SECRETARIAL SCIENCE

ADMINISTRATIVE ASSISTING

(SSAA) IV

COURSE # 5019

CREDITS 17.5

Passaic County Technical Institute

2017

I. COURSE DESCRIPTION:

Secretarial Science and Administrative Assisting (SSAA) IV

During senior year, students enrolled in the Secretarial Science and Administration Assisting program will continue to develop and reinforce knowledge in skills in the areas of web page design, advanced *Microsoft Office* skill, office procedures, and personal financial literacy.

Unit 1: Creating a Web Page

Student will learn about the fundamentals of web design. Students will plan the content, structure and layout of your Web site, create pages of formatted text, build links between the pages and to the outside world, and add color, backgrounds, graphics, and tables. Students will also learn critical and timely information on securing the best possible location in search engine listings.

Unit 2– Advanced Microsoft Skills

In this unit students will develop and reinforce *Microsoft Office* advanced skills in *Excel* and *Access* in preparation for Microsoft Certification. Students will us *Microsoft Access* to design and enter data, edit records in existing databases and demonstrate methods to query a database.

Students will enhance *Excel* skills by analyzing data and create "If" statements in *Excel* to make logical comparisons between a value and what is expected, utilize conditional formatting and interpret data charts using advanced charts utilizing advanced functions available in *Excel.*

Unit 3 – Workflow and Staff Responsibilities / Accountability.

Students will be provided opportunities to develop and apply employability skills. Positive listening and communication skills are essential when following or giving directions. Knowing how to follow directions effectively is critical for a smoother and more productive work environment. In this unit students will concentrate on developing reading comprehension with business materials and processing and following directions in the workplace.

Unit 4– Workplace Ethics

Business ethics take into consideration responsibilities not just inside the workplace, but also within the environmental, cultural, and social structures of communities. This unit will focus on recognizing the civic responsibilities of businesses and identifying socially committed businesses. Students will participate in various community based projects.

Unit 5– Cumulative Project Simulation – Personal Finance

Virtual Business Personal Finance Simulation is a game-like simulations that replicates real-world budgeting and personal finance decision-making. The simulation reinforces and applies personal finance and money management skills. Using the simulation students find a job, buy a car, balance a checking account, manage a credit card, save for retirement, buy a home and pay their taxes.

II. Unit Pans:

PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, NJ

Career and Technical Education Curriculum Unit Planner

Content Area:	Secretarial Science & Administrative Assisting IV	Grade(s)	12
Unit Plan Title:	Unit 1: Creating a Web Page		
NJSLS Standard(s) Addressed in this unit			

9.3: CAREER AND TECHNICAL EDUCATION
INFORMATION TECHNOLOGY CAREER CLUSTER
9.3.IT- WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
9.3.IT- WD.2 Apply the design and development process to produce user- focused Web and digital communications solutions.
9.3. IT- WD.3 Write product specifications that define the scope of work aligned to customer requirements.
9.3.IT- WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.
9.3. IT- WD.5 Develop, administer and maintain Web applications.
9.3. IT- WD.6 Design, create and publish a digital communication product based on customer needs.
9.3.IT- WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
9.3.IT- WD.8 Implement quality assurance processes to deliver quality digital communication products and services.
9.3. IT- WD.9 Perform maintenance and customer support functions for digital communication products.
9.3.IT- WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

English Language Arts Standards

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Essential Questions (3-5)

What are the programs in the *Microsoft Office* Suite?
What is a Web page?
How is a Web page created using *Microsoft Office* Suite?

Anchor Text

MyCaert Version 2.0 Curriculum, Content and Assessment for CTS

Short & Informational Texts (3-5)

"How to Make a Website-A Step by Step Guide for Beginners" https://websitesetup.org ?
"How to Build a Website-You Don't have to be a Tech Geek" www.websitebuilderexpert.com
"How to make your own website (and why you need one)" http://www.studentartguide.com/articles/how-to-make-an-artist-website

Expected Proficiencies of the Unit

Develop and design web page using *Microsoft Office* Suite.

Write, design, or edit web page content.

Direct web site content, creation, enhancement and maintenance.

Define terms associated with World Wide Web and the hypertext markup language.

Demonstrate an understanding of the basic web page design principles.

Create searchable indices for web page content.

Formative & Summative Assessments

Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students

Formative Assessments	**Summative Assessments**
MyCaert Lesson Modules	*MyCaert* Lesson Assessments
Quizzes	Performance Based Projects-Create and Maintain a Web-Page
Completed Exercises in *Microsoft Word* 2010 Text	

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Canvas
Microsoft Office

Suggested Time Frame:	**8 weeks**

Content Area:	**Secretarial Science & Administrative Assisting IV**	**Grade(s)**	**12**
Unit Plan Title:	**Unit 2– Advanced Microsoft Skills**		

NJSLS/CCTC Standard(s) Addressed in this unit

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.
8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.
English Language Arts Standards
RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Essential Questions (3-5)

What are databases used for?

What types of information can be obtained by using queries in *Microsoft Access*?

Why is conditional formatting used in *Excel*?

Why are "If" formulas in *Excel* referred to as "logical" formulas?

Anchor Text

MyCaert Version 2.0 Curriculum, Content and Assessment for CTS

Learn By Doing Microsoft Office 2013 BE Publishing 2016 IBSN: TB-OFFBNDL-WB

Short & Informational Texts (3-5)

"What is Microsoft *Access* used for?" www.opengatesw.net
"10 Essential Microsoft *Office* Tips for Beginners" www.pcmag.com
"10 Powerful Features of Microsoft *Access*" www.educba.com

Expected Proficiencies of the Unit

Identify uses of databases

Design and enter data using MS *Access*

Edit records in an existing database

Demonstrate methods to query a database

Analyze data and create "If" statements in *Excel* to make logical comparisons between a value and what is expected

Use conditional formatting to apply formats to a cell or range of cells, and have that formatting change depending on the value of the cell or the value of a formula

Create and format charts in *Excel* using advanced chart functions

Formative & Summative Assessments	
Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students	
Formative Assessments	**Summative Assessments**
Case studies	*MyCaert* Lesson Assessments
Quizzes Completed Exercises-Learn By Doing *Access*	Performance based projects-*Microsoft Access*
MyCaert Lesson Modules	

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)
Canvas Microsoft Office-*Access*

Suggested Time Frame:	**12 weeks**

Content Area:	**Secretarial Science & Administrative Assisting IV**	**Grade 12**
Unit Plan Title:	**Unit 3– Workflow and Staff Responsibilities / Accountability.**	

NJSLS Addressed in this unit

9.3 CAREER AND TECHNICAL EDUCATION
    9.3.12. BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
    9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business
        functioning**.**
English Language Arts Standards
11-12. RST.2 – Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate term

Essential Questions (3-5)
Why are rules and procedures necessary in the workplace? What are guidelines for giving and following directions? What factors may make written directions difficult to follow?

Anchor Text
MyCaert Version 2.0 Curriculum, Content and Assessment for CTS

Short & Informational Texts (3-5)
"How to Summarize Content for a Business Audience" gillin.com/blog/2013/08/how-to-summarize-content-for-a-business-audience/ "Five Steps to Giving and Following Instructions in the Workplace" - https://thinkx.net/blog/5-steps-to-giving-and-following-instructions-in-the-workplace "Why is it Important to Follow Rules and Procedures at Work?" https://content.wisestep.com-WorkPlace-Work Culture

Expected Proficiencies of the Unit
Demonstrate reading comprehension with business materials
Business document summarization
Process and follow written directions:
Identify skills needed to accurately follow written directions
Identify common errors in following written directions
Write simple directions
Comprehend and follow written instructions

Formative & Summative Assessments

Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students

Formative Assessments	Summative Assessments
Case studies	*MyCaert* Lesson Assessments
Quizzes	Project Based Unit Assessment
MyCaert Lesson Modules	
Project Based Unit Assessment	

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)
Canvas
Handouts
Microsoft *Office*

Suggested Time Frame:	4 Weeks

Content Area:	Secretarial Science & Administrative Assisting IV		Grade(s)	12
Unit Plan Title:	Unit 4– Workplace Ethics			

NJSLS/CCTC Standard(s) Addressed in this unit

Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.12. F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12. F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

9.1.12. C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

CRP9. Model integrity, ethical leadership and effective management.

Essential Questions (3-5)

How does society benefit when business participates in community based projects?

What effect does unethical business practices have on society?

Businesses participate in what kind of community based projects?

Anchor Text

MyCaert Version 2.0 Curriculum, Content and Assessment for CTS

Short & Informational Texts (3-5)

"Honesty & Integrity: Unethical Conduct Destroys More than Business" - http://www.randrmagonline.com/articles/86836-honesty-integrity-unethical-conduct-destroys-more-than-business

"15 Great Examples of Socially Responsible Businesses" - http://www.businessnewsdaily.com/5499-examples-socially-responsible-businesses.html

"10 Companies with Social Responsibility at the Core" - http://adage.com/article/cmo-strategy/10-companies-social-responsibility-core/143323/

"Here's What Happens When Companies Make Community Service Business as Usual "- http://www.pointsoflight.org/blog/2014/01/24/heres-what-happens-when-companies-make-community-service-business-usual

Expected Proficiencies of the Unit

Identify strategies for handling unethical business practices
Identify socially committed businesses
Recognize civic responsibilities of businesses
Identify and participate in various community based projects

Formative & Summative Assessments	
Multiple assessment strategies will be used in order to accommodate the multiple intelligences of our diverse population of students	
Formative Assessments	**Summative Assessments**
Case studies	*MyCaert* Lesson Assessments
Quizzes	Project Based Unit Assessment
MyCaert Lesson Modules	

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)
Canvas   Handouts   Microsoft *Office*   Articles

Suggested Time Frame:	**4 weeks**

Content Area:	**Secretarial Science & Administrative Assisting IV**	**Grade(s)**	**12**
Unit Plan Title:	**Unit 5– Cumulative Project Simulation – Personal Finance**		

NJSLS/CCTC Standard(s) Addressed in this unit

**9.2 Personal Financial Literacy: All students will develop skills and strategies that promote
personal and financial responsibility related to financial planning, savings, investment, and charitable
giving in the global economy.**

> 9.2.12. A.6 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
> 9.2.12. A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.
> 9.2.12. A.9 Demonstrate how exemptions and deductions can reduce taxable income.
> 9.2.12. A.10 Explain the relationship between government programs and services and taxation.
> 9.2.12. A.11 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
> 9.2.12. B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
> 9.2.12. B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
> 9.2.12. B.3 Construct a plan to accumulate emergency "rainy day" funds.
> 9.2.12. B.4 Analyze how income and spending plans are affected by age, needs, and resources.

9.2.12. B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.2.12. B.6 Design and utilize a simulated budget to monitor progress of financial plans.

9.2.12. B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.

9.2.12. B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

9.2.12. C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.

9.2.12. C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.

9.2.12. C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.

9.2.12. C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.

9.2.12. C.6 Explain how predictive modeling determines "credit scores."

9.2.12. D.1 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.

9.2.12. D.2 Assess factors that influence financial planning.

9.2.12. D.3 Justify the use of savings and investment options to meet targeted goals.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks;

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.

8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.

8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.12. E. Research and Information: Students apply digital tools to gather, evaluate, and use information.

8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

analyze.

Essential Questions (3-5)

What are the steps involved in buying a house; and how do I determine when I can afford a house?

What funding sources are available for funding long-term goals such as purchasing cars?

What is the purpose for credit cards; and how can I use them responsibly?

How do I manage money by preparing a personal spending plan; and what are identifying ways to decrease spending and increase income?

What are the available banking services; and how do I build a positive relationship with a financial institution?

Anchor Text

Knowledge Matters-Virtual Business – Personal Finance https://vb.knowledgematters.com

My Caert Version 2.0 Curriculum, Content and Assessment for CTS (Supplement)

Short & Informational Texts (3-5)

"5 Articles to Refresh Your Financial Literacy" - http://www.investopedia.com/articles/personal-finance/050714/5-articles-refresh-your-financial-literacy

"Personal Finance Advice and Financial News CNN Money" -

http://webcache.googleusercontent.com/search?q=cache:w2UIn1oVVEMJ:money.cnn.com/pf/+&cd=15&hl=en&ct=clnk&gl=us

"Teenagers Everywhere Don't Understand Money" - www.bloomberg.com/news/articles/2017-05-25/teenagers-everywhere-don-t-understand-money

Expected Proficiencies of the Unit

Allocate time and make smart purchases to improve one's health.

Plan and alter schedules to balance health, work and educational goals.

Research and compare potential job openings.

Research how experience and education qualifies one for different levels of jobs

Understand why payroll taxes and income tax deductions cause their net pay to be less than their gross pay.

Correlate how working at one job can give the experience necessary to get a better paying job with more benefits.

Interpret a pay stub: understand gross pay, payroll deductions and net pay.

Estimate monthly income and expenses based on pay stubs and bills.

Determine whether a surplus or deficit is expected in the budget.

Read and interpret a bank statement to determine actual income and spending; and to compare that to the budget.

Understand how to open a savings account.

Recognize the importance of saving money for an emergency fund.

Understand how housing, transportation, job location and work schedule, must be compatible.

Compare costs of different apartments, including related costs such as transportation.

Explore the location of different apartments in order to facilitate a schedule that accomplishes one's goals.

Based on income and expenses be able to determine the type of car which will be affordable.

Compare the cost of buying vs. leasing a car.

Understand key elements of a car loan, including down payment, monthly payment, and term.

Understand components of auto insurance, including mandatory coverages, optional coverages, and deductibles.

Identify goods that help productivity, and therefore, improve financial security.

Comparison shop to get the most for one's money.

Understand how to utilize periodic sales to expand purchasing power.

Understand why cashing checks without a checking account can be costly.

Maintain a check register.

Reconcile a checkbook register against a checking account bank statement.

Compare and contrast annual percentage rates (APR), credit limits, and credit card fees.

Compare credit card offers.

Identify benefits of paying a credit card bill full.

Determine how finance charges and late fees can raise the amount owed on a credit card.

Interpret information in a credit report and identify problem areas.

Understand the impact of poor credit on major purchases such as an automobile.

Understand how paying off overdue bills will improve one's credit score.

Recognize that to build a good credit history credit needs to use responsibly..

Understand the concepts of a credit score, including what constitutes a good and a bad score.

Research job opportunities and determine what education is needed to obtain specific jobs.

Understand the importance of education in furthering one's career.

Understand how student loans work.

Analyze the cost of particular educational courses and determine how quickly an investment in such courses is likely to pay back.

Understand how online banking can help one manage finances more effectively and efficiently.

Understand how to check account balances.

Understand how to set up and monitor recurring bill payments.

Understand how to transfer money between accounts.

Identify key information on an IRS 1099-Int interest statement.

Complete a IRS 1040EZ form.

Use a tax table to compute tax on income.

Compute whether one owes tax or should receive a refund.

Calculate how much housing expense a person can afford based on one's gross income.

Understand how other loan payments affect the amount of a mortgage that can be gotten.

Understand Private Mortgage Insurance (PMI) and how it relates to down payments.

Define mortgage points and how they relate to interest rates and monthly payments.

Define term of a mortgage and determine monthly payments and total interest paid.

Formative & Summative Assessments	
Formative Assessment	**Summative Assessment**
Knowledge Matters/Virtual Business Simulation activities Quizzes	Knowledge Matters/Virtual Business Simulation Assessments
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Knowledge Matters/Virtual Business Simulation , *Canvas*	
Suggested Time Frame:	8 weeks

III.   Instructional Strategies :

Instructional strategies are based on instructional goals and student's IEP (Individual Education Plan). A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

Individualized Instruction
Teacher Directed Instruction
Differentiated Instructions
Life Skill Applications
Peer Tutoring
Cooperative Learning Activities
Interdisciplinary Collaboration projects
Job Shadowing
Collaborating with teammates to complete projects
Watching and responding to videos and presentations
Brainstorming

To determine whether the learning objectives have been met, a combination of formal and informal assessment methods is used.

Formal Assessment:
Multiple-choice exam
Calculations
 Short-answer assessments
Accounting problem solving exam
Teacher generated projects

Performance Based Assessment

Oral presentations
Teacher observations
Questioning
Quiz
Microsoft Office Projects and Assessments

IV. Scope and Sequence -Secretarial Science Administrative Assisting :

SKILLS TO BE LEARNED	I = Introduce D = Develop in Depth R = Reinforce M = Master
Demonstrate an understanding of the basic web page design principles	I, R, D
Develop, design, and edit web page content	I, R, D
Direct web site: content, creation, enhancement and maintenance	I, R, D
Define terms associated with World Wide Web and the hypertext markup language	I, R, D
Identify uses of Databases	I, R, D, M
Design and enter data using *Microsoft Access*	I, R, D, M
Edit records in an existing database	I, R, D, M
Demonstrate methods to query a database	I, R, D, M
Demonstrate reading comprehension with business materials	R, D, M
Process and follow written directions	R, D, M
Demonstrate reading comprehension with business materials	R, D, M
Process and follow written directions	R, D, M
Identify strategies for handling unethical business practices	I, R, D, M
Identify socially committed businesses	I, R, D, M
Recognize civic responsibilities of businesses	I, R, D, M

Identify and participate in various community based projects	I, R, D, M
Research and compare potential job openings	R, D, M
Research how experience and education qualifies one for different levels of jobs	R, D, M
Correlate how working at one job can give the experience necessary to get a better paying job with more benefits	R, D, M
Understand payroll taxes and income tax deductions cause net pay to be less than gross pay	R, D, M
Interpret a pay stub: understand gross pay, payroll deductions and net pay	R, D, M
Estimate monthly income and expenses based on pay stubs and bills	R, D, M
Determine whether they expect a surplus or deficit in their budget	R, D, M
Read and interpret a bank statement to determine actual income and spending; and to compare that to a budget	R, D, M
Understand how to open a savings account	R, D, M
Understand how to set up and monitor recurring bill payments	R, D, M
Understand how to transfer money between accounts	R, D, M
Understand how housing,transportation, job location, and work schedule must be compatible	R, D, M
Compare costs of different apartments, including related costs such as transportation	R, D, M
Calculate how much housing expense a person can afford based on their gross income	R, D, M
Define term of a mortgage and determine monthly payments and total interest	R, D, M

Define points and how they relate to interest rates and monthly payments	R, D, M
Understand Private Mortgage Insurance (PMI) and how it relates to down payments	R, D, M
Assess the type of car they can afford based on income and expenses.	R, D, M
Compare the cost of buying vs. leasing a car	R, D, M
Understand key elements of a car loan, including down payment, monthly payment, and term	R, D, M
Understand components of auto insurance, including mandatory coverages, optional coverages, and deductibles	R, D, M
Identify goods that help their productivity, and therefore, improve their financial security	R, D, M
Comparison shop to get the most for their money	R, D, M
Understand how to utilize periodic sales to expand their purchasing power	R, D, M
Identify that cashing checks without a checking account can be costly	R, D, M
Maintain a check register	R, D, M
Reconcile a checkbook register against a checking account bank statement	R, D, M
Compare and contrast credit card offers: annual percentage rates (APR), credit limits, and credit card fees	R, D, M
Identify benefits of paying a credit card bill in full	R, D, M
Determine how finance charges and late fees can raise the amount owed on a credit card	R, D, M
Interpret information in a credit report and identify problem areas	R, D, M

Understand the impact of poor credit on major purchases such as an automobile	R, D, M
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Recognize that to build a good credit history credit needs to used responsibly	R, D, M
Understand the concepts of a credit score, including what constitutes a good and a bad score	R, D, M
Complete out a IRS 1040EZ form	R, D, M
Use a tax table to compute tax on income	R, D, M
Compute whether one owes tax or should receive a refund	R, D, M

V. Complete List of Course Textbooks, Instructional Resources & Software:

My Caert Version 2.0 Curriculum, Content and Assessment for CTS
Learn By Doing Microsoft Office 2013 BE Publishing 2016 IBSN: TB-OFFBNDL-WB
Knowledge Matters-Virtual Business –https://vb.knowledgematters.com
The Hub-Microsoft Office Simulation BE Pulishing IBSN: 1-934422-29-0

VI   COURSE DESCRIPTION:

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Virtual Business Personal Finance Simulation is a game-like simulations that replicates real-world budgeting and personal finance decision-making. The simulation reinforces and applies personal finance and money management skills. Using the simulation students find a job, buy a car, balance a checking account, manage a credit card, save for retirement, buy a home and pay their taxes.

Proficiencies:

Upon successful completion of this course, the student will be able to:

1. Develop and design a web page using *Microsoft Office Suite*
2. Write, design, or edit web page content
3. Direct web site content, creation, enhancement and maintenance.
4. Define terms associated with World Wide Web and the hypertext markup language
5. Demonstrate an understanding of the basic web page design principles
6. Create searchable indices for web page content
7. Identify uses of databases
8. Design and enter data using MS *Access*
9. Edit records in an existing database
10. Demonstrate methods to query a database
11. Read and comprehend business literature and materials
12. Process and follow written directions:
    Identify skills needed to accurately follow written directions
    Identify common errors in following written directions
    Write simple directions
    Comprehend and follow written instructions
13. Identify strategies for handling unethical business practices
14. Identify socially committed businesses
15. Recognize civic responsibilities of businesses
16. Identify and participate in various community based projects
17. Reinforce and apply acquired financial literacy skills and knowledge to complete a business simulation