

## BUSINESS EDUCATION 9-12

### Teaching and Learning Framework

#### Introduction / Philosophy

Courses in the Business Education Program prepare students to become knowledgeable and responsible decision makers as they fulfill their roles as workers, consumers and citizens. Even though the courses are offered for elective credit, matriculation in these courses benefits all students. Students are introduced to decision-making techniques needed to understand principles of business in an increasingly international marketplace and needed to understand how businesses operate. Students become knowledgeable and ethical decision-makers as they understand and fulfill their roles as workers, consumers and citizens. According to the national standards that serve as the foundation for these courses, business education is essential for many reasons to include the following:

- Because students will participate in the global economic system, students need to be literate in business and economics.
- Because students will encounter a business environment that is characterized by cultural diversity, students need to practice the interpersonal, teamwork and leadership skills that will help them function successfully in that environment.
- Because students will need to use technology as a tool for personal and organizational productivity, students need to hone the lifelong learning skills that will allow them to adapt to and manage technology effectively.
- Because students will enter a workplace that is constantly changing, students need to explore and develop flexible post-secondary and career paths and adapt to an environment that demands continuous human capital development.

(NSBE, 2013b & 2015)

#### Learner Profile

The Business Education Program is purposeful in its outcomes for students and aligns to the Bexley Learner Profile (engage, equip, empower). The program promotes understanding of business principles and decision-making techniques relevant to careers and college experiences and relevant to becoming informed consumers and citizens:

<i>What should a Bexley Business Education so for students?</i>	
Knowledge (engage)	Each student will understand principles of business characterized by laws, policies, and practices and characterized by business ethics, diversity, and technology.
Skills (equip)	Each student will apply knowledge of principles of business and will use interpersonal and technology skills to function as an individual, team member, and leader in support of business goals and in providing business solutions.
Mindsets (empower)	Each student will demonstrate ethics, social responsibility, and positive interpersonal relationships in business environments and will demonstrate strategic thinking applied to educational, career and consumer experiences, including strategies to help them learn and relearn.

### High-Quality Business Programs

The Business Education Program references professional literature that provides perspective for high-quality programs. Teaching and learning activities in the Business Education Program are anchored specifically in national standards for business education and include alignment to Ohio standards for technology where applicable. Both national and state standards highlight the need to build students’ proficiency and appreciation for business and technological systems over multiple courses. The national standards, in particular, indicate that high-quality business programs implement the following:

- Engage students in understanding and responding to new demands and development in the marketplace and how the rise of global economies has affected the workplace.
- Engage students in work teams (both in person and virtual) and as individuals who make informed decisions regarding their roles as consumers and citizens.
- Engage students in modern technologies as crucial competency for supporting strategic business goals and for providing business solutions.
- Provide students with opportunities to apply business law, policies, practices and ethics to case studies and in real-world experiences that require them to focus on their participation as individuals and as members of corporate bodies.
- Create opportunities for student and community interactions and collaborations.

(NSBE, 1999, 2010, 2013a, 2013b & 2015; ODE, 2017)

### Conditions to Support Student Learning

Teaching and learning experiences in the Business Education Program foster students’ appreciation of principles of business and challenge students to consider ethics and social responsibility when responding as individuals and as members of corporate bodies. Proficiency in business education is multi-faceted and therefore requires a range of experiences to support students’ understandings and development of skills and mindsets for applying the knowledge and skills to their career, workplace and consumer/citizen lives. Teaching and learning experiences require students’ productive participation in discourse and practices, such as the following:

Each student will...	The teacher will involve students in...
Understand principles of business characterized by laws, policies, and practices and characterized by business ethics, diversity, and technology (NSBE, 1999, 2010, 2013a, 2013b & 2015).	Strategic and critical thinking about business problems and solutions and technology concepts and processes.
	Researching career opportunities in business professions and exploring flexible career paths to adopt to a workplace that demands continuous human capital.
	Understanding how cultural diversity – in both domestic and international settings – requires teamwork and leadership skills to help them function successfully.
Apply knowledge of principles of business and will use interpersonal and technology skills to function as an individual,	Applying business principles and practices to real-world situations, both in and outside of the classroom, demonstrating what it means to participate in domestic and global economic systems and as an individual consumer and citizen.

## BEXLEY CITY SCHOOLS

Each student will...	The teacher will involve students in...
team member, and leader in support of business goals and in providing business solutions (NSBE, 1999, 2010, 2013a, 2013b & 2015).	Problem-solving and decision-making as individuals and in teamwork and leadership roles.
	Evaluating the performance of a business, making decisions related to data collected.
	Using technology to communicate and solve workplace problems and dilemmas.
	Exploring flexible career paths to adapt to a workplace that demands continuous human capital.
Demonstrate ethics, social responsibility, and positive interpersonal relationships in business environments and will demonstrate strategic thinking applied to educational, career and consumer experiences, including strategies to help them learn and relearn (NSBE, 1999, 2010, 2013a, 2013b & 2015).	Complying with laws and regulations and using business ethics to respond to case studies and applied real-world experiences.
	Determining social responsibility and using positive personal relationships in business environments.
	Using knowledge of principles of business and technology to make informed decisions as a student, worker, consumer, and citizen.
	Using technology as a tool for organizational productivity, demonstrating flexibility for learning and relearning.

### Program Overview

The Business Education Program consists of a standards-based curriculum anchored in national standards (NSBE, 2013b & 2015). Although the courses included in the Business Education curriculum are for high school students, there are multiple experiences that Bexley’s students may have that may lead to and encourage participation in the Business Education Program. The following provides a general overview of K-8 experiences and an overview of high school courses and experiences that engage students in career and workplace preparation:

Elementary School	Middle School	High School
Focus: Career Awareness	Focus: Career Exploration	Focus: Career Preparation
<ul style="list-style-type: none"> <li>▪ Engagement of grades K-5 students in inquiry projects and building-sponsored leadership programs with the purpose of developing career awareness, developing leadership skills and promoting civic engagement</li> <li>▪ School counselors contribute to general education curriculum by engaging students in universal curriculum that helps them to develop social-emotional and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engagement of grades 6-8 students in leadership and mentoring programs with the purpose of developing and/or refining leadership skills and promoting civic engagement</li> <li>▪ School counselors facilitate exploration activities using Naviance, a web-based tool that assists students in assessing their current interests and readiness as matched to potential careers and college programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Business Education Program includes <u>five courses</u>, which prepare students for college and career:                             <ul style="list-style-type: none"> <li>- Finance and Accounting</li> <li>- AP Economics</li> <li>- Business Law</li> <li>- Entrepreneurship</li> <li>- Computer Applications</li> </ul> </li> <li>▪ Related to the Business Education Program: Technology and Family and Consumer Science courses provide tangential</li> </ul>

## BEXLEY CITY SCHOOLS

Elementary School	Middle School	High School
Focus: Career Awareness	Focus: Career Exploration	Focus: Career Preparation
<p>interpersonal skills and skills related to advocacy and leadership</p> <ul style="list-style-type: none"> <li>▪ Clubs and service learning opportunities offered in the general education curriculum – integral experiences to content learning that help students plan, organize and use time and other resources to support entities that have expressed needs for supports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clubs and service learning opportunities offered in the general education curriculum – that is, integral experiences to content learning that help students plan, organize and use time and other resources to support community and global needs</li> <li>▪ Elective curriculum includes two courses in technology, which engage students in design and STEM processes as well as innovations</li> </ul>	<p>experiences for college and career readiness</p> <ul style="list-style-type: none"> <li>▪ College counselor facilitates use of Naviance to assist students in setting goals and exploring their interests as related to careers and college programs, engaging students in self-readiness assessments</li> <li>▪ Clubs, service learning projects, and mentoring/internships provide experiences for students to explore and apply their interests and skills in career-related areas</li> </ul>

### References

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- National Business Education Association (NBEA). (2013a). *Effective methods of teaching business education* (3<sup>rd</sup> Ed.). Reston, VA: Author.
- National Business Education Association (NBEA). (2013b). *National standards for business education* (4<sup>th</sup> Ed.). Reston, VA: Author. Retrieved June 6, 2018 from <https://www.nbea.org/newsite/curriculum/standards/accounting.html>
- National Business Education Association (NBEA). (2015). *The business teacher education curriculum guide and program standards* (4<sup>th</sup> Ed.). Reston, VA: Author.
- Ohio Department of Education (ODE). (2017). *Ohio's learning standards for technology*. Columbus, OH: Authors. Retrieved June 6, 2018 from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Technology/Ohio-s-2003-Academic-Content-Standards-in-Technolo/The-2017-Ohio-Learning-Standards-in-Technology.pdf.aspx>

**Board of Education Policies**

IIAA, Textbook Selection and Adoption

IF, Curriculum Development

IR-R, Curriculum Review and Development