



Skilled leaders motivate people or groups to achieve a common goal. Skilled managers plan, organize, staff, direct, and control an organization or group for the purpose of accomplishing a goal using available resources efficiently and effectively. This course explores leadership styles and economics, personal finance and soft skills, while providing a background in business management and leadership. Students engage with their peers, business professionals, and their community to actively practice the 21st Century skills of Communication, Collaboration, Creativity, and Critical Thinking. They will learn the best ways to manage an organization in management skills including, but not limited to, classical, administrative and behavioral. Students enrolled in this course will have the opportunity to participate and compete in Future Business Leaders of America (FBLA) activities and events. Students will have the opportunity to participate in work based learning/Community Classroom.

ROP:

BUSD:

HLPUSD:

RUSD:

Sequence

Capstone

Prerequisites

Business Marketing, Business and
Personal Finance

Course Length

Classroom = 180
Community Classroom = 60
Total = 240

Board Approval

Advisory Date

Articulation

A-G Approval

G- Elective (Pending)

CTSO's

FBLA

Certifications

Industry Sector

Business and Finance

Career Pathway

Business Management

CBED Title & Code

Business Management – 182

**US Department of
Education (USDOE)
Career Cluster)**

Business, Management, and
Administration

High School

Postsecondary:

Certification and/or AA Degree

College University

Bachelor's Degree or
Higher

Occupations by Level of Education

41-2031.00 - Retail Sales Persons

11-1021.00 - General and Operations Managers

11-2022.00 – Sales Managers

11-2011.00 – Advertising and Promotions Managers

11-2021.00 – Marketing Managers

COURSE OUTLINE**Unit 1 - Employability Skills****1.0 Career Preparation**

- A. Define professionalism, including punctual attendance, positive attitude, responsibility, initiative, honesty, and respect for others.
- B. Identify appropriate characteristics, attitude, and appearance.
- C. Describe the importance of prioritizing tasks and meeting deadlines.
- D. Display determination, enthusiasm, and commitment.

1.1 Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.

- A. Use teamwork.
- B. Explain laws dealing with sexual harassment in the workplace.

1.2 Understand the importance of good academic skills.

- A. Recognize the importance of good reading, writing, and math skills.
- B. Apply estimation, measurement, and calculations skills on the job.
- C. Read, write, give, and follow instructions.
- D. Apply critical thinking and problem-solving skills in workplace situations.
- E. Identify math skills and demonstrate skill accuracy in measurements.

1.3 Understand principles of effective communication

- A. Communicate effectively orally and in writing.
- B. Identify non-verbal communication techniques.

1.4 Understand occupational safety issues and observe safety rules.

- A. Identify job site hazards.
- B. Describe a safe work environment.
- C. Demonstrate safe use of tools and equipment.

1.5 Understand career paths and strategies of obtaining employment.

- A. Identify career paths and further training.
- B. Apply effective job search skills, including locating employment information. Fill out application forms completely and correctly.
- C. Prepare a resume and identify effective interviewing techniques by participating in a mock interview.

1.6 Understand and adapt to changing technology.

- A. Uses and maintains equipment appropriately.
- B. Explain the importance of lifelong learning in adapting to changing technology.

COURSE OUTLINE**Unit 2 - Introduction to Business Management and Leadership**

- A. Identify and define terms related to management and leadership.
- B. Examine Maslow's Hierarchy of needs as it applies to motivation, leadership, and business.
- C. Explain the importance of planning for personal and professional success.
- D. Identify the importance of determining goals.

Unit 3 – Legal and Ethical Principles

- A. Evaluate the impact of issues related to ethics and social responsibility of an organizations.
- B. Analyze ethical and unethical business practices and the potential impact on a business and its owner(s).
- C. Explain intellectual property law, patents, trademark, and copyrights and how they impact business.
- D. Identify the need for permits, licenses, and contracts for a business.
- E. Explain the importance of confidentiality and security protection in consumer transactions.
- F. Identify local city, state, federal and international laws that impact a business.
- G. Explain laws that affect employees (e.g., discrimination, child labor, wrongful termination, sexual harassment, Americans with Disabilities Act, Family Medical Leave Act, equal pay for equal work, fair labor standards, safety and health).
- H. Identify the importance of philanthropy in an organization.

Unit 4 – Leadership

- A. Explain the difference between leadership and management.
- B. Identify personality traits and characteristics of good leaders.
- C. Apply an understanding of human behavior to explain how individuals and groups function in the workplace.
- D. Demonstrate an understanding of group dynamics
- E. Identify and analyze different leadership styles.
- F. Identify leadership techniques in a variety of situations.
- G. Identify characteristics of successful teams in business.
- H. Identify methods of providing leadership growth and support to employees.

Unit 5 – Management

- A. Assess the role of management within an organization.
- B. Identify a variety of management theories.
- C. Evaluate the roles of different levels of management and corresponding responsibilities.
- D. Identify strategies used by individuals and organizations to manage stress and conflict.
- E. Examine theories on how to motivate individuals and teams in a productive work environment.
- F. Explain the importance of establishing rules and expectations.

COURSE OUTLINE**Unit 6 – Planning and Problem Solving**

- A. Explain the importance of planning in a successful business.
- B. Describe several business planning tools and how they are used.
- C. Identify methods for responding to internal and external pressures for change in a business.
- D. Explain the purpose of management information systems.
- E. Identify various problem solving processes.
- F. Identify effective processes to be used when implementing change.

Unit 7 – Organizing

- A. Identify various organizational structures used to manage the workforce effectively.
- B. Identify ways organizational structures have changed to adapt to the changing nature of work.
- C. Evaluate the role of human resources within an organization.

Unit 8 – Financial Management

- A. Identify the basic financial principles of a successful business.
- B. Analyze various accounting statements.
- C. Define various terms related to accounting.
- D. Identify various types of assets and liabilities.
- E. Identify policies and procedures for conducting and documenting financial transactions.
- F. Research costs associated with accepting various forms of payment (e.g., PayPal, credit cards, etc.).
- G. Identify accounting systems used in business.
- H. Describe the purpose of a profit and loss statement and balance sheet.
- I. Describe how financial statements can be used to implement changes to make a business more profitable.
- J. Identify methods of financing a new business, including alternatives such as crowd funding and angel investing.
- K. Describe the importance of personal and business financial planning.
- L. List examples of start-up costs, fixed and variable operating costs, and personal expenses in a business plan.
- M. Identify potential financial risks for a business.
- N. Identify the importance of a good credit rating and how to achieve good credit.

Unit 9 – Marketing Analysis

- A. Explain the importance of the four P's of marketing. (Product, Price, Promotion, and Place)
- B. Explain the importance of the four C's of marketing. (Consumer needs, Cost, Convenience, and Communication)
- C. Design and evaluate market research.
- D. Create customer profiles, identifying target market and market segments (including internationally, where applicable).

COURSE OUTLINE

- E. Explain the purpose of a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for a business.
- F. Explain the channels of distribution and costs associated with each.
- G. Explain the purpose of a feasibility study.
- H. Describe the advantages and disadvantages of various social networking sites for marketing a business.

Unit 10 - Sales

- A. Describe how customers might be acquired and retained by a business.
- B. Identify ways to use social media to promote products or services online.
- C. Explain how promotional goals and promotional messages could appeal to a target market.
- D. Evaluate the effectiveness of promotional strategies.
- E. Identify the steps in the selling process.
- F. Explain the effect of buying motivations and the consumer decision making process on business sales.

Unit 11 - Economics

- A. Define economics and the Free Enterprise System.
- B. Describe Needs vs. Wants.
- C. Explain the Basic Economic Problem (i.e., limited resources and unlimited wants).
- D. Explain the Law of Diminishing Returns.
- E. Describe the Factors of Production (i.e., types of economic resources).
- F. Compare and contrast the major types of economic systems (e.g., Traditional, Planned, Market, Mixed).
- G. Explain the concept of the marketplace (i.e., “the market”).
- H. Explain Opportunity Cost.
- I. Explain the Laws of Supply and Demand and how they are related.
- J. Describe and calculate Equilibrium Price and Equilibrium Quantity.
- K. Explain Scarcity and Surplus in a market and the factors that might lead to the creation and resolution of each.
- L. Describe the Business Cycle.
- M. Identify the impact of global competition on a business.

Unit 12 – Customer Relations

- A. Explain the process for identifying customer needs before, during, and after a purchase.
- B. Identify the good customer service practices.
- C. Compare and contrast customer service in face-to-face vs virtual environments.
- D. Define E-CRM (Electronic Customer Relationship Management) and explain its importance in maintaining and growing a business’s customer base.
- E. Demonstrate effective customer service skills.

COURSE OUTLINE

- F. Demonstrate techniques for dealing with customer difficulties in an online environment.
- G. Design a customer satisfaction survey for a business.

KEY ASSIGNMENTS					
Assignment	Competency	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).		2 3 10	2 3		LS 9-10, 11-12.6 SLS 11-12.2
2. Prepare for FBLA competitions including: Leaders in Action (individual) State Project: Promote individual leadership by serving the community.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ANCHOR STANDARDS**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to post-secondary education and employment. Refer to Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and Accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

CAREER READY PRACTICES

- 1 - Apply appropriate technical skills and academic knowledge.
- 2 - Communicate clearly, effectively, and with reason.
- 3 - Develop an education and career plan aligned to personal goals.
- 4 - Apply technology to enhance productivity.
- 5 - Utilize critical thinking to make sense of problems and persevere in solving them.
- 6 - Practice personal health and understand financial well-being.
- 7 - Act as a responsible citizen in the workplace and the community.
- 8 - Model integrity, ethical leadership, and effective management.
- 9 - Work productively in teams while integrating cultural/global competence.
- 10 - Demonstrate creativity and innovation.
- 11 - Employ valid and reliable research strategies.
- 12 - Understand the environmental, social, and economic impacts of decisions.
- 13 - Apply appropriate technical skills and academic knowledge.
- 14 - Communicate clearly, effectively, and with reason.
- 15 - Develop an education and career plan aligned to personal goals.

PATHWAY STANDARDS**A. Business Management**

- A1.0** Explain entrepreneurship and the fundamentals of developing a new business.
- A2.0** Plan, organize, secure, and manage resources of a project to achieve specific goals.
- A3.0** Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
- A4.0** Apply economic concepts as they relate to business.
- A5.0** Analyze financial data in order to make short-term and long-term decisions.
- A6.0** Explain the importance of risk management and regulatory compliance in business.
- A7.0** Utilize information and technology tools to conduct business effectively and efficiently.
- A8.0** Construct a Marketing Plan.
- A9.0** Apply principles of supply chain management and SCM 2.0 to a business model

COMMON CORE STANDARDS

ENGLISH LANGUAGE ARTS

Language Standards

LS 9-10, 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 9-10, 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1b

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WS 11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards for Information Text

RSIT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

A-G APPROVED KEY ASSIGNMENTS

1. Illustrate meta-motivation as it relates to Maslow's hierarchy of needs, or other type of motivational theory. Using yourself as a fictional character, students will apply meta-motivational concepts in a written paper.
2. Students are introduced to the CA Career Zone and prepare an individual resume. Working in groups, they evaluate sample resumes to determine which job candidate would be hired, including: identifying personal work readiness skills; completing a personal skills assessment, and exploring connections between their personal assessment and their dreams, values, goals, and skills.
3. Students will create a graphic organizer depicting the various forms of leadership styles, their positive and negative attributes, and how each can more effectively work with others.
4. Students will research and then write a 3-4 page paper summarizing the results of their interest inventory, Myer's Briggs, or Keirse

Temperament Test with reference to how their particular attributes might impact his/her leadership roles in school, work, or community organizations.

5. Develop a marketing plan for a new product or service of an existing or student developed company.
6. Working in groups, students will demonstrate competencies in the Success Skills Reflect and Evaluate – by identifying the connections between advertising a product and promoting themselves. Students will analyze and assess product advertising, present selected products based on advertising information, and assess and evaluate personal information and prepare a resume.
7. Students will read and analyze two company's profiles and marketing communications to identify key elements of market orientation (example: Nordstrom's and Southwest Airlines). Students will then produce a chart delineating each of the critical elements of market orientation for the two companies and write a 250-750 word report outlining the key elements for a company's marketing orientation with reference to primary sources to support a conclusion.
8. Working in collaborative groups, students will choose two similar companies or firms in the same industry (example: Google and Yahoo; McDonald's and Carl's Junior) Using company profiles and marketing communication, they will analyze the marketing mix decisions of each company to determine which decisions have led to a competitive advantage in the industry. In a timed writing, students will highlight the decisions for each company and their effects within the competitive industry, proving specific examples from primary sources that highlight analysis of company decisions.
9. Students will conduct a market analysis of a company and write a 250 to 750 word Critical Essay of their findings, drawing information from the Company Profile and website, including:
 - a. The market share the company has in its industry sub sector and its marketing implications
 - b. A classification, with justification, of the company's market position
 - c. Main market segments
 - d. Key marketing objectives of the company
 - e. A clear definition of the marketing function and what it aims to do
 - f. How the company meets the aims of the marketing function
 - g. Type of market structure and how it effects their marketing strategies
 - h. The success of the marketing strategy adopted by the company in meeting their objectives
10. Students will write research findings in a 2000 to 2500 word research paper on an "infant" company in narrative form, include:
 - a. Read annual reports, company profiles, marketing communications documents, and find relevant resources on the Internet
 - b. Provide a description of product, purpose and product benefits to a specific target market/audience
 - c. Conduct primary research through surveys and observations
 - d. Utilize primary and secondary resources with proofs, charts, and graphs and supporting surveys
 - e. Examine industry specific
 - f. vocabulary for research and incorporate it accurately in report
 - g. Critique expository documents
 - h. Write final narrative summary demonstrating feasibility of product or service based on research
 - i. Create an MLA or APA formatted works cited page.
11. Students will then present their report in multimedia formats as if to enhance decisions making for target audience.
12. Students will write a 3-5 minute persuasive speech and create and present a promotional campaign, including an executive summary, descriptions, objective(s) of the campaign, identification of the target market, primary markets and secondary markets, advertising media, budget, schedules of all advertising planned, schedules of all sales promotion activity (ies) planned, statement of benefits to the client/advertiser, MLA or APA works cited page and appendix.

13. Have students go to mall and survey people coming out of a store about the customer service they received. Interview sales people about customer service. Analyze the effects of continued bad customer service. Present out and create 3 page written report with detailed findings (A2.0),(a5.3) (A7.2), (A8.3), (A8.4), (A9.4)
14. Create a poster campaign outlining the customer service policies of a specific company. Present and discuss their poster with the class. Students will analyze which policies and management procedures are effective and why.
15. Have students complete the Selling Principles assignment, reviewing the key concepts involved with selling.
16. Create a flyer for a new business that you would like to see in our geographical area. Create the flyer as if it is the grand opening for your business. Make sure you list dates, times, location, any promotions you may be running, and what kind of products or services your business has to offer.
17. Community Service Project (FBLA chapter competitive event). This event consists of two parts: a prejudged report and a performance component for the top five (5) prejudged reports. Participants are required to complete all parts to be eligible to win an award. Reports must describe one chapter project that serves the community. The project must be in the interest of the community and be designed for chapter participation rather than individual participation. Local chapters are encouraged to perform a wide range of service activities, but to focus on one project in detail for this report. Specifically, the performance should address the community served, member involvement, and results of the project. Students will demonstrate organizational communications, management supervision and decision making leadership skills.
18. FBLA Goes Green (individual) State Project: Utilize leadership skills to contribute to an ecofriendly environment.
19. FBLA Goes Green (chapter) State Project: Promote environment activism by engaging in various community service environmental activities to help reduce our carbon footprint.
20. Ethics Journal: Students will respond to a scenario in which a manager requests a change in a financial statement that allows the company to appear to have less expenses or a greater profit. Write a sample dialogue of your response.
21. Ethical Workplace Skit: Students will create a skit to highlight a common workplace ethical question and leaving the audience to determine the course of action through a journal write. Examples include: gossip in the workplace, computer piracy, meeting deadlines, using company property, payroll information, confidentiality, etc.
22. Business Plan: Students groups will develop an executive summary of a short term business (i.e. lemonade stand), designing a portfolio of financial statements, including startup costs, profit and loss statement, and income or balance sheet, using charts, graphs and spreadsheets, and perform and audit other student projects to determine the accuracy of their financial statements.
23. Multimedia Presentation: Small group multimedia presentation on accounting services careers with various education levels – Accounting, Bookkeeping, Internal Audit, Assessors, Tax Preparation, Budget Analysts, Payroll Clerks, and Loan Officers. Students will research, decipher, and analyze information and present.
24. Students will research a healthy well known corporation. They will then determine the worst year the company has experienced. They will analyze, synthesize and discern the changes the company has undergone to change from that point to present day. The balance sheets and income statements will be used to analyze why and how the company has improved. Students will then present findings in a PowerPoint with graphs and charts and in written format to present to the rest of the class.
25. Students will construct an income statement, balance sheet and statement of owner's equity from a worksheet utilizing a spreadsheet.
26. Students will manually process from start to finish a payroll check given hourly, salaried and commissions. Students must use tax charts and current percentages for social security and Medicare.
27. Create a portfolio of assignments for the "Game of Life" project, including the following:
 - a. Develop and calculate two spreadsheets on career budgets based on educational levels of the careers selected to determine the quality of life of each individual

- b. Calculate and prepare mock IRS tax forms for submission to the federal government
 - c. Prepare, separate, and illustrate individual student's needs and wants on Maslow's Hierarchy chart
 - d. Prepare and use financial institution forms to create, maintain, and analyze a personal checking account.
 - e. Examine and calculate the true cost of ownership for a personal automobile and insurance.
 - f. Understand and evaluate the differences between saving money and investing money.
 - g. Demonstrate the understanding of methods for protecting yourself from identity theft and the financial consequences
28. Parent Collaboration Activity: Research and collaborate with a parent or adult on a topic of financial literacy based on one of the key assignments. Each activity requires the parent and teen to make practical decisions in terms of choice and lifestyle, and to produce a written report of their findings. (E.g. creating a real budget for senior year expenses, including prom and other senior activities).
 29. Ethics Journal: small group and class discussions will result in multiple individual quick writes that require students to make judgments based on personal and business ethical dilemma scenarios.
 30. Teams of students will create and perform a skit based on ordinary small business interactions using the basic economic vocabulary, adopting the roles of customer, salesperson, owner, capital goods supplier and a regulatory agency.
 31. Graphic Organizer: Students will construct a graphic organizer indicating a decision making process, e.g. Matric, Pro/Con, Decision making Tree, if/then, etc. By using this graphic organizer, students will analyze information and make decisions on how a person might decide whether to work part time while in high school or which college to choose.
 32. Supply & Demand Poster: students will analyze a product based on factors in supply and demand and create a poster representing findings to the class which identify the factors and provide visualization of the demand and supply curve.
 33. Storyboard: Students will create a storyboard depicting their research findings on the relationship between economic conditions and business growth.
 34. Option A – Individually, read Gcflearnfree.org lesson on Internet Safety. Keep track of important vocabulary words by writing or typing them. Using Wordle.com choose 15-20 of the vocabulary words and create a design. When finished, review the vocabulary words and reevaluate the world design. Write a reflective summary of paragraphs or block on wikispaces.
 35. Option B – Individually, read the materials on http://www.stopcyberbullying.org/kid/are_you_a_cyberbully.html
 - a. Take the “Are You a Cyberbully” quiz last.
 - b. Using the Persuasive essay template – fill in the blanks with information from the readings and have your peers review. Type the information you have written on your template including the corrections from peer reviews, in a 5 paragraph essay, using MLA or APA format.
 - c. Or, using wikispaces.com, create a blog page where you identify the different dangers on the Internet and how to keep yourself safe from them – be specific and use examples from readings.
 36. Option C – Critical evaluation of a website – using the resources provided, partners will choose two websites and evaluate for credibility and validity. Afterwards, students will use teacher handout to compare their results to an official criteria list.
 37. Capstone A – Working with a partner and using Microsoft Word, analyze the information you have researched on cyber bullying and create an advertisement to prevent cyber bullying for the classroom.
 38. Capstone B – Group presentation on Cyber Safety/Digital Citizenship. Students will analyze information they have obtained and create a presentation to educate students at your school on how to be effective Cyber citizens using all materials from the unit. The following must be included in your presentation: cyber citizenship, cyber bullying, Internet safety, and social networks.
 39. Skit demonstrating good and bad customer service practices – students will write the script for good and bad practices and act them out in class to the other students.
 40. Students will go to a mall and use a consumer research survey with consumers about customer service. Interview sales people about

customer service and analyze the effects of continued bad customer service. Upon completion, students will present and develop a 3 page written report with findings.

41. Students will research, decipher results, and then create a 3-5 page research paper on conducting business with special needs customers. Specifically, how are you going to deal with this population from a customer service point of view?
42. Optional Key Assignments:
 - a. Create a customer service project. Students will research 3-5 companies and list their values, commitment, and mission of the company's customer service.
 - b. Present information in presentation or written format.
 - c. Create a poster campaign outlining the customer service policies of a specific company. Present and discuss poster with peers.
 - d. Written paper, answering the following: Explain the difference between product standards and service. Have the students write service standards for a service business.
 - e. Research customer service practices in different countries. Create a 3 fold brochure detailing these practices.
43. Students will complete a personality survey to assist in career research, choose between two potential careers, read and research potential jobs and differentiate between the two as to which would be the best fit, find the college major for those careers, create a cover letter, resume, and thank you letter for an interview relevant to those careers. Then, students will present their findings in a brochure, PowerPoint, or design a website to present information.
44. List at least 5 goals (related to school, career, and personal) and include a description of how you plan to accomplish each one.
45. List five personal strengths and one personal weakness. Write a 100 word summary on what you can do to overcome the weakness.
46. Conduct research on career options
47. Conduct interviews of professionals in chosen field of research
48. Utilize strategies for self-promotion in the hiring process.
49. Prepare for FBLA competitive events.
50. Students will complete a personality survey to assist in career research, choose between two potential careers, read and research potential jobs and differentiate between the two as to which would be the best fit, find the college major for those careers, create a cover letter, resume, and thank you letter for an interview relevant to those careers. Then, students will present their findings in a brochure, PowerPoint, or design a website to present information.
51. List at least 5 goals (related to school, career, and personal) and include a description of how you plan to accomplish each one.

ROP/CTE RECOMMENDED COURSE SEQUENCE

Introductory	Concentrator	Capstone
Business and Personal Finance	Business Marketing	Business Management and Leadership
	Accounting, Computerized	Virtual Enterprise

COURSE RESOURCES

Textbooks			
Title	Author	Publisher	Primary (Y/N)
7 habits of Highly Effective Teens	Steven Covey	Simon & Schuster	Yes

Century 21 Accounting	Claudia Bienias Gilbertson, CPA; Mark Lehman, CPA; Kenton Ross, CPA	Thomson- SouthWestern	Yes
Business Management	James L. Burrow, Ph.D.; Brad A. Kleindl, Ph.D	Cengage Learnings	Yes

Other Resources

Title	Author	Website
How the Market Works.com StockTrak	How the Market Works.com StockTrak	How the Market Works.com StockTrak
Future Business Leaders of America National Website	Laura Morgan	www.fblla.org
California Future Business Leaders of America	Sue Christensen	www.cafblla.org
The Stock Market Game	Melanie Mortimer	stockmarketgame.com
iGrad Financial Literacy for College Students and Recent Graduates	Anna Stoefer, Kris Alban	www.iGrad.com
H & R Block Budget Challenge	ProperLiving, LLC.	h&rbudgetchallenge.com
Practical Money Skills for Life	Jim Charkins, Ph.D	http://www.practicalmoneyskills.com/personalfinance/
Knowledge @ Wharton High School	Michael R. Gibbons, Mukul Pandya, Robbie W. Shell, Steve Guglielmi, Rachel Kipp, Diana Drake	http://kwhs.wharton.upenn.edu/
California Career Zone	Iradix Consulting	www.cacareerzone.org