



# JA Introduction To Business and Technology 2<sup>®</sup>

JA Introduction to Business and Technology 2, a year-long or one-semester teacher-led course, introduces high school students to the basic skills necessary to succeed in business. Themes include personal skills like innovation, management functions, and accounting. Students also learn basic technical skills like how to use word processing, presentation software, and spreadsheets effectively.

This course has received California A-G approval from High School Articulation, Office of Undergraduate Admissions, University of California.

Students will:

- Learn the necessary concepts applicable to state and national educational standards
- Apply these standards-based concepts to the real world
- Synthesize elective concepts through a cumulative, tangible deliverable (project)
- Analyze a business situation or principle through the use of a case study
- Demonstrate the skills necessary for future career pathway success

Volunteers engage with students through a variety of activities that includes subject matter guest speaking and coaching or advising for case study and project course work. Volunteer activities help students better understand the relationship between what they learn in school, their future career, and their successful participation in today's global economy.



## Program Outline

Course Theme	Theme Topics	Project Topic
<b>Innovation</b>	1. Types of Innovation 2. Identifying Needs 3. Ideation 4. Research Your Idea	How can a really good idea become a reality?
<b>Functions of Management</b>	1. Planning 2. Organizing 3. Leading 4. Controlling	How do wants and needs relate to entrepreneurship?

(continued)

## Program Outline

Course Theme	Theme Topics	Project Topic
<b>Marketing</b>	1. Marketing Concept and Functions 2. Consumer Behavior 3. Introduction to the Marketing Mix 4. Marketing Data	Which marketing messages hold the most consumer appeal?
<b>Accounting</b>	1. Accounting Basics 2. Accounting Cycle 3. Accounting Principles 4. Financial Statements	What would happen if there were no rules to how businesses recorded and reported their financial records?

For the guiding standards that are presented below, the legend for reference is as follows:

**CCTC** – Common Career Technical Core.

### Theme 1: Innovation

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>Types of Innovation</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–BM-HR 3. Model behaviors and actions to effectively motivate and lead people.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the distinction between modifications and true innovations.</li> <li>2. Identify important innovations throughout history in key areas of society.</li> <li>3. Recognize some of the key principles of how innovations are brought about.</li> </ol>
<b>Identifying Needs</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–BM-OM 4.9: Use innovation to gain competitive advantage in the marketplace.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use research tools to identify consumers' needs and wants.</li> <li>2. Recognize opportunities resulting from other people's wants and perceived needs.</li> <li>3. Identify potential solutions for social concerns.</li> </ol>
<b>Ideation</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–BM-MGT 2. Write internal and external analytical reports that examine a problem/issue and recommend an action.</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn key principles of the ideation process.</li> <li>2. Use the ideation process to develop potential solutions to real-world problems.</li> <li>3. Analyze potential business opportunities and evaluate their likelihood of success.</li> </ol>
<b>Research Your Idea</b>	Students learn how and why to conduct surveys to test ideas for new products and services.	<ul style="list-style-type: none"> <li>• CCTC–BM-OM 2. Utilize customer relationship management skills.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain how surveys can be used to shape ideas for a product or service.</li> <li>2. Develop a survey to gather information about a product idea.</li> <li>3. Analyze survey results and determine how to adjust plans based on findings.</li> </ol>

## Theme 2: Functions of Management

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>Planning</b>	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.	<ul style="list-style-type: none"> <li>● CCTC–BM 5.Explain the nature and scope of knowledge management practices within a business.</li> <li>● CCTC–BM-HR 7.Implement strategic planning processes to guide human resources management decision-making.</li> <li>● CCTC–BM-MGT 7.Plan organization's/department's activities to guide and support decisions and to ensure that staff focus on priorities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the four functions of organizational management.</li> <li>2. Explain the management function of planning.</li> <li>3. Use a process to plan and implement a course of action with the decision-making process.</li> </ol>
<b>Organizing</b>	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.	<ul style="list-style-type: none"> <li>● CCTC–BM-ADM.1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the management function of organizing.</li> <li>2. Use a process to organize activities and resources to carry out organizational goals.</li> <li>3. Manage and coordinate work teams.</li> </ol>
<b>Leading</b>	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.	<ul style="list-style-type: none"> <li>● CCTC–BM-HR 3.Model behaviors and actions to effectively motivate and lead people.</li> <li>● CCTC–BM-HR 3.Model behaviors and actions to effectively motivate and lead change.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the management function of leading.</li> <li>2. Differentiate between leading and managing.</li> <li>3. Identify the leadership and communication style most appropriate for specific situations.</li> </ol>
<b>Controlling</b>	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.	<ul style="list-style-type: none"> <li>● CCTC–BM-MGT 7.7: Control organization's/department's activities to monitor business activities and to make business decisions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain the management function of controlling.</li> <li>2. Describe the relationship of the controlling function to the other management functions.</li> <li>3. Use feedforward control, concurrent control, and feedback control to prevent and address problems.</li> </ol>

## Theme 3: Marketing

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>Marketing Concept and Functions</b>	Students learn the seven functions of marketing and their purpose of satisfying customer needs and wants while generating sales and profits for a company.	<ul style="list-style-type: none"> <li>● CCTC–MK 1.5: Describe marketing's role and function in business.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the seven functions of marketing.</li> <li>2. Explain how a company might use the seven functions of marketing to support its activities.</li> </ol>

*(continued)*

### Theme 3: Marketing

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>Consumer Behavior</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–MK–MGT 4.Utilize marketing information to determine consumer behavior.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify a target market for a product and determine how best to reach it.</li> <li>2. Examine theories of behavior and the four factors that affect consumer behavior.</li> <li>3. Conduct market research into the social factors and buying decision of teens.</li> </ol>
<b>Introduction to the Marketing Mix</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–MK 8.Employ product-mix strategies to meet customer expectations.</li> <li>• CCTC–MK 8.5: Position products/ services to acquire desired business image.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the relationship of marketing to the Four Ps.</li> <li>2. Identify a product and use the Four Ps framework to bring that product to the market.</li> <li>3. Present approaches to the marketing mix.</li> </ol>
<b>Marketing Data</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–BM 1.Perform data analysis to make business decisions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain how companies gather information, including the use of digital media.</li> <li>2. Identify ways that companies can use data to inform the Four Ps.</li> <li>3. Analyze data and use it to make marketing decisions.</li> </ol>

### Theme 4: Accounting

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>Accounting Basics</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–FN 12.Discuss the importance of accurately reporting a business’s financial position.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain what accounting is and describe the skills and requirements for some careers in the accounting profession.</li> <li>2. Define <i>asset</i>, <i>liability</i>, and <i>equity</i>.</li> <li>3. Recognize and use the accounting equation.</li> </ol>
<b>Accounting Cycle</b>	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.	<ul style="list-style-type: none"> <li>• CCTC–FN–ACT 2.Classify, record and summarize financial data.</li> </ul>	<ol style="list-style-type: none"> <li>1. List the steps in the accounting cycle.</li> <li>2. Recognize a financial transaction that should be recorded.</li> <li>3. Explain the relationship between the accounting equation and double-entry accounting.</li> </ol>

(continued)

## Theme 4: Accounting

Session	Session Description	Guiding Standards	Student Learning Objectives
<b>Accounting Principles</b>	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.	<ul style="list-style-type: none"> <li>● CCTC–FN 9.6: Manage financial resources to ensure solvency.</li> <li>● CCTC–FN FN-ACT 2. Classify, record and summarize financial data.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain what the Generally Accepted Accounting Procedures (GAAP) is and why it is important.</li> <li>2. Evaluate companies' performance based upon information from their financial statements.</li> <li>3. Use the double-entry bookkeeping method to credit and debit accounts.</li> </ol>
<b>Financial Statements</b>	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.	<ul style="list-style-type: none"> <li>● CCTC–FN-ACT 2.8: Perform specialized accounting procedures to track cash flow.</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare and contrast balance sheets, income statements, and cash flow reports.</li> <li>2. Prepare a balance sheet.</li> <li>3. Analyze a company's current financial situation using its financial statement.</li> </ol>

### CASE STUDY: GOAL CASCADING

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.