

JA Introduction to Business and Technology 2

Session Descriptions	Student Objectives	§130.137. Business Information Management II Standards
Theme 1: Innovation		
<p>Project: Innovation</p> <p>In this project, students will explore the similarities and differences between intrapreneurs and entrepreneurs with a focus on innovation and its value within businesses.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe traits of entrepreneurs and intrapreneurs. • Evaluate examples of innovation. • Develop a plan for fostering innovation within an organization. 	<p>2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:</p> <p>(A) initiate a project; (B) plan a project; (C) execute a project; (D) monitor and control a project; and (E) close a business project.</p>
<p>1.1 Types of Innovation</p> <p>Students explore the history of innovation in society and technology. They also learn about the difference between modification and innovation and think about key principles of how innovation takes place.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the distinction between modifications and true innovations • Identify important innovations throughout history in key areas of society. • Recognize some of the key principles of how innovations are brought about. 	<p>4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks.</p> <p>(C) The student is expected to evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources.</p> <p>(D) The student is expected to reference sources of information.</p>
<p>1.2: Identifying Needs</p> <p>Students learn about the ways entrepreneurs innovate to fill market needs, often bringing their own passion and experience to bear to solve a problem or enhance lives.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use research tools to identify consumers' needs and wants. • Recognize opportunities resulting from other people's wants and perceived needs. • Identify potential solutions for social concerns. 	<p>(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace.</p> <p>(A) employ verbal and active listening skills when obtaining and conveying information; (E) communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors;</p>

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<p>1.3: Ideation</p> <p>Students explore the concept of ideation. They will learn about key principles of ideation, learn how to come up with and evaluate ideas through the ideation process, and practice applying ideation to a real-world scenario.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn key principles of the ideation process. • Use the ideation process to develop potential solutions to real-world problems. • Analyze potential business opportunities and evaluate their likelihood of success. 	<p>4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks.</p> <p>(C) The student is expected to evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources.</p> <p>(D) The student is expected to reference sources of information.</p>
<p>1.4: Research Your Idea</p> <p>Students learn how and why to conduct surveys to test ideas for new products and services.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how surveys can be used to shape ideas for a product or service. • Develop a survey to gather information about a product idea. • Analyze survey results and determine how to adjust plans based on findings. 	<p>4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks.</p> <p>(C) The student is expected to evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources.</p> <p>(D) The student is expected to reference sources of information.</p>

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Theme 2: Functions of Management		
<p>Project: Entrepreneurship</p> <p>In this project, students identify examples of entrepreneurs who have developed a product or service that solved a problem or met a need and then evaluate the impact of entrepreneurship on the economy and individuals. Students conduct research about notable entrepreneurs who have impacted their own lives or communities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify entrepreneurs who have developed a product or service that solves a problem or meets a need. • Discuss the impact that entrepreneurs have on the economy and individuals. 	<p>2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:</p> <p>(A) initiate a project; (B) plan a project; (C) execute a project; (D) monitor and control a project; and (E) close a business project.</p>
<p>2.1 Planning</p> <p>Students learn about the planning function of management: the setting of objectives, determining a course of action to accomplish those objectives, and the importance of critical thinking and SMART decision making.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the four functions of organizational management. • Explain the management function of planning. • Use a process to plan and implement a course of action with the decision-making process. 	<p>2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:</p> <p>(B) plan a project;</p>
<p>2.2 Organizing</p> <p>Students learn about the organizing function of management and how to use a process to identify, classify, and assign activities. They learn how to use an organizational chart to outline roles and responsibilities. Students apply the organizing process to a real-life situation.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the management function of organizing. • Use a process to organize activities and resources to carry out organizational goals. • Manage and coordinate work teams. 	<p>1B) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to demonstrate collaboration skills through teamwork.</p> <p>3G) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to demonstrate the ability to communicate and resolve conflicts within a diverse workforce.</p> <p>4A) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks. The student is expected to create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks.</p>

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<p>2.3: Leading</p> <p>Students learn about the leading function of management and how effective leading requires managers to motivate their employees to contribute toward the goals of the organization.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the management function of leading. • Differentiate between leading and managing. • Identify the leadership and communication style most appropriate for specific situations. 	<p>1D) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.</p>
<p>2.4 Controlling</p> <p>Students learn about the controlling function of management and how to use a process to establish objectives and monitor performance. They learn about different types of controls that managers can use to prevent and correct problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the management function of controlling. • Describe the relationship of the controlling function to the other management functions. • Use feedforward control, concurrent control, and feedback control to prevent and address problems. 	<p>1D) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.</p> <p>2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:</p> <p>(C) execute a project;</p> <p>(D) monitor and control a project;</p>
Theme 3: Marketing		
<p>Project: Marketing</p> <p>Students will review and apply what they have learned about marketing in order to evaluate the effectiveness of competitors' online marketing strategies and messages.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify effective marketing strategies for a particular product or service. • Analyze how marketers use strategies to address their target markets. 	<p>2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:</p> <p>(A) initiate a project;</p> <p>(B) plan a project;</p> <p>(C) execute a project;</p> <p>(D) monitor and control a project; and</p> <p>(E) close a business project.</p>

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<p>3.1 Marketing Concept and Functions</p> <p>Students learn the seven functions of marketing and their purpose of satisfying customer needs and wants while generating sales and profits for a company.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the seven functions of marketing. • Explain how a company might use the seven functions of marketing to support its activities. 	<p>6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships.</p>
<p>3.2 Consumer Behavior</p> <p>Students learn how marketers identify a target market and research the characteristics of that group. They learn about the four factors that affect consumer behavior and develop a marketing message to address the relevant factors for a given product.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a target market for a product and determine how best to reach it. • Examine theories of behavior and the four factors that affect consumer behavior. • Conduct market research into the social factors and buying decision of teens. 	<p>6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships.</p>
<p>3.3 Introduction to the Marketing Mix</p> <p>Students learn about the marketing strategies known as the marketing mix and how businesses use the Four Ps (product, place, price, and promotion) when deciding how to bring a product or service to the market.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the relationship of marketing to the Four Ps. • Identify a product and use the Four Ps framework to bring that product to the market. • Present approaches to the marketing mix. 	<p>6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships.</p>
<p>3.4 Marketing Data</p> <p>Students learn how companies acquire valuable data from surveys and interviews, sales figures, and click-through rates on interactive ads. They analyze data and use it to make a variety of marketing decisions for a company.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how companies gather information, including the use of digital media. • Identify ways that companies can use data to inform the Four Ps. • Analyze data and use it to make marketing decisions. 	<p>6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships.</p>

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Theme 4: Accounting		
<p>Project: Accounting</p> <p>In this project, students review the basics of GAAP, research examples of accounting fraud, and write a persuasive post about the importance of GAAP. In addition, students will reflect on using a blog to communicate information related to each part of the project</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the purpose and principles of GAAP. • Research and describe two specific examples of accounting fraud or financial scandal related to not following the GAAP principles. • Summarize the impact of accounting fraud on businesses, investors, and the economy as a whole. • Reflect on the project and the value of blogs in business. 	<p>7B) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.</p>
<p>4.1 Accounting Basics</p> <p>Students learn about the importance of accounting and examine three types of accounting: financial, forensic, and project. Students learn what assets, liabilities, and equity are and use the accounting equation.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain what accounting is and describe the skills and requirements for some careers in the accounting profession. • Define asset, liability, and equity. • Recognize and use the accounting equation. 	<p>7B) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.</p>
<p>4.2 Accounting Cycle</p> <p>Students learn how accounting events are recorded and processed during an accounting cycle. They learn how transactions are recorded twice in double-entry accounting to keep the accounting equation in balance.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • List the steps in the accounting cycle. • Recognize a financial transaction that should be recorded. • Explain the relationship between the accounting equation and double-entry accounting. 	<p>7B) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.</p>

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<p>4.3 Accounting Principles</p> <p>Students learn about the Generally Accepted Accounting Principles (GAAP) that guide accounting activity and financial reporting. They evaluate a company's performance based on a financial statement. Students also practice using the double-entry method of bookkeeping to create a balance sheet.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain what the Generally Accepted Accounting Procedures (GAAP) is and why it is important. • Evaluate companies' performance based upon information from their financial statements. • Use the double-entry bookkeeping method to credit and debit accounts. 	<p>7B) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.</p>
<p>4.4 Financial Statements</p> <p>Students learn about the information that financial statements provide about the activities of a company and the risks it faces and how this information helps owners and investors make better decisions. They practice creating a balance sheet for business.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast balance sheets, income statements, and cash flow reports. • Prepare a balance sheet. • Analyze a company's current financial situation using its financial statement. 	<p>7B) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.</p>
<p>Case Study: Goal Cascading</p> <p>Students learn the difference between responsibility and accountability for individuals and for businesses. Students examine a scenario in which a business looks for ways to engage employees in its goal of helping the community. Students use a goal cascading matrix to establish goals for workgroups and individuals within the business to help employees see and understand the larger goals and their role in accomplishing them.</p>	<p>Students Will Learn How To:</p> <ul style="list-style-type: none"> • Explain the difference between responsibility and accountability. • Use goal cascading to link individual responsibilities to organizational objectives. • Describe methods that encourage accountability in the workplace. 	<p>1D) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.</p> <p>1F) The student demonstrates professional standards/employability skills 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.</p>