

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington



BUSINESS MANAGEMENT
Curriculum Guide

Approved by the Board: April 9, 2003

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307

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ACKNOWLEDGMENTS

Board of Directors

Albert Talley, Sr., President
Lynn Desmarais
Marcie Maxwell
David Merrill
Joy Poff

Superintendent

Dr. Dolores J. Gibbons

Department of Instruction and Technology

Dr. Kathryn Fantasia, Assistant Superintendent of Instruction and Technology
Jay A. Leviton, Director, Career and Life Skills Education

Workforce Training & Transition Council Advisory Committee

Lynne Bupp Valley Medical Center	Karen Foss Valley Medical Center
Mike Dahl Renton Technical College	Gay Keisling Renton Technical College
Suzette Cook Renton Chamber of Commerce	Tom Murray Murray & Associates
Dan Flanagan Industry Consultant	Felix Serna Green River Community College

Curriculum Development Committee

Jay Leviton Director Career & Life Skills Education	Tina Deveny Instructor
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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

GENERAL INSTRUCTIONAL GOALS

Policy 6010

The Renton School District fosters an educational process that helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum that prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION GOALS

GOAL 1: PROVIDE HIGH QUALITY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Vocational-Technical Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Vocational-Technical Education programs.
- D. Evaluate Vocational-Technical programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Vocational-Technical Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Vocational-Technical Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Vocational-Technical programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Vocational-Technical programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Vocational-Technical Education programs.
- C. Actively recruit under-represented groups to all aspects of Vocational-Technical Education.
- D. Provide supportive services which promote entrance and success in Vocational-Technical programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET VOCATIONAL-TECHNICAL EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Vocational-Technical Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Vocational-Technical Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Vocational-Technical Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Vocational-Technical instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community and technical colleges. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and exposure. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, and Black River High Schools. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and at the Sartori Learning Center. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. These courses are as follows: Accounting 1-4; Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Business programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Diversified Occupations Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are

also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Health Careers/Sciences Program** and **Athletic Trainer/Sports Medicine Programs** are reliant on clinical training stations and coordinated work experiences for students through local convalescent centers, nursing facilities, and community hospitals. These programs are offered to all students in the Renton School District but operate only at Hazen High School.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Construction Technology 1-2; Building Maintenance Technology 1-2; Power and Energy Technology 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for the past several years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for vocational funding, the District has made the commitment to operate them in collaboratively with a related academic instructor.

These **Applied Vocationally Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology.

Renton School District has made a commitment to provide career and life skills training and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to allow several offerings, the district has entered into interdistrict cooperative agreements with surrounding districts to accept students on a space available basis. There are four such **special programs**: **Building Maintenance** operates at the Sartori Learning Center and the **Career Ladders/Community Classroom** is offered at Valley Medical Center. The **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School and **Health Careers** section is located at Hazen High School.

The District is also a partner in the Career and Life Skills/Special Education consortium of King County school districts. The primary purpose of this participation is to make Vocational-Technical Education more accessible to persons with disabilities, provide additional inservice opportunities to all instructors and support to Career and Life Skills instructors as they provide applied learning opportunities to special needs students.

RENTON SCHOOL DISTRICT NO. 403

CAREER AND LIFE SKILLS EDUCATION

MISSION STATEMENT

The mission of career and life skills education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

BUSINESS MANAGEMENT

Washington State Essential Academic Learning Requirements

<p style="text-align: center;">BUSINESS MANAGEMENT</p> <p>This Career and Life Skills class supports the Washington State Essential Academic Learning Requirements.</p> <p>Course Objectives:</p>	ART	COMMUNICATIONS	MATHEMATICS	SCIENCE	WRITING	READING
Management Today		*	*		*	*
The Management Environment	*	*	*		*	*
Foundation Skills	*	*	*		*	*
Planning Skills		*	*	*	*	*
Organizing Skills	*	*	*		*	*
Leadership Skills		*	*		*	*
Business Simulation	*	*	*	*	*	*

BUSINESS MANAGEMENT

History

Business Management was redesigned during Spring 2002 within the Renton School District. This program is designed to give the individual an opportunity to study business, organizations, and management. This course provides a critical understanding of how business organizations work and are managed – their goals, strategies, structures, technologies, environments, and the motivations and interests of the people involved. The curriculum includes a simulation game that reinforces and applies core concepts. Students will receive instruction through lectures, group discussions, small team assignments, and individual assignments.

BUSINESS MANAGEMENT

Course and Program Goals

The students will be able to:

- understand the American business system as part of a global economic society
- explore various management career opportunities
- develop planning skills
- develop organization skills
- develop decision-making skills
- develop communication skills
- employ basic math and computer skills
- develop leadership and team-building skills
- utilize critical thinking skills

Program Goal:

Students completing Business Management will obtain a foundation of knowledge that will prepare them to be a successful, life-long learner in the challenging field of business.

Students will be able to:

- Illustrate how the functions of management are implemented
- Compare and contrast the basic tenants of management theories
- Analyze financial data influenced by internal and external factors in order to make long-term and short-term management decisions
- Justify the need to gain and maintain competitive advantage
- Describe the activities of human resources managers
- Identify various organizational structures
- Develop and use general managerial skills
- Define, develop and apply a code of ethics to various issues confronted by businesses
- Identify, describe, and analyze the impact and relationship of government regulations and community involvement to business management decisions
- Describe the role of organized labor
- Apply generally accepted operations management principles and procedures to the design of an operation plan
- Improve basic math skills as needed by business managers
- Demonstrate an ability to utilize leadership and cooperative skills
- Apply critical thinking skills in individual and group assignments
- Utilize computer application skills within class projects

BUSINESS MANAGEMENT

Scope and Sequence

Prerequisites: None

Management Today

- Introduction to Management
- The Management Movement
- Careers in Management

The Management Environment

- Ethics and Social Responsibility
- Business, Workers, and the Law
- Economics

Foundation Skills

- Decision Making Skills
- Communication Skills

Planning Skills

- Planning and Strategic Management
- Operations Management and Planning

Organizing Skills

- Organizing and Work
- Organizational Structures
- Understanding Work Groups

Leadership Skills

- Motivation and Leadership
- Managing Conflict and Stress
- Managing Change, Culture, and Diversity

Business Simulation

Critical Thinking Skills:

- Goal Setting
- Problem Solving
- Decision Making
- Summarizing
- Detect Bias
- Analysis
- Evaluation

BUSINESS MANAGEMENT
Evaluation/Assessment

The students will demonstrate proficiency through the following methods:

- Unit projects/reports
- Classroom participation and interaction
- Self and peer evaluations
- Vocabulary and concept assessments
- Project presentations
- Case studies
- Journals

BUSINESS MANAGEMENT Instructional Materials

Suggested Text and Instructional Materials:

- Rue and Byars, *Business Management*, Glencoe, © 2001

Recommended Software Applications:

- Word Processing and Spreadsheet software
(Microsoft Office 2000, Complete Suite)
- Web browser (Netscape Navigator and/or Internet Explorer)
- Business simulation software

Recommended Equipment:

- High speed Internet Access
- Computers to support technology needs
- Laser printer

BUSINESS MANAGEMENT
Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENT WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p><u>Area 1: Introduction to Leadership</u> Students will develop an understanding and demonstrate the knowledge for the purpose of student leadership in vocational education.</p>	<ul style="list-style-type: none"> • Discuss the purpose of developing personal and group leadership skills 	<ul style="list-style-type: none"> • Guest speakers from industry 	<ul style="list-style-type: none"> • Projects completed for community • Work with business simulation teams
<p><u>Area 2: Personal Qualities</u> Students will demonstrate personal qualities necessary to function in family, community and work setting.</p>	<ul style="list-style-type: none"> • Determine the importance of values and goals • Identify short and long term goals • Describe how personal values are reflected in work ethics • Share how they will personally act in certain situations 	<ul style="list-style-type: none"> • Code of ethics 	<ul style="list-style-type: none"> • Business ethic case studies
<p><u>Area 3: Interpersonal Skills</u> Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with community members and classmates • Develop goals from self-evaluations • Determine whether goal is conceivable, achievable, and can be measured • Write down necessary steps to carry out each goal. Evaluate each step • Manage and resolve positive stress and adversity during team projects 	<ul style="list-style-type: none"> • Guest speakers from colleges and industry 	<ul style="list-style-type: none"> • Work in a team environment to achieve project goals
<p><u>Area 4: Communication Skills</u> Students will be able to communicate effectively utilizing tools learned in the classroom setting</p>	<ul style="list-style-type: none"> • Will prepare formal and informational written materials • Utilize industry standard vocabulary 	<ul style="list-style-type: none"> • Expand on basic computer skills • Create business problem solutions 	<ul style="list-style-type: none"> • Integrated projects utilizing more than one resource and application
<p><u>Area 5: Community</u> Students will develop an understanding and demonstrate a knowledge of how to work effectively in the community using tools and</p>	<ul style="list-style-type: none"> • Recognize areas where businesses are socially responsible 	<ul style="list-style-type: none"> • Participation in project requests from the community 	<ul style="list-style-type: none"> • Evaluate socially responsible business ethics

BUSINESS MANAGEMENT
Leadership and Vocational Plan

skills learned in the classroom			
<p><u>Area 6: Personal and Tech Resources</u> Students will be able to utilize personal and technological resources to make decisions for the family, community, and workplace</p>	<ul style="list-style-type: none"> • Explain ethical conflict of sharing information from the internet • Expand basic computer skills 	<ul style="list-style-type: none"> • Demonstrate ability to successfully use a variety of software applications • Application of appropriate ethical and legal guidelines 	<p>Industry standard versions of the following:</p> <ul style="list-style-type: none"> • Word processing • Spreadsheet applications • Web browsers
<p><u>Area 7: Group Dynamics</u> Students will demonstrate organizational skills in large and small group situations</p>	<ul style="list-style-type: none"> • Understand team skills • Develop group facilitation skills • Project Management 	<ul style="list-style-type: none"> • Discuss how companies and colleges are using teams to complete projects • Receive and give appropriate, constructive criticism of classroom projects 	<ul style="list-style-type: none"> • Variety of classroom projects completed through team cooperation
<p><u>Area 8: Employability Skills</u> Students will understand and demonstrate effective employability skills</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful relationships in a working environment • Identify means of dealing with conflict resolution within team setting • Identify and demonstrate proper work ethics in the utilization of free and copy written materials from the Internet 	<ul style="list-style-type: none"> • Guest speakers from colleges and industry 	<ul style="list-style-type: none"> • Completing projects to industry standard • Meeting reasonable time lines