

July 2007

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Keyboarding and Business Skills
Program Type: Practical Arts
Occupational Area: Business Technology Education

Secondary

Program Number: 8200320
CIP Number: 0507.0798PA
Grade Level: 9-12, 30, 31
Standard Length: .5 credits
Certification: BUS ED @4 1 @2
VOE @7
TEACH CBE @7
STENOG @4
TYPEWRIT @4
CLERICAL @7 G
SECRETAR @7 G
CSO: FBLA
BPA
Coop Method: No
Apprenticeship: No
Facility Code: 211

- I. **PURPOSE:** This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental word processing applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society.
- Instructional experiences provided in this course do not necessarily prepare students for specific occupations.
- II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this course and include the use of computers and peripheral equipment.
- III. **SPECIAL NOTES:** Future Business Leaders of America (Secondary), Phi Beta Lambda (Postsecondary), and Business Professionals of America (BPA) are the appropriate Career Student Organizations (CSO) for providing leadership training and for reinforcing specific career and technical skills. Career Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

Equipment List: A generic equipment list is available for this program.

IV. **INTENDED OUTCOMES:** After completing the following competencies, the student will be able to:

- 01.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance. Apply ergonomic principles applicable to the configuration of computer workstations. [Student Performance Standards: 01.01, 01.02, 01.05.]
- 02.0 Demonstrate comprehension and communication skills. [Student Performance Standards: 02.01, 02.02, 02.04, 02.05, 02.06, 02.07, 02.08.]
- 03.0 Use technology to apply and enhance communication skills in technical reading, writing. [Student Performance Standards: 03.01, 03.02, 3.04, 03.06.]
- 04.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles. Demonstrate initiative, courtesy, loyalty, honesty, cooperation and punctuality as a team member. [Student Performance Standards: 04.01, 04.02, 04.03.]
- 05.0 Practice quality performance in the learning environment and the workplace. [Student Performance Standards: 05.01, 05.02.]
- 06.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance. [Student Performance Standards: 06.01, 06.02, 06.03.]
- 09.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals. Experience work-based learning through job shadowing, mentoring, e-

- coaching, etc. [Student Performance Standards: 09.01, 09.02, 09.03, 09.04.]
- 10.0 Demonstrate personal and interpersonal skills appropriate for the workplace. [Student Performance Standards: 10.01, 10.02, 10.03.]
- 13.0 Perform office functions and responsibilities to accomplish job objectives and enhance workplace performance. [Student Performance Standards: 13.02.]

NOTE: *This course along with Computer and Business Skills is equivalent to Computing for College and Careers. Students should complete this course before enrolling in Computer and Business Skills.*