Texas Academic Standards Correlation

JA Introduction to Business and Technology 1

Session Descriptions	Student Objectives	130.136. Business Information Management I Standards
Theme 1: Teamwork		
Project: Blogging Basics In this project, students will create a blog in the voice of an assumed persona who has information and truths to share with people entering the workforce. Students will continue to improve and enhance the features of their blogs throughout the semester while working on four discrete projects, each requiring a new blog post in response to an essential question.	**Students will:** • Investigate the purpose of blogging. • Review blog features. • Create email accounts (needed to set up accounts with a blogging site). • Experiment with a blog hosting site.	6B) The student applies word-processing technology. The student is expected to improve touch-system skills using the keyboard and keypad to input data. 6I) The student applies word-processing technology. The student is expected to use online word-processing technologies to create, edit, and share documents.
1.1 Team Building Students will receive an introduction to the concepts of team building. They will learn personal skills that have workplace relevance and work together in teams.	**Students will:** • Review team courtesy and communication. • Identify strengths as team members. • Identify key members of a team and team roles	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 1B) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate collaboration skills through teamwork.
1.2 Team Leadership and Team Structure Students learn about four different styles of leadership and practice using them. Then, students use a problem-solving process to work with cross-functional teams to find solutions to a workplace problem.	**Students will:** • Learn about leadership and the traits of a strong leader. • Compare and contrast leadership styles. • Analyze, organize, and prioritize tasks to solve a workplace problem. • Coordinate work with that of team members.	1C) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.

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1.3 Team Functions Students learn the functions and responsibilities of an effective team. They create a shared agreement for the behavior of all team members and learn how to evaluate a team's effectiveness.	**Students will:** • Recognize and demonstrate the characteristics of a high-performance team. • Examine different aspects of team building and identify strategies to build a successful team. • Explain the relationships among teamwork, organizational, and time management skills and how they contribute to career and personal success. • Evaluate effective team performance.	1C) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.
1.4 Team Commitment and Organizational Mission Students learn the importance of being a committed team member. They learn how mission statements support the concept of team commitment and create one.	**Students will:** • Research team commitment and its effect in an organization. • Evaluate the importance of a mission statement and how individual jobs support the overall mission. • Create a mission statement for the class. • Identify how you as an individual team member can support the mission	1C) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.

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Theme 2: Technology and Presentation Tools		
Project: Technology and Presentation Tools Students will explore the use of questions and videos as learning and teaching tools. They will explore how to use these tools effectively on their blogs as they create FAQs on the effect of technology and presentation tools on productivity.	**Students will:** • Identify the key aspects of FAQs and open-ended questions. • Develop an FAQ section or post. • Write an open-ended question to be answered in the comments to the post. • Identify appropriate training videos for three different software applications to enhance their FAQ section.	6B) The student applies word-processing technology. The student is expected to improve touch-system skills using the keyboard and keypad to input data. 6I) The student applies word-processing technology. The student is expected to use online word-processing technologies to create, edit, and share documents. 12F) The student applies presentation management technology. The student is expected to use online presentation management technologies to create, edit, transport, and share documents.
2.1 Digital citizenship Students explore digital citizenship and what it means to be a productive and responsible citizen in the digital world. .	**Students will:** • Recognize the importance of your digital footprint and manage it professionally. • Identify proper etiquette when communicating with technology. • Identify the nine elements of digital citizenship. • Discuss issues and consequences related to the use of technology.	1C) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace. 1E) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to comply with all applicable rules, laws, and regulations.
2.2 Word Processing Students explore best practices for word processing, including formatting and layout. They practice using word processing tools to improve a document, then they set up and use a collaborative document.	**Students will:** • Identify and use technology tools for conveying information, solving problems, and expediting business processes. • Use basic word processing applications. • Use help features and reference materials to learn applications. • Use collaborative application tools to support learning.	6A) The student applies word-processing technology. The student is expected to identify customary styles of business documents. 6B) The student applies word-processing technology. The student is expected to improve touch-system skills using the keyboard and keypad to input data. 6E) The student applies word-processing technology. The student is expected to produce business documents, including business letters, resumes, research papers, and newsletters.

Junior Achievement

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2.3 Business Correspondence Students learn about common types of business correspondence and when to use each. They also learn how to use appropriate language in business correspondence.	**Students will:** • Describe types of business correspondence used to share information internally and externally. • Use appropriate language for business correspondence. • Analyze the purpose and audience for a message and write an informative letter, memo, or email to share the information.	6E) The student applies word-processing technology. The student is expected to produce business documents, including business letters, resumes, research papers, and newsletters. 6H) The student applies word-processing technology. The student is expected to prepare and distribute personalized correspondence using mail merge.
2.4 Spreadsheets Students explore spreadsheet software and work with various functionality and formulas..	**Students will:** • Identify and use technology tools for conveying information, solving problems, and expediting business processes. • Use spreadsheets to present and analyze data. • Use help features and reference materials to learn applications.	11A) The student applies spreadsheet technology. The student is expected to perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data. 11C) The student applies spreadsheet technology. The student is expected to create charts, graphs, and infographics using spreadsheet data. 11D) The student applies spreadsheet technology. The student is expected to use online spreadsheet technologies to create, edit, and share documents.
Case Study: Collaborating and Building Teams Students learn how successful collaboration and teamwork is essential for accomplishing shared goals in the workplace. They will read scenarios about workplace team-building and analyze the roles required to form a successful organization. They complete a responsibility matrix to outline team tasks and accountabilities.	**Students Will Learn How To:** • Recognize when people working as a team can yield better results than individuals working alone. • Assign tasks and responsibilities to people based on both their talents and their limitations. • Collaborate effectively in pursuit of a common goal. • Analyze a business scenario in which teamwork is essential for success.	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 1B) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate collaboration skills through teamwork.

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Theme 3: 21st Century Skills: Analysis and Decision Making		
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Project: 21st Century Skills In this session students will be introduced to 21st Century Skills and their relevance in achieving success. In preparation for writing a blog post in response to an article about 21st Century Skills, students will review the elements of an essay and begin researching an article.	**Students will:** • Research 21st century skills. • Create a blog post to analyze the importance of a 21st century skill. • Write an argument in response to an article. • Develop a critical thinking question about a 21st century skill.	6B) The student applies word-processing technology. The student is expected to improve touch-system skills using the keyboard and keypad to input data. 6I) The student applies word-processing technology. The student is expected to use online word-processing technologies to create, edit, and share documents.
3.1 Presenting Your Personal Brand Students learn about the importance of developing their own personal brand and how to use a video biography to share information about themselves with potential employers or colleges. Students will review elements of effective presentations and develop and evaluate video biographies.	**Students will:** • Explain the personal and workplace skill of personal branding. • Use effective presentation skills to create a video biography.	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 12B) The student applies presentation management technology. The student is expected to analyze the effectiveness of multimedia presentations. 12C) The student applies presentation management technology. The student is expected to determine the appropriate technology to create and deliver an effective presentation. 12E) The student applies presentation management technology. The student is expected to deliver an effective presentation.
3.2 Developing an e-Portfolio Students learn about how e-portfolios can be used to document their accomplishments and qualifications, especially when applying to colleges or interviewing for jobs. They set up and showcase their own e-portfolio and begin compiling a digitized collection of audio, multimedia, graphics, and text-based accomplishments.	**Students will:** • Examine types of e-portfolios and their uses. • Develop a career portfolio of items to share with a college admissions office or a prospective employer.	14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.

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3.3 Making Decisions and Solving Problems Students understand the importance of strategic and intentional decision making and problem solving. They learn about decision making processes and tools how they can apply these tools in a range of different scenarios.	**Students will:** • Identify techniques for solving problems and making decisions. • Apply a decision-making process.	1F) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. 14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.
3.4 Ethical and Legal Responsibilities Students examine ethics and integrity as they are demonstrated in the workplace through scenarios and role-playing. Students apply an ethical decision-making process to workplace dilemmas.	**Students will:** • Differentiate among ethics, values, beliefs, and ethical dilemmas. • Practice an ethical decision-making process. • Analyze workplace ethical dilemmas using the ethical decision-making tool.	1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.

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Theme 4: Careers, HR, and Talent		
Project: Careers, HR and Talent In this session, students will examine the factors that determine employee satisfaction, evaluate scenarios, and conduct independent research.	**Students will:** • Research employee needs to foster job satisfaction, growth, and professional development. • Investigate the benefits companies have to attract and retain employees. • Examine the advantages and challenges to a business to provide the benefits employees desire.	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed. 1F) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results
4.1 Career Exploration Students explore their possible future career paths. They examine their personal interests and skills, and how those might relate to appropriate career fits. They also learn about specific occupational fields that have bright prospects for providing career opportunities.	**Students will:** • Compare personal interests, talents, and skills with various career options. • Analyze job opportunities within career clusters that match personal interests and abilities. • Create a career plan that includes steps to transition from high school to postsecondary education/training or the workforce.	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.

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4.2 Preparing for the Interview Students learn about the process of applying for job openings. They examine effective techniques for writing resumes and cover letters and then they develop a resume and custom cover letters. They learn strategies to prepare for an interview and develop stories that illustrate skills that they could share with a potential employer.	**Students will:** • Identify appropriate content and formatting for resumes and cover letters. • List effective strategies for preparing for an interview. • Use storytelling strategies to demonstrate skills and abilities that transfer into the workplace.	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.
4.3 Interviewing Skills Students learn about common mistakes job candidates make in interviews. They also learn to identify and practice using good interview techniques.	**Students will:** • Identify effective and ineffective interview behaviors. • Role-play interview situations for simulated job opportunities. • Analyze and evaluate appropriate communication techniques for interviews.	1A) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to communicate effectively with others using oral and written skills. 1D) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.
4.4 Flexible Work Models Students learn about common flexible schedule work models. They identify the situations in which those forms are most common as well as the strengths and weaknesses of each form. They also research job postings and requirements for jobs with flexible schedules.	**Students will:** • Evaluate the strengths and weaknesses of common flexible work models. • Describe the benefits and challenges of flexible work models from the perspective of the employee and the employer. • Determine steps to take to become qualified for positions with flexible models.	1F) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.