JA High School Experience

JA Introduction to Business and Technology 1
Course Overview and Outline

JA Introduction to Business and Technology 1, a year-long or one-semester teacher-led course, introduces high school students to the basic skills necessary to succeed in business. Themes include personal skills like teamwork, innovation, decision making, and ethics. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively.

Students will:

- Learn the necessary concepts applicable to state and national educational standards
- Apply these standards-based concepts to the real world
- Synthesize elective concepts through a cumulative, tangible deliverable (project)
- Analyze a business situation or principle through the use of a case study
- Demonstrate the skills necessary for future career pathway success

Volunteers engage with students through a variety of activities that includes subject matter guest speaking and coaching or advising for case study and project course work. Volunteer activities help students better understand the relationship between what they learn in school, their future career, and their successful participation in today's global economy.

The following pages outline the JA elective course plan.

Course Theme	Theme Topics	Project Topic
Teamwork	1: Teams and Team Building 2: Team Leadership and Team Structure 3: Team Functions 4: Team Commitment and Organizational Mission	Blogging Basics: How can I communicate my message about teamwork effectively across multiple barriers?
Technology and Presentation Tools	1: Digital Citizenship 2: Word Processing 3: Spreadsheets 4: Presentations	How do I best communicate the relationship between tools and productivity?
21st Century Skills: Analysis and Decision Making	1: Presenting Your Personal Brand 2: Developing an e-Portfolio 3: Making Decisions and Solving Problems 4: Ethical and Legal Responsibilities	How can skills such as communication, technology, and leadership help you to succeed?
Careers, HR, and Talent	1: Career Exploration 2: Preparing for the Interview 3: Interviewing Skills 4: Flexible Work Models	What benefits can an employer offer to retain valuable employees?

For the guiding standards that are presented below, the legend for reference is as follows:
CCTC–Common Career Technical Core.

THEME 1: TEAMWORK

Session	Session Description	Guiding Standards	Student Learning Objectives
1: Teams and Team Building	Students receive an introduction to the concepts of team building. They learn personal skills that have workplace relevance and work together in teams to assign roles and responsibilities.	• CCTC–BM-HR 3.3: Model behaviors and actions to effectively motivate and promote the use of teamwork in the workplace.	1. Review team courtesy and communication. 2. Identify strengths as team members. 3. Identify key members of a team and team roles.
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.	• CCTC–BM-HR 3.3: Model behaviors and actions to effectively motivate and promote the use of teamwork in the workplace. • CCTC–BM-ADM 3.3: Maintain work flow to enhance productivity.	1. Learn about leadership and the traits of a strong leader. 2. Compare and contrast leadership styles. 3. Analyze, organize, and prioritize tasks to solve a workplace problem. 4. Coordinate work with that of team members.
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.	• CCTC–BM-HR 3.3: Model behaviors and actions to effectively motivate and promote the use of teamwork in the workplace. • CCTC–BM-ADM 3.3: Maintain work flow to enhance productivity.	1. Recognize and demonstrate the characteristics of a high-performance team. 2. Examine different aspects of team building and identify strategies to build a successful team. 3. Explain the relationships among teamwork, organizational, and time management skills and how they contribute to career and personal success. 4. Evaluate effective team performance.
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.	• CCTC–BM-HR 5.13: Contribute to organizational development to change the beliefs, attitudes, values and structure of organizations so that they can better adapt to new technologies, markets and challenges.	1. Research team commitment and its effect in an organization. 2. Evaluate the importance of a mission statement and how individual jobs support the overall mission. 3. Create a mission statement for the class. Identify how you as an individual team member can support the mission.

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THEME 2: TECHNOLOGY AND PRESENTATION TOOLS

Session	Session Description	Guiding Standards	Student Learning Objectives
1: Digital Citizenship	Students explore digital citizenship and what it means to be a productive and responsible citizen in the digital world.	• CCTC–IT 4.1: Explain legal issues faced by IT professionals. • CCTC-IT-WD 6.1: Produce a digital communication product as member of a development team.	1. Recognize the importance of your digital footprint and manage it professionally. 2. Identify proper etiquette when communicating with technology. 3. Identify the nine elements of digital citizenship. 4. Discuss issues and consequences related to the use of technology.
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.	• CCTC–IT-SUP 9.1: Employ sound technical writing skills including keyboarding and handwriting. • CCTC–IT-WD 6.1: Produce a digital communication product as member of a development team.	1. Identify and use technology tools for conveying information, solving problems, and expediting business processes. 2. Use basic word processing applications. 3. Use help features and reference materials to learn applications. 4. Use collaborative application tools to support learning.
3: Spreadsheets	Students explore spreadsheet software and work with various functionality and formulas.	• CCTC–IT-WD 6.4: Acquire and produce content for a digital communication product.	1. Identify and use technology tools for conveying information, solving problems, and expediting business processes. 2. Use spreadsheets to present and analyze data. 3. Use help features and reference materials to learn applications.

THEME 2: TECHNOLOGY AND PRESENTATION TOOLS (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
4: Presentations	Students explore the uses of presentation software and learn effective design principles for developing visual presentations. Students practice applying these principles as they revise an existing presentation and create an original visual presentation.	• CCTC–IT-WD 6.4: Acquire and produce content for a digital communication product. • CCSS–ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1. Identify and use technology tools for conveying information, solving problems, and expediting business processes. 2. Identify effective and ineffective design techniques for presentation software tools. 3. Use basic presentation applications.

THEME 3: 21ST CENTURY SKILLS: ANALYSIS AND DECISION MAKING

Session	Session Description	Guiding Standards	Student Learning Objectives
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.	• CCTC–BM 4.2: Utilize technology to facilitate customer relationship management and workplace communication.	1. Explain the personal and workplace skill of personal branding. 2. Use effective presentation skills to create a video biography.
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 their own e-portfolio and begin compiling a digitized collection of audio, multimedia, graphics, and text-based accomplishments. Students have opportunities to showcase the content of their accomplishments, including resumes, sample cover letters, letters of recommendation, examples of work, and documentation of extracurricular and community service activities.	• CCTC–BM-HR 5.4: Plan talent-acquisition activities to guide human resources management decision-making.	1. Examine types of e-portfolios and their uses. 2. Develop a career portfolio of items to share with a college admissions office or a prospective employer.

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THEME 3: 21ST CENTURY SKILLS: ANALYSIS AND DECISION MAKING (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
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.	• CCTC–BM-HR 7.2: Evaluate organization's strategic planning and policy-making processes to guide decision-making.	1. Identify techniques for solving problems and making decisions. 2. Apply a decision-making process.
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.	• CCTC–BM 2.2: Demonstrate ethical behaviors in the workplace.	1. Differentiate among ethics, values, beliefs, and ethical dilemmas. 2. Practice an ethical decision-making process. 3. Analyze workplace ethical dilemmas using the ethical decision-making tool.

THEME 4: CAREERS, HR, AND TALENT

Session	Session Description	Guiding Standards	Student Learning Objectives
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.	• CCTC–BM-HR 5.4: Plan talent-acquisition activities to guide human resources management decision-making.	1. Compare personal interests, talents, and skills with various career options. 2. Analyze job opportunities within career clusters that match personal interests and abilities. 3. Create a career plan that includes steps to transition from high school to postsecondary education/training or the workforce.

THEME 4: CAREERS, HR, AND TALENT (continued)

Session	Session Description	Guiding Standards	Student Learning Objectives
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.	• CCTC–BM 3.5: Utilize career-planning to enhance job-success potential.	1. Identify appropriate content and formatting for resumes and cover letters. 2. List effective strategies for preparing for an interview. 3. Use storytelling strategies to demonstrate skills and abilities that transfer into the workplace.
3: Interviewing Skills	Students learn about common mistakes job candidates make in interviews. They also learn to identify and practice using good interview techniques.	• CCTC–BM 3.3: Implement job-seeking skills to obtain employment.	1. Identify effective and ineffective interview behaviors. 2. Role-play interview situations for simulated job opportunities. 3. Analyze and evaluate appropriate communication techniques for interviews.
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.	• CCTC–BM 2.2: Demonstrate ethical behaviors in the workplace. • CCTC–BM-HR 2.1: Communicate with staff to clarify workplace expectations and benefits.	1. Evaluate the strengths and weaknesses of common flexible work models. 2. Describe the benefits and challenges of flexible work models from the perspective of the employee and the employer. 3. Determine steps to take to become qualified for positions with flexible models.

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.

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