

# BusinessCenter21: Introduction to Business Correlation to: **Arizona Technology Education Standards**

## Instructional Units

Introduction Unit

Web Research

Marketing

Economics & Personal Finance

Business Law

Accounting

Management

International Business

Technology in Business

Applications, Resumes, and Interviews

Entrepreneurship

Business Review

Business Exam



# BusinessCenter21



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## Overview

This document demonstrates the correlation between the BusinessCenter21 curriculum supplied by Applied Educational Systems and the *Technology Education Standards* published by the Arizona Department of Education. The BusinessCenter21 (BC21) units are listed by course sequence across the top row. The standards are listed in the first column. The checkmarks in the second column indicate that the standard is supported by the BC21 course. The bullet's marked in the remaining columns which of the BC21 units support the standard.

Note that many of the Standards are covered in each and every BC21 instructional unit. This broad coverage is a reflection of the curriculum development philosophy and process at Applied Educational Systems. The BC21 curriculum includes *core themes* woven throughout the curriculum in the areas of communication, career development, computation, and information technology. Repeated exposure in a variety of contexts, enables students to achieve ever-increasing levels of sophistication in understanding and application.

### **Source for standards listed on the following pages:**

*Arizona Department of Education. 3/24/97.*

<http://www.ade.az.gov/standards/contentstandards.asp>

Arizona Technology Education Standards	BusinessCenter21 Course	BC21 Introduction	Web Research	Marketing	Economics & Personal Finance	Business Law	Accounting	Management	International Business	Technology in Business	Applications, Resumes & Interviews	Entrepreneurship	Business Review	Business Exam
	<b>STANDARD 1</b>													
<b>1T-P1. Use the appropriate technology device to complete a task</b>														
PO 1. Given a task, select the appropriate technology device(s) (e.g., reporting a news story using digital and video camera and online editing to publish on the Web; gathering data using scientific probes and graphing calculators)	✓											X		
<b>1T-P2. Make informed choices among technology systems, resources and services</b>														
PO 1. Create criteria to compare and contrast technology systems, resources and services (e.g., which Internet service provider, music system, Web browser or graphics package meets criteria)														
<b>2T-P1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services</b>														
PO 1. Make informed choices among technology systems, resources and services in a variety of contexts	✓		X	X						X				
PO 2. Explain the impact computer networking has on an organization (e.g., cost, allocation of resources, security, productivity, communications, and organizational or societal change)	✓		X	X	X	X	X	X	X	X		X		
PO 3. Predict future technological advances and the impact of them for individuals and the workplace (e.g., given the current "instant access," what's next?)	✓									X				
<b>STANDARD 2</b>														
<b>2T-P2. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole</b>														
PO 1. Explain the cost of maintaining technology in terms of money and manpower	✓									X				
PO 2. Describe the effect on an organization when technology fails (e.g., power outage)														
PO 3. Analyze the long-term impact of technologies and their obsolescence (e.g., on the preservation of, and access to, older technologies; responsible disposal of old technologies; retraining of workforce)	✓									X				

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<b>2T-P3. Demonstrate legal and ethical behaviors among peers, family, and community regarding the use of technology and information</b>														
PO 1. State personal liability issues related to security systems to protect technologies (e.g., use of passwords and the importance of protecting them; use of encryption software)														
PO 2. Discuss individual privacy issues versus First Amendment protection (e.g., federal and state filtering and access legislation)														
PO 3. Explain the impact of unauthorized intrusions (i.e., hacking, spamming, manipulating or deleting data) on society														
PO 4. Describe computer viruses and ways to protect computers from them														
<b>STANDARD 3</b>														
<b>3T-P1. Communicate to a variety of audiences using professional level technology tools</b>														
PO 1. Create documents using professional format (e.g., résumé, letter of application, electronic portfolio, research paper)	✓			X	X	X	X	X	X		X	X		
PO 2. Merge information from one document to another (e.g., mail merge, publish and subscribe)	✓											X		
PO 3. Create a document that utilizes hyperlinks (e.g., Web link in documents, linking a word to a glossary, creating an interactive index)														
<b>3T-P2. Use a variety of technology tools for data collection and analysis to support a decision</b>														
PO 1. Select appropriate technology devices to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboard, webcam, GPS and Internet)	✓		X	X	X	X	X	X	X	X	X	X		
PO 2. Create and use a spreadsheet to analyze variables (e.g., 12-month budget, loan rates, science and math experiments, and investment portfolios)	✓				X		X	X	X			X		
PO 3. Analyze data and create a database report from information manipulated in a variety of ways to support decisions (e.g., census data, polls and surveys, annual report)														

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<b>3T-P3. Use technology tools to publish and present information with interactive features</b>														
PO 1. Design and create a multimedia presentation or Web site with interactive features (e.g., animation, sound, action buttons to play, video, control devices, open other applications, link to a Web site)	✓											X		
<b>3T-P4. Use technology tools to support modeling and system analysis</b>														
PO 1. Manipulate several variables in a computer simulation to reach a desired outcome (e.g., simulation software, Web-based simulation, textbook support software)														
<b>STANDARD 4</b>														
<b>4T-P1. Routinely and efficiently use online information resources to meet needs for collaboration and communications</b>														
PO 1. Using criteria for research in Standard 5, create an end product (e.g., multimedia presentation, publication, Web page) to disseminate the information	✓									X				
<b>4T-P2. Manage and communicate personal and professional information utilizing technology tools and resources</b>														
PO 1. Plan and present a product appropriate to the task	✓			X	X	X	X	X	X	X	X	X		
<b>4T-P3. Using technology, collaborate with peers, experts, and others to contribute to a content-related knowledge base</b>														
PO 1. Contribute digitized material (e.g., video interviews, scanned pictures, text, and graphic information) to a project archive and create links to resource material														
PO 2. Conduct e-mail interviews with content experts														
PO 3. Consider several methods and choose the best for building group collaboration in research, communication and presentation among students in physically separated schools														

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	<b>STANDARD 5</b>													
<b>5T-P1. Develop a research strategy to find accurate, relevant, appropriate electronic information sources</b>														
PO 1. Explain the difference between Internet searching using directories and search engines	✓		X											
PO 2. Construct online or electronic database searches using Boolean logic (AND, OR, NOT)	✓		X											
PO 3. Independently select appropriate electronic resources from school, community and the world (via online) to be used to locate information needed when presented with a problem to solve	✓		X	X	X	X	X	X	X	X	X			
PO 4. Evaluate the appropriateness and effectiveness of electronic resources (e.g., purpose, credibility of author)	✓		X											
<b>5T-P2. Investigate and apply expert systems (e.g., search engines and intelligent agents)</b>														
PO 1. Given a concept, use online search engines as well as resource-specific search features (e.g., CD-ROMs) to find relevant information	✓		X	X	X	X	X	X	X	X	X			
PO 2. Adapt software for personal efficiency by setting preferences for effective use of the software														
PO 3. Use advanced features (e.g., preferences, advanced searching, filtering) in Internet browser and information software														
<b>5T-P3. Present research findings from electronic resources using academic models for citations and format</b>														
PO 1. Utilize evaluation criteria (authority, accuracy, relevancy, timeliness) for information found on the Internet to present research findings	✓		X											
PO 2. Create citations for resources used following an academic model to present research findings	✓									X				

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	<b>STANDARD 6</b>													
<b>6T-P1. Investigate technology-based options, including distance and distributed education for lifelong learning</b>														
PO 1. Locate and use an online tutorial and discuss the benefits and disadvantages of this method of learning														
PO 2. Research a career and predict the advanced training needed to maintain success in the career	✓			X	X	X	X	X	X			X		
PO 3. Design and implement a personal learning plan that utilizes technology (e.g., identify a topic such as an academic interest, personal hobby, health issue, or potential job sources, and utilize research skills from Standard 5 to support lifelong learning)														
<b>6T-P2. Routinely and ethically use productivity tools, communication tools and research skills to solve a problem</b>														
PO 1. As a capstone experience in a content area, solve a problem using appropriate technology tools to:														
a) identify the problem and formulate the strategy to solve the problem (e.g., brainstorming tools, flowcharting, online resources)	✓											X		
b) collect data (e.g., using GPS, PDA {personal digital assistant}, Internet, probeware, recordings)	✓											X		
c) interpret data (e.g., visualization, simulation, or modeling software)	✓											X		
d) develop a solution to the problem	✓											X		
e) present findings (e.g., electronic presentation, Web page, professionally formatted document, computer model, audio or video presentation, Web streaming)	✓											X		