24.7 Describe loans/leases (I)

Competency Builders/Pupil Performance Objectives:

- 24.7.1 Define terminology associated with loans/leases and interest/charges given access to reference materials with 100% accuracy.
- 24.7.2 Identify types of loans/leases (e.g., unsecured, secured, closed-ended, open-ended) given access to reference materials with 100% accuracy.
- 24.7.3 Identify purposes of loans/leases given access to reference materials with 100% accuracy.
- 24.7.4 Match types and purposes of loans/leases given case studies with 85% accuracy.
- 24.7.5 Identify factors that influence loan/leases interest rates given access to reference materials with 100% accuracy.
- 24.7.6 Describe standard repayment terms given access to reference materials with 100% accuracy.
- 24.7.7 Describe how lending/leasing decisions are made given access to reference materials with 85% accuracy.
- 24.7.8. Explain the Truth in Lending Act given access to reference materials with 85% accuracy.

Competency/Terminal Performance Objective:

24.8 Calculate interest (I)

Competency Builders/Pupil Performance Objectives:

- 24.8.1 Explain the purpose of interest given access to reference materials with 85% accuracy.

- 24.8.2 Compute simple interest on single payment loans given formulas, hypothetical situations and a calculator with 85% accuracy.
- 24.8.3 Compute simple interest for discounted notes given formulas, hypothetical situations and a calculator with 85% accuracy.
- 24.8.4 Compute add-on interest for installment loans given formulas, hypothetical situations and a calculator with 85% accuracy.
- 24.8.5 Demonstrate method of computing loan payoff given formulas, hypothetical situations and a calculator with 85% accuracy.

Competency/Terminal Performance Objective:

- 24.9 Describe banking regulations (I)

Competency Builders/Pupil Performance Objectives:

- 24.9.1 Identify federal agencies that provide regulation of financial intermediaries (e.g., 7FDIC) given access to reference materials with 85% accuracy.
- 24.9.2 Describe the regulatory role of each federal agency given access to reference materials with 85% accuracy.

Competency/Terminal Performance Objective:

- 24.10 Describe investment instruments(I)

Competency Builders/Pupil Performance Objectives:

- 24.10.1 Define terminology related to investments (e.g., principal, maturity) given access to reference materials with 85% accuracy.
- 24.10.2 Describe certificates of deposit (CDs) given access to reference materials with 85% accuracy.
- 24.10.3 Describe money market funds/accounts given access to reference materials with 85% accuracy.
- 24.10.4 Describe mutual funds given access to reference materials with 85% accuracy.
- 24.10.5 Describe treasury bills given access to reference materials with 85% accuracy.
- 24.10.6 Describe treasury notes and bonds given access to reference materials with 85% accuracy.
- 24.10.7 Describe securities given access to reference materials with 85% accuracy.

Unit 25: World Cultures

Competency/Terminal Performance Objective:

25.1 Describe how cultural components differ among cultures (I)

Competency Builders/Pupil Performance Objectives:

- 25.1.1 Given resource materials and classroom discussion, define “culture” with 85% accuracy.
- 25.1.2 Given resource materials and classroom discussion, identify cultural components (e.g., language, beliefs, technology, institutions) with 85% accuracy.
- 25.1.3 Given resource materials and classroom discussion, describe the difference between culture and civilization with 85% accuracy.
- 25.1.4 Given resource materials and classroom discussion, compare at least 5 components of various cultures.
- 25.1.5 Given resource materials and classroom discussion, describe 10 factors that influence culture (e.g., geography, trade, diversity).
- 25.1.6 Given classroom discussion, define “cultural diffusion” according to a checklist.

Competency/Terminal Performance Objective:

25.2 Relate cultural ideas and information to life experience (I)

Competency Builders/Pupil Performance Objectives:

Given a cultural research project and access to a variety of reference materials including the Internet, prepare a presentation including the following objectives according to a checklist.

- 25.2.1 Collect information about diverse cultures, environments, and people.
- 25.2.2 Relate cultural similarities and differences to personal life experiences.
- 25.2.3 Analyze how the presentation of information is influenced by culture.
- 25.2.4 Illustrate how humans depend upon culture.

Competency/Terminal Performance Objective:

25.3 Evaluate obstacles to cultural understanding (I)

Competency Builders/Pupil Performance Objectives:

- 25.3.1 Given classroom discussion, define “ethnocentrism” with 85% accuracy.
- 25.3.2 Given classroom discussion, identify at least 5 ethnocentric attitudes.
- 25.3.3 Given classroom discussion, define “stereotype” with 85% accuracy.
- 25.3.4 Given classroom discussion, identify at least 5 cultural stereotypes.
- 25.3.5 Given classroom discussion, explain the dangers of ethnocentrism and stereotypes with 85% accuracy.
- 25.3.6 Given classroom discussion, explain the concept of “The Ugly American” with 85% accuracy.

- 25.3.7 Given classroom discussion and various reference materials, analyze at least 5 of own ideas about foreign cultures to identify stereotypes.
- 25.3.8 Given classroom discussion, generate at least 10 ideas for overcoming ethnocentrism and stereotypes.
- 25.3.9 Given classroom discussion, define “human rights” with 85% accuracy.
- 25.3.10 Given 3 scenarios of current human rights issues, evaluate arguments surrounding international human rights issues.

Competency/Terminal Performance Objective:

- 25.4 Analyze cultural demographics of major world regions (I)

Competency Builders/Pupil Performance Objectives:

- 25.4.1 Given classroom discussion and access to a variety of references, compare the major cultural groups of the United States and another country according to a checklist.
- 25.4.2 Given a cultural research project and classroom discussion, compare the major cultural groups of two foreign countries according to a checklist.
- 25.4.3 Given a cultural research project and classroom discussion, compare at least 3 major cultural groups within a foreign country.
- 25.4.4 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of East Asia.
- 25.4.5 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of the Asian Sub-continent.
- 25.4.6 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of the Middle East.
- 25.4.7 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of Sub-Saharan Africa.
- 25.4.8 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of Eastern Europe.
- 25.4.9 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of Western Europe.
- 25.4.10 Given classroom discussion and access to research materials, identify at least 3 major cultural groups of Latin America

Competency/Terminal Performance Objective:

- 25.5 Analyze the impact of cultural environment on business (I)

Competency Builders/Pupil Performance Objectives:

Given a cultural research project (could be same project in 26.2) and access to a variety of research materials, the following objectives may be met according to a checklist.

- 25.5.1 Identify social and cultural factors that affect the conduct of business.

- 25.5.2 Compare and contrast business practices in different cultures.
- 25.5.3 Illustrate how culture influences business operations.
- 25.5.4 Identify U.S. cultural attitudes and practices that could inhibit successful business operations in a foreign country.
- 25.5.5 Analyze necessary modifications to American business practices for success in the global marketplace.
- 25.5.6 Describe the steps to receive business visitors from specific countries.
- 25.5.7 Describe negotiation tactics and decision-making processes of various cultures.
- 25.5.8 Identify types of business relationships in various cultures.
- 25.5.9 Compare business entertainment among people in various parts of the world.

Competency/Terminal Performance Objective:

- 25.6 Describe customs that impact international business (I)

Competency Builders/Pupil Performance Objectives:

Given a cultural research project (could be same project in 26.2) and access to a variety of research materials, the following objectives may be met according to a checklist.

- 25.6.1 Identify cultural differences in food, dress, and social behaviors.
- 25.6.2 Compare the use of calendars in different societies.
- 25.6.3 Identify major holidays of various cultures and how they are celebrated.
- 25.6.4 Assess the importance of gift giving in various cultures.

Unit 26: Basic Principles of Marketing

Competency/Terminal Performance Objective:

26.1 Demonstrate understanding of basic marketing principles (I)

Competency Builders/Pupil Performance Objectives:

- 26.1.1 Given reference materials and classroom discussion, define basic marketing terminology (e.g., “market,” “marketing mix,” “market penetration”) with 85% accuracy.
- 26.1.2 Given reference materials and classroom discussion, identify purpose of marketing with 85% accuracy.
- 26.1.3 Given reference materials and classroom discussion, identify at least 5 marketing activities.
- 26.1.4 Given reference materials and classroom discussion, identify the 4 elements in the marketing mix (price, product, promotion, place).
- 26.1.5 Given reference materials and classroom discussion, explain market share with 85% accuracy.
- 26.1.6 Given reference materials and classroom discussion, identify at least 5 factors affecting market share.
- 26.1.7 Given a scenario and classroom discussion, explain margin analysis by listing at least 5 components.

Competency/Terminal Performance Objective:

26.2 Describe marketing strategy (I)

Competency Builders/Pupil Performance Objectives:

Given a product simulation, demonstrate the understanding of the following basic marketing principles according to prepared checklist.

- 26.2.1 Identify marketing strategies for differing products and services.
- 26.2.2 Differentiate between industrial and consumer marketing.
- 26.2.3 Differentiate between mass market and market segmentation approaches.
- 26.2.4 Describe the process of identifying a market for a product or service.
- 26.2.5 Describe the role of margin analysis in developing marketing strategy.
- 26.2.6 Give examples of product positioning.

Unit 27: Career Exploration

Competency/Terminal Performance Objective

27.1 Skills to locate, evaluate and interpret career information (C)

Competency Builders/Pupil Performance Objectives

- 27.1.1 Given the library catalog, describe three school resources to explore educational choices.
- 27.1.2 Given the library catalog, describe three school resources to explore occupational choices.
- 27.1.3 Given the area telephone book, describe three community resources to explore educational choices.
- 27.1.4 Given the area telephone book, describe three community resources to explore occupational choices.
- 27.1.5 Given IDEAS (Interest Determination, Exploration, and Assessment System) assessment, identify three careers you have interest in within the Business Career Cluster.
- 27.1.6 Using the DOT (Dictionary of Occupational Titles), identify worker skills related to three business careers.
- 27.1.7 Given the Ohio Career Information System (OCIS), identify worker conditions related to five business careers.
- 27.1.8 Given the Ohio Career Information System (OCIS), identify education required related to five business careers.
- 27.1.9 Given the Ohio Career Information System (OCIS), identify training related to five business careers.
- 27.1.10 Given the Ohio Career Information System (OCIS), identify employment opportunities in Ohio related to five business careers.
- 27.1.11 Given the local newspaper demonstrate skill to locate, interpret, and use information about five job openings.

Competency/Terminal Performance Objective

27.2 Understand the process of career preparation, career exploration, reflection, and reevaluation (C)

Competency Builders/Pupil Performance Objectives

- 27.2.1 Using an interest inventory describe and compare traits, skills, and characteristics required for three career choices with individual's traits, skills and characteristics.
- 27.2.2 Using a comparison of individual and career traits, skills and characteristics, tentatively resolve potential conflicts between personal characteristics and three career choice areas.
- 27.2.3 Given a Job-Shadowing Packet identify an employer and a date to job shadow two different business occupations.
- 27.2.4 Using the evaluations from the Job-Shadowing Packet describe the impact of two job-shadowing activities on current career choices.

- 27.2.5 Using a worker interview sheet interview three different workers in your career interest area.
- 27.2.6 Using a self assessment identify five occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- 27.2.7 Using the Individual Career Plan review and revise career information from earlier plans and include two tentative decisions to be implemented after high school.
- 27.2.8 Given direction on contents develop a Career Passport containing three formal documents that identify and describe your skills.
- 27.2.9 Given decision-making situations, identify two alternatives for each scenario.
- 27.2.10 Using resources in the guidance department identify steps to apply for and secure financial assistance for postsecondary education and training. Give two examples.
- 27.2.11 Using local resources describe three placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.