Office Specialist I – Preparation

6740 36 weeks

Table of Contents

Acknowledgments ......................................................................................................................................... 1
Course Description ........................................................................................................................................ 2
Task Essentials Table .................................................................................................................................... 3
Curriculum Framework ................................................................................................................................. 5
Developing Keyboarding and Computer Skills ............................................................................................ 5
Developing Communication Skills ............................................................................................................. 20
Using Telecommunications ........................................................................................................................ 25
Preparing for Industry Certification ........................................................................................................... 29
Preparing for Employment ......................................................................................................................... 31
SOL Correlation by Task ................................................................................................................................ 35
Teacher Resources ...................................................................................................................................... 37
Entrepreneurship Infusion Units ................................................................................................................. 39
Appendix: Credentials, Course Sequences, and Career Cluster Information .................................................. 40

Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Ebonie Campbell, Teacher, Maury High School, Norfolk Public Schools
E. Jill Crayne, Teacher, Stonewall Jackson High School, Prince William County Public Schools
Joy Felts, Teacher, Hickory High School, Chesapeake Public Schools
Jean Filemu, Teacher, AG Wright Middle School, Stafford County Public Schools
Pinkie Hall, Teacher, Dinwiddie High School, Dinwiddie County Public Schools
Kathleen Moore, Teacher, Thornburg Middle School, Spotsylvania County Public Schools
William Price, PhD, Associate Professor, CTE Program Leader, School of Education, Virginia Tech
Kay Quick, Teacher, Beverley Manor Middle School, Augusta County Public Schools
Kenny Smith, Certified Public Accountant, CDM Federal Programs Corp.
Jessica Tibbs, Teacher, Prince Edward High School, Prince Edward County Public Schools

Sandy Mills, Virginia FBLA-PBL State Specialist, reviewed and updated the FBLA correlations.

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Cathy Nichols-Cocke, PhD, Social Studies Teacher, Fairfax High School, Fairfax County Public Schools

The framework was edited and produced by the CTE Resource Center:

Averill P. Byrd, Writer/Editor
Heather A. Widener, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

Judith P. Sams, Specialist, Business and Information Technology and Related Clusters
Office of Career, Technical, and Adult Education
Virginia Department of Education

Tricia S. Jacobs, PhD, CTE Coordinator of Curriculum and Instruction
Office of Career, Technical, and Adult Education
Virginia Department of Education

Copyright © 2018

Course Description

**Suggested Grade Level:** 10 or 11 or 12

Students complete the Office Specialist sequence identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills in areas including keyboarding, word processing, office procedures, and records management. If a fourth year is needed, the teacher should use simulated activities in the following areas: word processing, spreadsheets, databases, telecommunications, graphic design, and records management.
The tasks contained in the Office Specialist I framework will correlate with many of the FBLA competitive events. Refer to the FBLA website for details or to the task-by-task FBLA correlation.

NOTE: The class size shall be limited to an average of 15 students per instructor per class period with no class being more than 18.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>6740</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Developing Keyboarding and Computer Skills</td>
</tr>
<tr>
<td>39</td>
<td>⊕</td>
<td>Identify computer system components.</td>
</tr>
<tr>
<td>40</td>
<td>⊕</td>
<td>Perform basic computer operations.</td>
</tr>
<tr>
<td>41</td>
<td>⊕</td>
<td>Key alphabetic, numeric, and symbolic information, using a touch system and correct techniques.</td>
</tr>
<tr>
<td>42</td>
<td>⊕</td>
<td>Manipulate data/software/operating system, using icons, touch screens, ribbons, and drop-down menus.</td>
</tr>
<tr>
<td>43</td>
<td>⊕</td>
<td>Use file and data management techniques such as save and open.</td>
</tr>
<tr>
<td>44</td>
<td>⊕</td>
<td>Improve keyboarding techniques.</td>
</tr>
<tr>
<td>45</td>
<td>⊕</td>
<td>Improve keyboarding speed and accuracy.</td>
</tr>
<tr>
<td>46</td>
<td>⊕</td>
<td>Edit copy.</td>
</tr>
<tr>
<td>47</td>
<td>⊕</td>
<td>Maintain workstation, equipment, materials, and supplies.</td>
</tr>
<tr>
<td>48</td>
<td>⊕</td>
<td>Key addresses on envelopes and/or labels.</td>
</tr>
<tr>
<td>49</td>
<td>⊖</td>
<td>Format columns and tables.</td>
</tr>
<tr>
<td>50</td>
<td>⊕</td>
<td>Format letters, memos, and reports from prepared, rough-draft, or student-composed materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>51</td>
<td>🌟</td>
<td>Use available resources, references, and tools to prepare documents.</td>
</tr>
<tr>
<td>52</td>
<td>🌟</td>
<td>Describe ergonomic guidelines related to safe computer use.</td>
</tr>
<tr>
<td>53</td>
<td>🌟</td>
<td>Troubleshoot computer problems (e.g., cable hookups, power sources, and operational supplies).</td>
</tr>
</tbody>
</table>

**Developing Communication Skills**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>🌟</td>
<td>Introduce oneself and others.</td>
</tr>
<tr>
<td>55</td>
<td>🌟</td>
<td>Demonstrate conversation skills.</td>
</tr>
<tr>
<td>56</td>
<td>🌟</td>
<td>Solve workplace problems.</td>
</tr>
<tr>
<td>57</td>
<td>🌟</td>
<td>Incorporate business terms in written and oral communication.</td>
</tr>
</tbody>
</table>

**Using Telecommunications**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>🌟</td>
<td>Demonstrate telephone etiquette.</td>
</tr>
<tr>
<td>59</td>
<td>🌟</td>
<td>Access information on the Internet.</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>Identify emerging trends in telecommunications.</td>
</tr>
</tbody>
</table>

**Preparing for Industry Certification**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td></td>
<td>Describe the process and requirements for obtaining industry certifications related to the Office Specialist I–Preparation course.</td>
</tr>
<tr>
<td>62</td>
<td></td>
<td>Identify testing skills/strategies for a certification examination.</td>
</tr>
<tr>
<td>63</td>
<td></td>
<td>Demonstrate the ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).</td>
</tr>
<tr>
<td>64</td>
<td></td>
<td>Successfully complete an industry certification examination representative of skills learned in this course (e.g., MOS, IC3, NOCTI, Workplace Readiness Skills for the Commonwealth).</td>
</tr>
</tbody>
</table>

**Preparing for Employment**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>🌟</td>
<td>Explore business careers.</td>
</tr>
<tr>
<td>66</td>
<td>🌟</td>
<td>Prepare a résumé.</td>
</tr>
<tr>
<td>67</td>
<td>🌟</td>
<td>Demonstrate job interview skills.</td>
</tr>
</tbody>
</table>
Curriculum Framework

Developing Keyboarding and Computer Skills

Task Number 39

Identify computer system components.

Definition

Identification should include

- input devices (e.g., keyboard, mouse)
- output devices (e.g., monitor, printer, speakers)
- storage devices (e.g., Universal Serial Bus [USB])
- processors (e.g., central processing unit [CPU]).

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Problem Solving

Introduction to Information Technology

Microsoft Imagine Academy Resources

[2.005] Microsoft Digital Literacy: Computer Basics
Computer Basics– Entire Course

NBEA Achievement Standards for Information Technology
Identify components of hardware.

---

**Task Number 40**

**Perform basic computer operations.**

**Definition**

Performance should adhere to the following procedures:

- Turn on power switch on CPU/monitor and peripherals.
- Log on to a network (if appropriate).
- Select the appropriate software.
- Close the software.
- Log off and shut down.

**FBLA Competitive Events and Activities Areas**

**Business Skills and Knowledge**

**Computer Problem Solving**

**Introduction to Information Technology**

**Word Processing**

**Microsoft Imagine Academy Resources**

[2.009] Microsoft Digital Literacy: Computer Basics—Lesson 4  
[4.010] Introduction to Microsoft Office 2010: Basic Windows Navigation—Lesson 1  
[5.019] Intro Windows 7: Lesson 1—Exercise 1

**NBEA Achievement Standards for Information Technology**

Describe features of operating systems that can be personalized.
Install and customize operating systems and utilities.

---

**Task Number 41**

**Key alphabetic, numeric, and symbolic information, using a touch system and correct techniques.**

**Definition**

Keying information should include using a touch system that includes kinesthetic control of alphabetic, numeric, and symbolic strokes with the correct hand and finger.

**FBLA Competitive Events and Activities Areas**

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

**Microsoft Imagine Academy Resources**

[2.004] Microsoft Digital Literacy: First Course—Lesson 3

Keyboarding

**NBEA Achievement Standards for Communication**

Demonstrate basic keyboarding and computer functions.

**NBEA Achievement Standards for Information Technology**

Apply a variety of input technologies to maximize productivity.

Demonstrate proper safety techniques using input technologies.

Describe ergonomic issues related to input technologies.
Develop proper input techniques (e.g., keyboarding, 10-key touch pad, scanning, speech recognition, handtyping, digital inking, digital cameras, student response systems, and the use of a touch screen, mouse or stylus).

Task Number 42

Manipulate data/software/operating system, using icons, touch screens, ribbons, and drop-down menus.

Definition

Manipulating the data/software/operating system may be done in different ways, including by using the ribbon, toolbar, file menu, and/or touch screens. Students should demonstrate their knowledge and skill of all methods.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

Microsoft Imagine Academy Resources

[2.003] Microsoft Digital Literacy: First Course—Lesson 2
Mousing Around
[4.010] Introduction to Microsoft Office 2010: Basic Windows Navigation—Lesson 1
Office Lesson Plan: Basic Windows Navigation
[5.021] Intro Windows 7: Lesson 2—Exercise 1
Getting Started with Windows 7 (project)

NBEA Achievement Standards for Communication

Demonstrate basic keyboarding and computer functions.
NBEA Achievement Standards for Information Technology

Develop proper input techniques (e.g., keyboarding, 10-key touch pad, scanning, speech recognition, handtyping, digital inking, digital cameras, student response systems, and the use of a touch screen, mouse or stylus).

Select appropriate input technology to optimize performance.

Task Number 43

Use file and data management techniques such as save and open.

Definition

Use of file and data management techniques should include the following steps:

- Select the option that accesses (opens) a file.
- Select the file.
- Select the option that saves (stores) a file in the same format or a different format ("Save as...").
- Select the appropriate drive.
- Name the file.
- Select the stored file from a folder.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

Microsoft Imagine Academy Resources

[2.009] Microsoft Digital Literacy: Computer Basics—Lesson 4
Computer Operating Systems
NBEA Achievement Standards for Information Technology

Use various input technologies to enter and manipulate information appropriately.

---

**Task Number 44**

**Improve keyboarding techniques.**

**Definition**

Improvement should include techniques such as

- positioning the body
- positioning the feet
- using wrist and finger position
- keyboarding by touch and without pauses
- spacing quickly
- using shift keys
- using the mouse
- keeping fingers curved and upright over keys
- keeping eyes on copy
- entering data by touch at a progressive speed and with progressive accuracy.

**FBLA Competitive Events and Activities Areas**

**Business Skills and Knowledge**

**Computer Applications**

**Database Design & Applications**

**Spreadsheet Applications**

**Word Processing**

**Microsoft Imagine Academy Resources**

[2.004] Microsoft Digital Literacy: First Course—Lesson 3

Keyboarding
NBEA Achievement Standards for Information Technology

Develop proper input techniques (e.g., keyboarding, 10-key touch pad, scanning, speech recognition, handtyping, digital inking, digital cameras, student response systems, and the use of a touch screen, mouse or stylus).

Task Number 45

Improve keyboarding speed and accuracy.

Definition

Improvement may be achieved by using

- untimed practice
- guided (paced) practice
- timed writings
- teacher-guided timed drills with a variety of goals
- application of skill through composition of text.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

Microsoft Imagine Academy Resources

[2.004] Microsoft Digital Literacy: First Course—Lesson 3
Keyboarding

NBEA Achievement Standards for Information Technology

Develop proper input techniques (e.g., keyboarding, 10-key touch pad, scanning, speech recognition, handtyping, digital inking, digital cameras, student response systems, and the use of a touch screen, mouse or stylus).
Task Number 46

Edit copy.

Definition

Editing should include

- reviewing punctuation
- gaining familiarity with proofreaders’ symbols
- comparing spell check and proofreading
- demonstrating benefits of proofreading
- reviewing copy using proofreaders’ marks
- editing corrected copy as final draft.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

Microsoft Imagine Academy Resources


NBEA Achievement Standards for Communication

Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.
Proofread documents to ensure correct grammar, spelling, and punctuation.

Task Number 47

Maintain workstation, equipment, materials, and supplies.

Definition

Maintenance should include

- keeping work area orderly
- practicing positioning of text for proper hand and eye coordination
- adding paper to a printer
- clearing paper jams
- adding a cartridge to a printer
- handling storage devices (e.g., USB).

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Problem Solving

Introduction to Business Procedures

Introduction to Information Technology

Microsoft Imagine Academy Resources

Introduction to Computers

NBEA Achievement Standards for Information Technology

Adhere to privacy, safety and security policies and legislation (e.g., acceptable use policy, Web page policies, student photo policies, computer crime, fraud, abuse).

Discuss basic issues related to responsible use of technology and describe personal or legal consequences of inappropriate use.

Identify and select controls for personnel, facilities, data, communications systems, and applications appropriate to specific risks.
Identify risks to personnel, facilities, data, communications systems, and applications.

Implement controls to prevent loss of integrity of data and other information resources.

---

**Task Number 48**

**Key addresses on envelopes and/or labels.**

**Definition**

Keying procedures should include formatting

- small envelopes, including the return address
- large envelopes, including the return address
- small and large envelopes with special notations
- envelope using the United States Postal Service (USPS) style
- labels (several different styles/sizes).

**FBLA Competitive Events and Activities Areas**

*Business Skills and Knowledge*

*Computer Applications*

*Database Design & Applications*

*Spreadsheet Applications*

*Word Processing*

**Microsoft Imagine Academy Resources**

[Word Lesson Plan: Mail Merge and Reviewing Documents]

[Mail Merge (project)]

**NBEA Achievement Standards for Communication**

Use basic applications (word processing, spreadsheets, databases, presentations, and graphics).
NBEA Achievement Standards for Information Technology

Identify productivity software appropriate for specific tasks.

Use the collaborative features of productivity software to accomplish organizational tasks.

Task Number 49

Format columns and tables.

Definition

Formatting should include the style and placement of the following elements:

- Main heading
- Secondary heading
- Column heading
- Body
- Reference note

Students should also demonstrate the use of

- formatting features
- tab positions (leaders, decimals, right).

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

Microsoft Imagine Academy Resources

Enhancing and Reviewing Documents

NBEA Achievement Standards for Communication

Integrate functions of word processing, databases, spreadsheets, and presentation applications to various workplace scenarios.

Use basic applications (word processing, spreadsheets, databases, presentations, and graphics).

NBEA Achievement Standards for Information Technology

Identify productivity software appropriate for specific tasks.

Use the collaborative features of productivity software to accomplish organizational tasks.

Task Number 50

Format letters, memos, and reports from prepared, rough-draft, or student-composed materials.

Definition

Formatting procedures should include

- formatting letters (personal business, modified block, and block)
- formatting memos (simplified memo and standard)
- formatting unbound reports, including citations
- using templates for fax memos, letters, reports, and other documents and publications
- creating templates for frequently used and individualized documents
- creating or inserting charts.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge
Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

Microsoft Imagine Academy Resources

Creating Complex Documents

Word Lesson Plan: Editing a Document

[5.263] Word 2010 Term Project: Lesson 1—Project 1
Computer Class: Create a Handout (project)

NBEA Achievement Standards for Communication

Compose and produce a variety of business messages and reports using correct style, format, and content.

Compose and produce executive summaries.

Compose appropriate messages for specific audiences.

Compose simple requests for information, reports, and summaries.

Integrate functions of word processing, databases, spreadsheets, and presentation applications to various workplace scenarios.

Use basic applications (word processing, spreadsheets, databases, presentations, and graphics).

NBEA Achievement Standards for Information Technology

Use productivity software to create documents, research topics and take notes, categorize data, and perform calculations to improve academic achievement across the curriculum.

Task Number 51
Use available resources, references, and tools to prepare documents.

Definition

Use should include

- the Help feature of the software to complete an assigned task
- editing tools (spell check, grammar check, thesaurus) for specified applications
- reference manuals that are available in the classroom
- a search engine to find information about a specified topic.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

NBEA Achievement Standards for Information Technology

Identify and research sources of information about information technology hardware and software.

Identify, evaluate, and use resources (e.g., hardware, software, and online) for problem identification and resolution.

Use help features and reference materials to learn software and solve problems.

-------------------------------

Task Number 52

Describe ergonomic guidelines related to safe computer use.

Definition

Description should include
an explanation of the importance of positioning of the body in relation to the hardware being used
the reasons why the monitor should be 18 to 24 inches from one’s eyes with the top edge of the display screen at eye level
the importance of short breaks every hour to relax the neck, shoulders, arms, wrists, and fingers.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Spreadsheet Applications

Word Processing

NBEA Achievement Standards for Information Technology

Apply ergonomic techniques to information technology tasks to avoid injury.

Discuss basic issues related to responsible use of technology and describe personal or legal consequences of inappropriate use.

Identify the risks of information technology to personal health and safety and privacy.

Task Number 53

Troubleshoot computer problems (e.g., cable hookups, power sources, and operational supplies).

Definition

Troubleshooting should be performed by

referring to the computer manual and adhering to safety procedures
searching the Help options on the computer
checking port connections and power sources
saving work and restarting the computer or the application
• accessing recovered files
• notifying the instructor if the problem persists.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Computer Applications

Database Design & Applications

Introduction to Information Technology

Networking Concepts

Spreadsheet Applications

Word Processing

NBEA Achievement Standards for Information Technology

Identify and use appropriate help resources for hardware (e.g., help desks, online help, manuals).

Identify, evaluate, and use resources (e.g., hardware, software, and online) for problem identification and resolution.

Troubleshoot advanced hardware and supportive software problems.

Developing Communication Skills

Task Number 54

Introduce oneself and others.

Definition
Introductions should include

- using handshake techniques, according to a variety of cultural guidelines of business etiquette
- identifying and respecting cultural differences
- demonstrating appropriate body language
- maintaining eye contact
- introducing individuals to one another, following protocol of making introductions.

FBLA Competitive Events and Activities Areas

Banking and Financial Systems

Business Skills and Knowledge

Entrepreneurship
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Future Business Leader

Global Business
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Job Interview

LifeSmarts

Management Decision Making
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Marketing
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Network Design

Virtual Business Management Challenge

NBEA Achievement Standards for Communication

Demonstrate an understanding of and respect for the business customs and etiquette of various cultures.
Demonstrate appropriate manners and etiquette in a variety of social settings.

Task Number 55

Demonstrate conversation skills.

Definition

Demonstration should include

- professional dialogue
- verbal and nonverbal responses
- eliminating use of fillers (e.g., "um," "like")
- avoiding the use of slang terms in professional conversation.

FBLA Competitive Events and Activities Areas

Banking and Financial Systems

Business Skills and Knowledge

Entrepreneurship
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Future Business Leader

Global Business
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Job Interview

LifeSmarts

Management Decision Making
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Marketing
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Network Design
Virtual Business Management Challenge

Task Number 56

Solve workplace problems.

Definition

Solutions to workplace problems may result from

- identifying and exhibiting workplace attitudes and behaviors
- applying decision-making techniques to solve problems
- exchanging ideas within small and large groups
- discussing workplace problems that arise from cultural differences.

FBLA Competitive Events and Activities Areas

Business Communication

Business Skills and Knowledge

Future Business Leader

Introduction to Business Communication

Introduction to Business Procedures

NBEA Achievement Standards for Career Development

Demonstrate the ability to function as a proactive, productive team member in the workplace.

Demonstrate the ability to use assertive behavior in work relationships.

Demonstrate the importance of cooperation among people to accomplish a task.

Demonstrate the steps involved in dealing with stress.
Demonstrate the steps involved in handling conflict.

Demonstrate the steps involved in resolving a conflict or stressful situation.

Task Number 57

Incorporate business terms in written and oral communication.

Definition

Incorporation should require that students

- become familiar with commonly used business terms
- compose letters or other business documents
- maintain a word list of new business terms
- participate in the exchange of ideas within small or large groups
- eliminate the use of fillers.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Banking and Financial Systems

Business Communication

Business Financial Plan

Business Plan

Business Skills and Knowledge

Community Service Project

Entrepreneurship

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Future Business Leader
Global Business
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Introduction to Business Communication

Job Interview

LifeSmarts

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Management Decision Making
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Marketing
The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Network Design

Partnership with Business Project

Virtual Business Management Challenge

NBEA Achievement Standards for Communication

Expand vocabulary as needed when reading at grade level.

Expand vocabulary to include simple business terms.

Using Telecommunications

Task Number 58
Demonstrate telephone etiquette.

Definition

Demonstration should include

- locating directory information
- monitoring tone
- being courteous
- avoiding the use of slang terms and fillers
- making a telephone call (i.e., introducing oneself, exercising courtesy, asking for the person with whom one wishes to speak, leaving a message)
- answering an incoming telephone call (i.e., following company protocol for answering the telephone, asking who is calling, taking a message, holding and transferring the call).

FBLA Competitive Events and Activities Areas

Business Communication

Business Skills and Knowledge

Introduction to Business Communication

Introduction to Business Procedures

NBEA Achievement Standards for Career Development

Demonstrate appropriate telephone and email etiquette.

NBEA Achievement Standards for Communication

Discuss the importance of the use of phone and digital devices as customer service tools.

Use the phone to gather personal and consumer information.

Use the phone to receive and place appropriate business calls.

Task Number 59
Access information on the Internet.

Definition

Accessing the Internet should include

- using URLs and search engines to locate information
- following logical search procedures
- checking sources of information for reliability and credibility.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Skills and Knowledge

Community Service Project

Partnership with Business Project

Microsoft Imagine Academy Resources


Internet and the World Wide Web–Entire Course

NBEA Achievement Standards for Communication

Discuss dangers of Internet predators.

Discuss rules of safe and appropriate conduct when using the Internet and email.

Incorporate the use of the Internet to complete complex projects requiring the use of competitive intelligence techniques (research on competition, markets, and customer attitudes).

Use online databases and search engines to find basic business information.

Task Number 60
Identify emerging trends in telecommunications.

Definition

Identification of emerging trends may include

- cloud computing
- connected home monitoring and control
- autonomous vehicles
- factory automation
- augmented and virtual reality
- global e-commerce standards
- online research and development
- collaborative commerce
- blockchain technology.

FBLA Competitive Events and Activities Areas

Business Communication

Business Skills and Knowledge

Introduction to Business Communication

Introduction to Business Procedures

Microsoft Imagine Academy Resources

[2.014] Microsoft Digital Literacy: Internet and the World Wide Web—Lesson 3
Using E-Mail

NBEA Achievement Standards for Information Technology

Analyze and compare society's influence on information technology and information technology's influence on society.

Assess how information technology changes the manner in which training is offered and implemented.

Assess the impact of information technology in a global society.

Identify, analyze, and evaluate emerging communications technologies for use in organizations.
Preparing for Industry Certification

Task Number 61

Describe the process and requirements for obtaining industry certifications related to the Office Specialist I–Preparation course.

Definition

The description should include a list of industry certifications related to the Office Specialist I–Preparation course and the process/requirements for obtaining the certifications from

- official websites of the testing organization/vendor
- materials from publishers that have developed practice materials and tests based on information from the testing organization/vendor
- information from certified instructors or industry-certified professionals
- information in the "Course Description" section of this document.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Electronic Career Portfolio

Job Interview

Microsoft Imagine Academy Resources

[2.055] Microsoft Certification Tutorial
Microsoft Certification Tutorial Snackbox video

Task Number 62
Identify testing skills/strategies for a certification examination.

Definition

The identification of testing skills and strategies should be undertaken by

- conducting an Internet research project
- reviewing materials from exam and practice-exam publishers
- interviewing certified instructors and/or industry-certified professionals.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Electronic Career Portfolio

Job Interview

Microsoft Imagine Academy Resources

[2.054] Getting Started with Certification FAQ
Getting Started with Certification FAQ Web page

Task Number 63

Demonstrate the ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).

Definition

The demonstration should include successfully completing practice examinations for selected certifications related to the course obtained from vendor sites and/or materials from publishers. The level of performance on a practice examination serves as a gauge of the applicant's readiness for formal industry testing.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge
Task Number 64

Successfully complete an industry certification examination representative of skills learned in this course (e.g., MOS, IC3, NOCTI, Workplace Readiness Skills for the Commonwealth).

Definition

The successful completion of an industry certification examination will be achieved when the student applicant earns an examination score deemed "passing" by the testing organization. Qualifying examinations are those currently approved at the state level as representative of Office Specialist I–Preparation skills.

Students should be encouraged to attain industry certification as evidence of their office specialist skill level and general employability.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Microsoft Imagine Academy Resources

[2.052] Microsoft Learning: Test Your Knowledge
Test Your Knowledge Web Site

Preparing for Employment

Task Number 65
Explore business careers.

Definition

Exploration of business careers should include the preparation required for different job titles within the Business and Administrative Services career cluster. The career search should include using job databanks and attempt to match individual abilities, aptitudes, interests, and ambition to career areas, citing opportunities for advancement within specific jobs, and predicting employment trends in the field.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Electronic Career Portfolio

Job Interview

Microsoft Imagine Academy Resources

[2.058] Student Career Portal—Get Started
Get Started Web Page

NBEA Achievement Standards for Career Development

Analyze a specific career cluster, using a variety of research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, informational interviews, print media, and the Internet).

Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, and the Internet) in the career exploration process.

Task Number 66

Prepare a résumé.

Definition
Preparation should include putting the following information in the résumé:

- Educational background
- Work history
- Honors and awards
- Membership in club and/or community activities, leadership positions held, athletics, and community service
- Personal and professional references

Students should understand the importance of keeping a master résumé that includes all information that one can select from when applying for different jobs. They should also understand the importance of keeping one's résumé current and updated to reflect experience and education even if one is not currently involved in a job search.

**FBLA Competitive Events and Activities Areas**

**Business Skills and Knowledge**

D. J. Howard/Walker/Shell/Campbell/VBEA Scholarship/S.L.T. Award of Excellence

**Electronic Career Portfolio**

**Future Business Leader**

**Job Interview**

L. Marguerite Crumley, Frank Manning Peele, Foundation's Sarah Lowe Thompson Scholarships

**Microsoft Imagine Academy Resources**


**NBEA Achievement Standards for Career Development**

Demonstrate the ability to prepare and transmit electronic resumes and cover letters that meet business standards.

Develop a career portfolio of items including resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, and documentation of extracurricular activities and community service activities.
Task Number 67

Demonstrate job interview skills.

Definition

Demonstration should give students the opportunity to practice interviewing skills before an actual interview. Students should play a variety of roles to illustrate behaviors both desirable (e.g., maintaining eye contact, asking informed questions) and undesirable (e.g., speaking too softly, failing to answer questions completely) during an interview. Demonstration should include dressing for a job interview.

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

D. J. Howard/Walker/Shell/Campbell/VBEA Scholarship/S.I.T. Award of Excellence

Electronic Career Portfolio

Future Business Leader

Job Interview

L. Marguerite Crumley, Frank Manning Peele, Foundation's Sarah Lowe Thompson Scholarships

Microsoft Imagine Academy Resources

[2.063] Student Career Portal—Career Resources
Career Resources Web Page

NBEA Achievement Standards for Communication

Participate in a variety of interview rehearsals, both as an interviewer and as an interviewee.

Participate in and analyze mock interviews, emphasizing critical times at the beginning and the end of an interview.
Task Number 68

Adhere to a compliance training manual and other company policies.

Definition

Adherence to a compliance training manual should include

- reading the manual
- following the code of ethics
- maintaining confidentiality (e.g., knowing what to say and not to say on the job and outside the office).

FBLA Competitive Events and Activities Areas

Business Skills and Knowledge

Electronic Career Portfolio

Future Business Leader

Job Interview

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Identify computer system components.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>40</td>
<td>Perform basic computer operations.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Key alphabetic, numeric, and symbolic information, using a touch system and correct techniques.</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Manipulate data/software/operating system, using icons, touch screens, ribbons, and drop-down menus.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Use file and data management techniques such as save and open.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>44</td>
<td>Improve keyboarding techniques.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Improve keyboarding speed and accuracy.</td>
<td>9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>46</td>
<td>Edit copy.</td>
<td>English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>47</td>
<td>Maintain workstation, equipment, materials, and supplies.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Key addresses on envelopes and/or labels.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>49</td>
<td>Format columns and tables.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>50</td>
<td>Format letters, memos, and reports from prepared, rough-draft, or student-composed materials.</td>
<td>English: 9.5, 10.5, 11.5</td>
</tr>
<tr>
<td>51</td>
<td>Use available resources, references, and tools to prepare documents.</td>
<td>English: 9.8, 10.8, 11.8, 12.8</td>
</tr>
<tr>
<td>52</td>
<td>Describe ergonomic guidelines related to safe computer use.</td>
<td>English: 9.5, 10.5, 11.5</td>
</tr>
<tr>
<td>53</td>
<td>Troubleshoot computer problems (e.g., cable hookups, power sources, and operational supplies).</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>54</td>
<td>Introduce oneself and others.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>55</td>
<td>Demonstrate conversation skills.</td>
<td>English: 9.1, 10.1, 11.1, 12.1</td>
</tr>
<tr>
<td>56</td>
<td>Solve workplace problems.</td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.16</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Incorporate business terms in written and oral communication.</td>
<td>English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>58</td>
<td>Demonstrate telephone etiquette.</td>
<td>English: 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.16</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Access information on the Internet.</td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.1, VUS.1, WHI.1, WHII.1</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Identify emerging trends in telecommunications.</td>
<td>English: 9.5, 10.5, 11.5, 12.5, 12.8</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.16, VUS.13, VUS.14</td>
<td></td>
</tr>
</tbody>
</table>
Describe the process and requirements for obtaining industry certifications related to the Office Specialist I–Preparation course.

Identify testing skills/strategies for a certification examination.

Demonstrate the ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).

Successfully complete an industry certification examination representative of skills learned in this course (e.g., MOS, IC3, NOCTI, Workplace Readiness Skills for the Commonwealth).

Explore business careers.

Prepare a résumé.

Demonstrate job interview skills.

Adhere to a compliance training manual and other company policies.

Teacher Resources

Instructional Scenarios

Hello, My Name Is...

Duty/Concept Area: Developing Communication Skills

Scenario

Tomorrow is going to be an exciting day for your business class. Your teacher has invited a guest speaker to speak to your class about the work he does in the field of Information Technology, including the skills that students like yourself can build starting now to explore future careers in IT. Today, your teacher told you that you would be assigned to meet the guest speaker at the entrance of the school and walk him to the small auditorium where he will make his presentation. You feel nervous, but you are determined to execute this task correctly.

Big Question

How can you engage in appropriate and engaging conversation with a person you have just met?
Focused Questions

1. What do you know about the guest speaker? What questions should you ask your teacher about him before tomorrow?
2. Are there cultural differences you must be aware of when making introductions and starting a conversation? What are they?
3. What information should you share with the speaker as you introduce yourself?
4. What questions should you ask the speaker in the course of your conversation?
5. What does professional dialogue sound like?

Project-Based Assessment

Students will pair up and role-play. Each student will take a turn being the student and the speaker.

Handling Chronic Tardiness in the Workplace

**Duty/Concept Area:** Developing Communication Skills

**Scenario**

You are the human resources officer of a small shipping office in Virginia. One of your employees, Ted, has been showing up late to work at least twice a week for the last month. Because of this, other employees have had to cover his duties, and as a result, the whole office is nearly falling behind with deadlines and other commitments. You notice that the rest of the employees seem less motivated and are not happy about having to do Ted’s job in addition to their own. You have decided it is time to talk with Ted about the matter.

**Big Question**

How can you tactfully but directly communicate with Ted about his tardiness?

**Focused Questions**

1. What is causing Ted's chronic tardiness?
2. What solution(s) could you provide to Ted to correct his tardiness?
3. How will you explain how his tardiness affects morale?
4. What consequences will Ted be given if the behavior is not corrected?

**Project-Based Assessment**

1. Compose a role-playing skit with a partner where one of you is the employer or human resources officer, and the other is Ted.
2. Perform the role-playing skit in front of the class using the professional communication skills reviewed during class.
Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- A*S*K Concepts of Entrepreneurship and Management Assessment
- A*S*K Concepts of Finance Assessment
- A*S*K Fundamental Business Concepts Assessment
- Administrative Assisting Assessment
- Administrative Services Assessment
- Banking and Related Services Assessment
- Business Financial Management Assessment
- College and Work Readiness Assessment (CWRA+)
- Financial and Investment Planning Assessment
- General Management Assessment
- Human Resources Management Assessment
- IC3 Digital Literacy Certification Examination
- Microsoft 365 Fundamentals Examination
- Microsoft Certified Azure Fundamentals Examination
- Microsoft Dynamics 365 Fundamentals Examination
- Microsoft Office Specialist (MOS) Examinations
- National Career Readiness Certificate Assessment
- WISE Financial Literacy Certification Test
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Accounting (6320/36 weeks)
- Accounting, Advanced (6321/36 weeks)
- Business Law (6131/36 weeks)
- Business Law (6132/18 weeks)
- Business Management (6135/36 weeks)
- Business Management (6136/18 weeks)
- Computer Information Systems (6612/36 weeks)
- Computer Information Systems (6614/18 weeks)
- Computer Information Systems, Advanced (6613/36 weeks)
- Computer Information Systems, Advanced (6615/18 weeks)
- Database Design and Management (Oracle) (6660/36 weeks)
- Design, Multimedia, and Web Technologies (6630/36 weeks)
- Design, Multimedia, and Web Technologies (6632/18 weeks)
- Design, Multimedia, and Web Technologies, Advanced (6631/36 weeks)
- Design, Multimedia, and Web Technologies, Advanced (6633/18 weeks)
- Digital Applications (6611/36 weeks)
- Digital Applications (6617/18 weeks)
- Information Technology Fundamentals (6670/36 weeks)
- International Baccalaureate Information Technology in a Global Society (IB6613/36 weeks)
- Java Programming (Oracle) (6661/36 weeks)
- Legal Administration (6735/36 weeks)
- Legal Administration (6736/18 weeks)
- Medical Administration (6730/36 weeks)
- Medical Administration (6731/18 weeks)
- Office Administration (6621/36 weeks)
- Office Administration (6622/18 weeks)
- Principles of Business and Marketing (6116/18 weeks)
- Principles of Business and Marketing (6115/36 weeks)

### Career Cluster: Arts, Audio/Video Technology and Communications

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing Technology</td>
<td>Job Printer</td>
</tr>
</tbody>
</table>

### Career Cluster: Business Management and Administration

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Administrative Support| Administrative Assistant  
|                       | Computer Operator                                |
|                       | Customer Service Representative                  |
|                       | Information Assistant                            |
|                       | Receptionist                                      |
|                       | Records Processing Assistant                     |