

# Course Outline

Business and Finance

REVISED: August/2023

**Job Title**

Office Technician

**Career Pathway:**

Business Management

**Industry Sector:**

Business and Finance

**O\*NET-SOC CODE:**

43-9061.00

**CBEDS Title:**

Business Management

**CBEDS No.:**

4637

**75-35-75**

**Office Technician/3:  
Trade Employability Skills**

**Credits:** 5

**Hours:** 55

**Course Description:**

This competency-based course is the last in a sequence of three designed for office technician training. It includes an introduction, safety and ergonomics, hard skills vs. soft skills, applied academic skills, critical thinking skills, interpersonal skills, personal qualities, resource management, information use, communication skills, systems thinking, technology use, resume, cover letter and/or portfolio, online job searching platforms, online job application, interview skills and follow-up letters, upgrading skills, and entrepreneurial skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

Students in Office Technician pathway require successful completion of the Office Technician/1: Fundamentals (75-35-55) and Office Technician/2: Trade Mathematics (75-35-65) course. All other students in different industry sector(s) may enroll in this course for job preparation.

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

This course **can** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture methods, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach considers the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit on the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be so that it ensures the student will learn at an optimum level.

pp. 7-16

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) are listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 18-19

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performance as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to AIDA GUERRERO, JULIO NAVARRO, JULIA ROSARIO, and KATHERINE VALENZUELA for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**  
**Business and Finance Industry Sector**  
**Knowledge and Performance Anchor Standards**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Business and Finance 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 Business and Finance 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 Business and Finance 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 the Business and Finance 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 Business and Finance 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 as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Business and Finance 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 Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

## ***Business and Finance Pathway Standards***

### **A. Business Management Pathway**

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

#### **Sample occupations associated with this pathway:**

- ◆ Human Resources Specialist
- ◆ Education Administrator
- ◆ Purchasing Agent
- ◆ Office Manager
- ◆ Chief Financial Officer

- 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 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.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the OFFICE TECHNICIAN/3: TRADE EMPLOYABILITY SKILLS Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>A. INTRODUCTION</b></p> <p>Review skills required, equipment and materials used, classroom procedures, and available job opportunities.</p> <p>(1 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the scope and purpose of the course.</li> <li>2. Review classroom policies and procedures.</li> <li>3. Review the importance of prioritizing work.</li> <li>4. Review the different career paths, occupations, employment outlook, career advancements, and its impact on the administrative assistant and/or office technician.</li> <li>5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations.</li> <li>6. Review the importance of ethical behavior, teamwork, respecting individual and cultural differences and diversity in the workplace.</li> <li>7. Review the duties and job roles as they apply to the Business and Finance industry sector.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 8, 9</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1 Career Planning and Management: 3.1, 3.3, 3.5, 3.9 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.6</p> <p><b>CTE Pathway:</b> A4.2</p>
<p><b>B. SAFETY AND ERGONOMICS</b></p> <p>Review, understand, apply, and demonstrate the principles of safety and ergonomics.</p>	<ol style="list-style-type: none"> <li>1. Review and describe classroom and workplace first aid and emergency procedures.</li> <li>2. Review, discuss, and research the California Occupational Safety and Health Administration (Cal/OSHA) workplace requirements.</li> <li>3. Review how each of the following ensures a safe workplace to include verbal and nonverbal communication:             <ol style="list-style-type: none"> <li>a. employees’ rights as they apply to job safety</li> <li>b. employees’ obligations as they apply to safety</li> <li>c. safety laws applying to tools and equipment</li> </ol> </li> <li>4. Review and demonstrate operating a computer safely and in a manner that protects equipment.</li> <li>5. Review definition of ergonomics and demonstrate sound ergonomic practices such as:             <ol style="list-style-type: none"> <li>a. identify causes, effects, and preventive measures for repetitive strain injuries</li> <li>b. typing technique, posture, and finger placement</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3, 2.6 Technology: 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>c. keyboard and monitor angle</li> <li>d. ways to hold and move a mouse without gripping it hard or squeezing it</li> <li>e. list benefits of periodic breaks to stretch and relax</li> <li>f. variety of stretches involving the wrists, neck, and shoulders</li> <li>g. organizing one’s workspace.</li> </ul> <ul style="list-style-type: none"> <li>6. Review software copyright laws as they pertain to computers.</li> <li>7. Review and sign LAUSD Responsible Use Policy (RUP).</li> <li>8. Pass the safety test with 100% accuracy.</li> </ul>	<p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Ethics and Legal Responsibilities: 8.4, 8.6, 8.7</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstrate and Application: 11.1</p> <p><b>CTE Pathway:</b> A6.1, A7.1, A7.4</p>
<p><b>C. HARD SKILLS VS. SOFT SKILLS</b></p> <p>Differentiate hard skills vs. soft skills and how it is aligned with the Employability Skills Framework model.</p> <p>(1 hour)</p>	<ul style="list-style-type: none"> <li>1. Define and explain the difference between hard skills vs. soft skills.</li> <li>2. Discuss the importance and benefits of soft skills and how they apply to employability.</li> <li>3. Discuss the Employability Skills Framework model developed by the States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> A1.3</p>
<p><b>D. APPLIED ACADEMIC SKILLS</b></p> <p>Understand, apply, and evaluate reading, writing skills, mathematical strategies and procedures, and scientific principles/procedures.</p>	<ul style="list-style-type: none"> <li>1. Demonstrate reading skills by interpreting written instructions and develop appropriate responses: <ul style="list-style-type: none"> <li>a. using online resources</li> <li>b. completing assignment(s)</li> <li>c. summarize assignment read to check for understanding</li> </ul> </li> <li>2. Demonstrate writing skills by: <ul style="list-style-type: none"> <li>a. notetaking using the online resource assignment provided</li> <li>b. composing responses pertaining to the reading assignment</li> <li>c. composing a summary report and/or a written or oral presentation</li> <li>d. verifying elements of written and electronic communication such as accurate spelling, grammar, and format based on summary report and/or written or oral presentation</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3, 2.4 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>3. Demonstrate math skills appropriate and make an informed decision when:               <ol style="list-style-type: none"> <li>a. identifying and asking significant questions that clarify various points of view to solve problems</li> <li>b. interpreting data via tables and/or graphs</li> <li>c. presenting data and draw conclusions</li> </ol> </li> <li>4. Demonstrate the following procedures using diverse types of reasoning (inductive, deductive) as appropriate.</li> <li>5. Pass an applied academic skills assessment with an 80% score or higher.</li> </ol>	Demonstration and Application: 11.1  <b>CTE Pathway:</b> A7.2
<b>E. CRITICAL THINKING SKILLS</b>  Understand, apply, and evaluate thinking critically, creatively, problem solving, reasoning, planning, and organizing.	<ol style="list-style-type: none"> <li>1. Define and discuss critical thinking and problem-solving skills.</li> <li>2. Explain and discuss thinking creatively, and critically to make sound decisions by problem solving, reasoning, planning, and organizing.</li> <li>3. Demonstrate planning and organizing of an oral presentation.</li> <li>4. Research data and use online reference materials to gather information to:               <ol style="list-style-type: none"> <li>a. compare and contrast information from multiple sources</li> <li>b. collect data and summarize information to create oral presentation</li> </ol> </li> <li>5. Compose an oral presentation applying innovative ideas to include critical thinking and creativity.</li> <li>6. Present the oral presentation and implement a peer assessment checklist.</li> <li>7. Pass a critical thinking assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 10, 11  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.1, 4.3, 4.4 Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A1.3, A7.2
<b>F. INTERPERSONAL SKILLS</b>  Understand, apply, define, and evaluate interpersonal skills.	<ol style="list-style-type: none"> <li>1. Define teamwork and cooperative groups to contribute fairly to the task and demonstrate respect to others.</li> <li>2. Explain and discuss the interpersonal skills when working with a team to meet customer needs by:               <ol style="list-style-type: none"> <li>a. understanding the assignment and/or project</li> <li>b. finding resources about the product and/or service</li> <li>c. identifying assigned team roles</li> <li>d. applying customer service in a professional manner</li> </ol> </li> <li>3. Define and explain leadership.</li> <li>4. Assign team members when working in a project/assignment to include:               <ol style="list-style-type: none"> <li>a. rotating team roles</li> <li>b. organizing work to meet project goals</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1, 2, 9, 10  <b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3, 2.5  Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6, 9.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(9 hours)	<ul style="list-style-type: none"> <li>c. ensuring guidance, inspiration, and motivation when achieving goals</li> <li>d. recognizing the importance of project/assignment achievement</li> </ul> 5. Define and discuss conflict resolution. 6. Discuss the importance of negotiating conflict resolution by: <ul style="list-style-type: none"> <li>a. team members staying on track</li> <li>b. suggest and discuss alternative options</li> <li>c. being adaptable and produce solutions that work for everyone</li> <li>d. remaining objective when listening to members involved in conflict</li> </ul> 7. Demonstrate respecting individual differences by: <ul style="list-style-type: none"> <li>a. respecting and supporting all team members suggestions</li> <li>b. collaborating, communicating, and listening to all team members</li> </ul> 8. Pass an interpersonal skills assessment with an 80% score or higher.	Technical Knowledge and Skills: 10.1 Demonstrate and Application: 11.1  <b>CTE Pathway:</b> A1.3
<b>G. PERSONAL QUALITIES</b>  Understand, apply, define, demonstrate, and evaluate personal qualities.	1. Define and discuss the following terms: <ul style="list-style-type: none"> <li>a. responsibility and self-discipline</li> <li>b. flexibility</li> <li>c. integrity</li> <li>d. professionalism</li> <li>e. initiative</li> <li>f. attitude and self-worth</li> <li>g. professional growth</li> </ul> 2. Demonstrate responsibility and self-discipline by ensuring: <ul style="list-style-type: none"> <li>a. student participation</li> <li>b. identify and ask significant questions that clarify various points of view to solve problems</li> <li>c. use systems thinking to analyze how various components interact with each other to produce outcomes</li> <li>d. group and/or team participation</li> </ul> 3. Demonstrate and apply different modes of instruction (in-person or online) for the assignment. 4. Explain time management and work independently within a time frame. 5. Demonstrate the importance of: <ul style="list-style-type: none"> <li>a. student cooperation and engagement</li> <li>b. integrity</li> <li>c. professionalism</li> <li>d. initiative</li> <li>e. positive attitude and sense of self-worth</li> <li>f. active listening and seeking clarification</li> </ul> 6. Pass a personal qualities assessment with an 80% score or higher.	<b>Career Ready Practice:</b> 1, 2, 5, 7, 9, 10  <b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.3 Responsibility and Flexibility: 7.3, 7.4 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A1.3
<b>H. RESOURCE MANAGEMENT</b>		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Understand, apply, and evaluate the basic principles of resource management.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Discuss the importance of resource management to complete a project-based activity or individual assignment to include:               <ol style="list-style-type: none"> <li>a. time management</li> <li>b. money management</li> <li>c. materials management</li> <li>d. personnel management</li> </ol> </li> <li>2. Pass a resource management assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3</p> <p><b>CTE Pathway:</b> A2.3</p>
<p><b>I. INFORMATION USE</b></p> <p>Understand, apply, and evaluate how to gather information and communicate in the workplace.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Use electronic reference materials to gather information and produce an assignment or presentation to include:               <ol style="list-style-type: none"> <li>a. analytical strategies to locate information</li> <li>b. use of graphic organizers, outlines, charts, or tables to organize information</li> <li>c. determine how information will be used</li> <li>d. analyze information to determine relevancy to make an informed decision</li> <li>e. summarize information using a presentation or a written assignment</li> </ol> </li> <li>2. Pass an information use assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.1, 4.2 Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.3, 10.5, 10.10</p> <p><b>CTE Pathway:</b> A2.3, A2.4, A7.2</p>
<p><b>J. COMMUNICATION SKILLS</b></p> <p>Understand, apply, and evaluate the use of communication skills.</p>	<ol style="list-style-type: none"> <li>1. Organize individuals and form teams to compose an oral presentation.</li> <li>2. Demonstrate communications skills to include:               <ol style="list-style-type: none"> <li>a. oral responses</li> <li>b. listening actively</li> <li>c. comprehending written material</li> <li>d. conveying information in writing for spelling, grammar, and format</li> <li>e. interpreting verbal and nonverbal communication</li> <li>f. using technology platforms</li> </ol> </li> <li>3. Pass a communication skills assessment with an 80% score or higher.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 9, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.1, 4.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		Problem Solving and Critical Thinking: 5.4 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.3 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.3, A7.1, A7.2
<b>K. SYSTEMS THINKING</b>  Understand, apply, and evaluate the use of critical thinking skills.	<ol style="list-style-type: none"> <li>1. Use system thinking to analyze how various components interact with each other to produce outcomes by:               <ol style="list-style-type: none"> <li>a. forming teams, collaborating, and contributing as a team</li> <li>b. assessing team progress</li> <li>c. interpret information and draw conclusions based on the best analysis to make informed decisions</li> <li>d. modify/adapt changes to improve the project</li> </ol> </li> <li>2. Pass a systems thinking assessment with an 80% score or higher.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 9  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Leadership and Teamwork: 9.3, 9.7 Technical Knowledge and Skills: 10.3  <b>CTE Pathway:</b> A2.3, A2.4
<b>L. TECHNOLOGY USE</b>  Understand, apply, and evaluate the use of technology.	<ol style="list-style-type: none"> <li>1. Discuss, explain, and practice internet safety to prevent identity theft and avoid inaccurate information.</li> <li>2. Use application software to generate various reports, presentations, resumes, charts, and lists for the respective industry sector.</li> <li>3. Incorporate technology to ensure proper:               <ol style="list-style-type: none"> <li>a. file name</li> </ol> </li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 10  <b>CTE Anchor:</b> Academics: 1.0

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> <li>b. file management</li> <li>c. backup</li> <li>d. recovery</li> </ul> <ol style="list-style-type: none"> <li>4. Understand the importance of continuous upgrading of technology skills.</li> <li>5. Explain how technology is used as a tool to compile, arrange, assess, and communicate information in all learning environments.</li> <li>6. Pass a technology assessment with an 80% score or higher.</li> </ol>	<p>Communication: 2.1, 2.3, 2.5</p> <p>Technology: 4.1, 4.2</p> <p><b>CTE Pathway:</b> A7.1, A7.2, A7.4</p>
<p><b>M. RESUME, COVER LETTER, AND/OR PORTFOLIO</b></p> <p>Understand, apply, define, and demonstrate the importance of a resume, cover letter and/or portfolio.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> <li>1. Define and explain the different resume styles and formats: <ul style="list-style-type: none"> <li>a. chronological</li> <li>b. functional</li> <li>c. combination</li> </ul> </li> <li>2. Explain the various applicant tracking systems that track key verbs to determine eligible qualifications.</li> <li>3. Create and/or revise a resume and check for spelling, grammar, and format.</li> <li>4. Define and explain a cover letter.</li> <li>5. Explain and discuss the parts and format of the cover letter to include: <ul style="list-style-type: none"> <li>a. subject line</li> <li>b. beginning, middle, end paragraphs</li> <li>c. action verbs</li> <li>d. skills, experience, education</li> <li>e. qualifications for applying for the position</li> <li>f. certification and/or licensures</li> </ul> </li> <li>6. Discuss the importance of aligning job skills with job posting.</li> <li>7. Create a cover letter and check for spelling, grammar, and format.</li> <li>8. Define and explain a portfolio required in various industry sectors.</li> <li>9. Explain and discuss the parts of a portfolio to include copy of: <ul style="list-style-type: none"> <li>a. cover page</li> <li>b. table of contents</li> <li>c. letter of introduction</li> <li>d. resume</li> <li>e. certifications, licensures, and/or other trainings</li> <li>f. accomplishments, volunteerism, and/or awards</li> <li>g. work samples</li> <li>h. letters of recommendations/references</li> <li>i. trade affiliations or industry associations</li> <li>j. transcripts</li> <li>k. military service</li> </ul> </li> <li>10. Create/revise a portfolio and check for spelling, grammar, and format.</li> <li>11. Review resume, cover letter, and/or portfolio for final submission.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0</p> <p>Communication: 2.1, 2.3, 2.4</p> <p>Career Planning and Management: 3.8</p> <p>Technology: 4.1, 4.2</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>N. ONLINE JOB SEARCHING PLATFORMS</b></p> <p>Understand, apply, define, and demonstrate the various online job searching platforms.</p> <p>(1.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define and explain job search.</li> <li>2. Provide examples of various job searching platforms.</li> <li>3. Demonstrate the registration process to enter the job searching platform.</li> <li>4. Explain the importance of being cognizant of personal data/information when submitting/uploading/downloading documents.</li> <li>5. Demonstrate how to: <ol style="list-style-type: none"> <li>a. search for job within the industry sector</li> <li>b. research qualifications align with your experience</li> <li>c. download and upload documents or forms required by employer</li> <li>d. send an electronic signature, if required</li> <li>e. review that all documents are complete, accurate, and in the required format before submission</li> <li>f. submit/upload job application, resume, letter of interest, credentials, and other required documents</li> </ol> </li> <li>6. Review the importance of assessing social media account content for professionalism.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3 Technology: 4.1, 4.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.1, A7.2, A7.4</p>
<p><b>O. ONLINE JOB APPLICATION</b></p> <p>Understand, apply, define, and demonstrate the online job application.</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define and explain an online job application.</li> <li>2. Research companies that align with your values.</li> <li>3. Explain and discuss the parts and format of an online job application to include: <ol style="list-style-type: none"> <li>a. personal information</li> <li>b. employment history</li> <li>c. employment availability (part time or full-time)</li> <li>d. criminal history</li> <li>e. education and training</li> <li>f. military</li> <li>g. references</li> <li>h. signature</li> </ol> </li> <li>4. Create/revise a job application sample.</li> <li>5. Review job application sample to include reading all sections are completed.</li> <li>6. Follow online job application process.</li> <li>7. Upload the online job application to the job searching platform.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 10, 11</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3 Technology: 4.1, 4.2 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.1, A7.2, A7.4</p>
<p><b>P. INTERVIEW SKILLS AND FOLLOW-UP LETTERS</b></p>	<ol style="list-style-type: none"> <li>1. Define and explain interviewing skills.</li> <li>2. Explain the types of interviews such as: <ol style="list-style-type: none"> <li>a. in-person (individual)</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 10, 11</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>Understand, apply, define, and demonstrate the importance of interviewing skills and follow-up letters.</p> <p>(4 hours)</p>	<ul style="list-style-type: none"> <li>b. online (videoconferencing)</li> <li>c. panel (small group/committee)</li> <li>d. telephone</li> </ul> <p>3. Explain the importance of preparation for the interview to include:</p> <ul style="list-style-type: none"> <li>a. creating a checklist to ensure all documents such as the resume and/or portfolio are gathered</li> <li>b. reviewing companies mission statement</li> <li>c. politely declining an interview providing ample time</li> <li>d. practicing sample interview questions with a partner</li> <li>e. conducting mock interview with a partner</li> <li>f. getting enough sleep</li> <li>g. being on time</li> <li>h. bringing necessary materials: pen, notepad, etc.</li> <li>i. wearing the correct attire and jewelry</li> <li>j. proper hygiene, breath mints, and perfume/cologne</li> <li>k. turning on/off all electronic devices (phones, tablets, etc.)</li> <li>l. using common courtesies to all on arrival</li> </ul> <p>4. Explain the process during the interview to include:</p> <ul style="list-style-type: none"> <li>a. proper posture and attitude</li> <li>b. making eye contact</li> <li>c. monitoring your voice delivery</li> <li>d. turning camera on - if interview is done online</li> <li>e. proper/firm handshake</li> <li>f. greeting the interview by title and last name</li> <li>g. making a good impression</li> <li>h. using correct verbiage</li> <li>i. making sure interviewer has finished the question before responding</li> <li>j. taking a pause to consider the questions before you answer</li> <li>k. clarifying the question to provide correct information</li> <li>l. having a few questions for the interviewer(s) – e.g., when do you expect to make the final decision</li> <li>m. thanking the interviewer(s) with a firm handshake, if in person – after the interview</li> </ul> <p>5. Define and explain follow-up letter(s).</p> <p>6. Explain and discuss the parts and format of a follow-up letter to include:</p> <ul style="list-style-type: none"> <li>a. subject line</li> <li>b. beginning, middle, end paragraphs</li> <li>c. action verbs</li> <li>d. thanking the interview panel for the job interview</li> <li>e. specify date of interview, job title, and job description</li> <li>f. restate your interest in the position and keen to hear about next steps</li> </ul> <p>7. Create/revise a follow-up letter and check for spelling, grammar, and format.</p>	<p><b>CTE Anchor:</b></p> <p>Academics: 1.0</p> <p>Communication: 2.1, 2.3</p> <p>Technology: 4.1, 4.2</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>Q. UPGRADING SKILLS</b></p> <p>Understand the importance of upgrading skills.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>1. Understand the importance of the continuous upgrading of job skills as it relates to:               <ol style="list-style-type: none"> <li>a. certification, licensure, and/or renewal</li> <li>b. professional organizations/events</li> <li>c. industry associations and/or organized labor</li> <li>d. technological skills in the respective industry sector</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communication: 2.1, 2.3 Career Planning and Management: 3.6 Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b> A1.4</p>
<p><b>R. ENTREPRENEURIAL SKILLS</b></p> <p>Understand the basic process involved in becoming an entrepreneur.</p> <p>(2.5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define entrepreneurship.</li> <li>2. Identify the necessary characteristics of successful entrepreneurs.</li> <li>3. Examine personal goals prior to starting a business.</li> <li>4. Evaluate sources of monetary investment in a business opportunity.</li> <li>5. Describe licensing/permit requirements for a business.</li> <li>6. Explain how the Small Business Administration (SBA) assists entrepreneurs with lenders and funding to help them plan, start and grow a business.</li> <li>7. Demonstrate a budget to identify start-up expenses.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.3 Career Planning and Management: 3.7 Technical Knowledge and Skills: 10.1, 10.9 Demonstration and Application: 11.1, 11.3</p> <p><b>CTE Pathway:</b> A1.1</p>



## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Thibodeaux, Suzann and Jaehne, Julie. Connect to Your Career, 3<sup>rd</sup> Edition. G-W Goodheart-Willcox Publisher, 2020

G-W Goodheart Willcox Publisher, Soft Skills for the Workplace, 2<sup>nd</sup> Edition. G-W Goodheart-Willcox Publisher, 2022

### **SUPPLEMENTAL TEXTBOOKS**

Barker, Loretta, Business Skills Exercises, 5<sup>th</sup> Edition, Cengage Learning, 2013

### **RESOURCES**

Employer Advisory Board members

CDE Model Curriculum Standards for Business and Finance  
<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Demonstration
- C. Individualized instruction
- D. Multimedia presentations
- E. Peer teaching
- F. Cooperative learning opportunities
- G. Development of critical thinking and listening skills

### **EVALUATION**

SECTION A – Introduction – Pass all assignments and exams with a minimum score of 80%.

SECTION B – Safety and Ergonomics – Pass the safety test with a score of 100% accuracy.

SECTION C – Hard Skills vs. Soft Skills – Pass all assignments and exams with a minimum score of 80%.

SECTION D – Applied Academic Skills – Pass all assignments and exams with a minimum score of 80%.

SECTION E – Critical Thinking Skills – Pass all assignments and exams with a minimum score of 80%.

SECTION F – Interpersonal Skills – Pass all assignments and exams with a minimum score of 80%.

SECTION G – Personal Qualities – Pass all assignments and exams with a minimum score of 80%.

SECTION H – Resource Management – Pass all assignments and exams with a minimum score of 80%.

SECTION I – Information Use – Pass all assignments and exams with a minimum score of 80%.

SECTION J – Communication Skills – Pass all assignments and exams with a minimum score of 80%.

SECTION K – Systems Thinking – Pass all assignments and exams with a minimum score of 80%.

SECTION L – Technology Use – Pass all assignments and exams with a minimum score of 80%.

SECTION M – Resume, Cover Letter, and/or Portfolio – Pass all assignments and exams with a minimum score of 80%.

SECTION N – Online Job Searching Platforms – Pass all assignments and exams with a minimum score of 80%.

SECTION O – Online Job Application – Pass all assignments and exams with a minimum score of 80%.

SECTION P – Interview Skills and Follow-up Letters – Pass all assignments and exams with a minimum score of 80%.

SECTION Q – Upgrading Skills – Pass all assignments and exams with a minimum score of 80%.

SECTION R – Entrepreneurial Skills – Pass all assignments and exams with a minimum score of 80%.

## ***Standards for Career Ready Practice***

**1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, societal, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

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## Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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