



**BUSINESS AND
TECHNOLOGY EDUCATION
(HIGH SCHOOL)**



Business and Technology Education Curriculum Guide

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2012

Updated March 2, 2015

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Philosophy Statement

Business Education at Morrison strives to unite two important elements:

- Acquiring a solid knowledge base of historical, financial, social, economic, geographic, and governmental concepts using a global perspective.
- Applying knowledge in relation to life situations using a biblical perspective and advanced thinking skills.

Christians as citizens of the kingdom of God must live out their faith with not only a strong ethical and moral foundation, but with great discernment as they interact with the kingdoms of mankind. Therefore, Morrison aims to guide their students from a Biblical perspective to construct understanding as well as develop thinking and discernment skills.

Vision for Our Business and Technology Learners

Moral and Ethical Citizen,

1. Students will respect persons of all races, cultures, and faiths.
2. Students will recognize God's sovereignty in making decisions and choices as a leader.
3. Students will foster awareness of and responsibility regarding global issues.
4. Students will make ethical decisions and moral choices from a Christian perspective.
5. Students will initiate actions to positively influence society (not out of own self-interest).
6. Students will demonstrate self-control in attitude and behavior.

Spiritual Discerner

1. Students will observe God's sovereignty over all earthly resources with an "open hand mindset".
2. Students will use resources to take care of the needs of the poor and the oppressed.
3. Students will accept all individuals as image bearers of God "use things for people, not use people to get things".
4. Students will apply Biblical principles and values in business situations.

Critical and Creative Thinker

1. Students will evaluate opposing views and changes within business and technology in the light of biblical principles.
2. Students will analyze, interpret, evaluate, and synthesize concepts.
3. Students will understand the impact of decisions made in history and present society in relation to a global business and technology.

Life Long Learner

1. Students will apply the methods of inquiry learning to business and technological issues.
2. Students will develop intellectual curiosity regarding business, government, finance, personal law, and economics.
3. Students will use technology wisely and appropriately.

Effective Communicator

1. Students will use technology as a means to communicate skillfully and purposefully.
2. Students will use speaking and writing skills proficiently.
3. Students will contribute to groups constructively with interpersonal skills.
4. Students will apply Biblical principles and values in communicating with others (i.e. encouraging others, not gossiping about others, being quick to listen and slow to speak, etc...).

Wise and Responsible Steward

1. Students will respect God's creation.
2. Students will use their resources to serve others generously and compassionately.

Hallmarks

Biblical Worldview Integration

A Christian worldview evaluates knowledge in the light of Scriptural truth. The aim of integrating a Biblical worldview into business education is for students “to develop a truly Biblical mind, so that [they] can see God more clearly, and thereby come to ... view the world from His perspective” (Furgason). We integrate so that our students can be witnesses for Christ in such a way that others will find their positions intellectually and/or logically coherent. Questions and discussions in class guide students through a pathway lined with integrated truths. The best integration is our teachers’ faith permeating everything they do (Sellers). Students will be given opportunities to exhibit their Biblical worldview.

BIBLICAL INTEGRATION IN MATHEMATICS: WHY AND HOW? James Sellers, Assistant Professor of Mathematics, Cedarville College

Authentic Christian Education: Identifying, Asking, and Answering Life’s Questions. Dr. Darrell Furgason. Retrieved on 4/30/07 from <http://www.worldviewstudies.com>

Blended Instructional Approach

Students learn in a variety of ways, and effective learning depends on a variety of strategies at appropriate times. The goal is not just to know facts and concepts but also to be able to reason and apply knowledge intelligently. Research has shown that high-yield instructional strategies make a difference to student learning. These include: setting learning goals, introducing new content and vocabulary, using summarizing and note-taking, making comparisons and contrasts, using graphic organizers, kinesthetic and visual forms, generating and testing hypotheses, providing practice, using cooperative learning, and causing active engagement. Of these strategies, making comparisons and contrasts has the greatest effect.

“Classroom Instruction That Works- Research Based Strategies For Increasing Student Achievement”
Marzano, Pickering, and Pollock (2001).

Cooperative Learning

Cooperative learning is highlighted as a core instructional strategy for the business education courses at Morrison Academy with the idea of accomplishing two specific goals:

1. Grouping students can aid in bridging achievement gaps that may be perceived between students through peer learning and full-class participation.
2. It can create an environment that resembles a real-life workplace.

Connecting Prior Knowledge

A student’s learning and comprehension of business education content is directly related to and builds upon what a student already knows. Activating his/her prior knowledge is the proper entry point for a successful teaching and learning experience, enabling students to organize, connect, and value knowledge. When relevant prior knowledge (e.g. life experience, cultural background, etc.) is linked to new content and information a student’s interest and curiosity is activated, therefore allowing the teacher to infuse instruction with a sense of purpose for the student.

Cultural Sensitivity

Cultural sensitivity recognizes those we serve. At Morrison Academy, this means that we acknowledge the background of our students who are mostly ethnically Asian, culturally blended (Third Culture Kids), and/or highly mobile. The materials, strategies, and assessment practices we use strive to address the unique features of our student population (Edlin, 1994).

Higher Order Thinking Skills

Preparing students to be responsible and effective (moral and ethical) citizens is a major aim of our business education curriculum. Embedded in this goal is the need to help students become more rational, critical, and discerning thinkers who are actively involved in their learning. Specific types of intellectual tasks include analyzing information, solving problems, researching topics, evaluating opposing views (politically, economically, culturally, etc...) in the light of God's Word, and making wise decisions in their daily lives. Developing higher-order thinking skills enables Morrison students to effectively function as rational and critical thinkers who can dynamically impact their world as Christians.

Technology Integration

Technology (e.g. computer software, interactive whiteboards, videos/DVDs, Internet, etc.) is not added to, but integrated with classroom instruction. Technology can be used to extend learning in meaningful ways by accessing information (graphical representation of data, financial information, podcasts/videos, etc...), enhancing content with current events articles, gathering information from reputable websites in creating graphic organizers or expanding assessments (e.g. rubrics, Internet activities), and enriching teaching with multimedia presentations. When technology is used appropriately to enhance the instructional process, it is reported that teacher productivity doubles and students experience at least 30 percent more learning in 40 percent less time at 30 percent less cost.¹

¹Association for Media and Technology in Education in Canada (AMTEC), brief to the Ontario Royal Commission on Learning, 1994, p. 8, 9.

Variety of Assessment for Learning/Curriculum Based Assessment

“Assessment includes all activities that teachers and students undertake to gain information that can be used diagnostically to alter teaching and learning. Assessment should be student-centered, focusing upon what the students know and do not know.”¹ Assessment for Learning is primarily, but not exclusively, classroom-based. It is not assessment of Learning (how much students have learned at a particular point in time) but Assessment for Learning (how we can use assessments to help students learn more). In its application, students must be active partners in: 1) recognizing exemplary work (e.g. work samples), 2) comparing their work to a standard (e.g. standards and rubrics), and 3) understanding how to close gaps between where they are and what the target is (e.g. self-evaluation, peer review). (Commodore, 2004) “To be effective, however, assessment for learning must be integrated into assessment of learning” (Clymer and Wiliam). The balance between formative and summative assessment allows for teachers to adjust their teaching to fit the needs of the students.

¹Boston, Carol (2002). The concept of formative assessment. Practical Assessment, Research & Evaluation, 8(9). Retrieved April 28, 2006 from <http://PAREonline.net/getvn.asp?v=8&n=9>.

Engaged Instructional Time Requirements

Reference to Procedure 295 and high school student handbook

Ninth through Twelfth Grade Strands

Due to the nature of each course, there are not universal strands for the business education courses. Each course will find the best strands available and will be categorized accordingly.

Scope and Sequence

All business and technology courses are elective with the exception of Computer Applications (which can be waived if a student passes the Computer Literacy Assessment). Courses are developed to be a semester in length and should not be taken a second time (with the exception of Web Design).

Courses include:

- Global Business
- Business and Personal Finance
- Business and Personal Law
- Food Management
- Service Learning
- Computer Applications
- Computer Science I and II
- Web Design

Resources for Instruction

Business and Personal Finance

Business & Personal Finance © 2012- Student Edition
ISBN - 9780078945809
Business & Personal Finance © 2012- Teacher Annotated Edition
ISBN - 9780078958359
Business & Personal Finance © 2012 Activity Workbook
ISBN - 9780078958335
Business & Personal Finance © 2012 Exam Suite CDROM
ISBN - 9780078958496

Business and Personal Law

Understanding Business & Personal Law © 2006 - Student Edition
ISBN - 978-0-07-861878-9
Understanding Business & Personal Law © 2006 - Teacher Annotated
Edition
ISBN - 978-0-07-868006-9

Global Business and Marketing

Marketing Essentials 2012- Student Edition
ISBN - 9780078953125
Marketing Essentials - Teacher Wraparound Edition
ISBN - 9780078953132
Marketing Essentials - Activity Workbook
ISBN - 9780078953149
Marketing Essentials - Exam Suite CDROM
ISBN - 9780078953064

Overview by Grade/Course

Business and Personal Law

1 semester .5 credit per semester, E

This course emphasizes legal issues that have an impact on daily life (such as contracts, sales agreements, consumerism, business relationship, and personal agreements). There will be instructional units on both civil and criminal law, as well as how the court system is structured in the United States. Additional units include alternative ways of settling disputes, laws in various countries, and occupations in the field of law. A mock trial will provide a practical guide for understanding the law.

Business and Personal Finance

1 semester .5 credit per semester, E

This course is designed to introduce students to the basic concepts of business and personal finance they will need to be responsible citizens and business owners. Instructional units include Economics and Business Ownership, Business and Personal Finance Basics, Protecting Your Money, Banking and Credit, and Investments and Personal Finances. Videos, hands-on activities, and discussions teach students what it means to be involved in any type of business. This course is highly recommended for all students as it applies to all facets of life.

Computer Applications

1 semester .5 credit per semester, R

This course presents an in-depth study of four computer applications: word processing, spreadsheets, presentation, and movie making applications. Microsoft Office will be the main software utilized. Students will acquire the skills needed to properly format reports, informational spreadsheets, graphs, and dynamic presentations. This course fulfills the Computer Literacy Requirement.

Computer Science 1

1 semester (FALL) .5 credit per semester, E

This course will be a general computer science/technology course. Students will learn Java as a programming language with use of variables, condition statements, looping constructs, and functions. The course focuses on problem-solving using structured, object-oriented programming style. (This course will attempt to use current programming trends and therefore course material or programming language may change without notice.) (Prerequisites: Algebra 1)

Computer Science 2

1 semester (SPRING) .5 credit per semester, E

This course expands the student's understanding of structured programming techniques and logic. Programming will be done using Java and introduce students to object-oriented programming. (Prerequisite: Computer Science 1)

Food Management

1 semester .5 credit per semester, E

This one semester course consists of the basics of nutrition and cooking with emphasis on independent living and doing service/ministry through using these skills. Priority to take this class will be given to Seniors and then Juniors.

Global Business

1 semester.5 credit per semester, E

This course acquaints students with the business and economic concepts they will need as wage earners, consumers, entrepreneurs, and citizens in a global market economy. Students will learn about corporations, partnerships, sole proprietorships, and the people who create them. Instructional units include the How the Free Enterprise System Works, Management Skills Needed to be Successful, Government and its Relationship to Business, How Marketing Works in a Business, and Finance and Investments that Relate to Businesses. Videos, hands-on activities, and discussions teach students what it means to be involved in any type of business. This course is recommended for any student who is planning on a business or related major in college.

Service Learning

1 semester .25 credit per semester, E

This A/B course is a student-led, teacher facilitated class in which students engage in all aspects of the service learning cycle: choosing, planning, implementing, reflecting, and celebrating acts of service. Students spend class time working on projects, serving the school community, and learning about global issues. Each semester students learn and educate the rest of the student body on an area of global need. In addition to the service time spent in class, students must complete 15 hours of approved service outside of class and engage in a reflection activity. This is a Pass/Fail course.

Web Design

2 semesters .5 credit per semester, E

This course introduces students to many of the basic concepts and techniques in designing and maintaining a website – the current high school website. Students will learn how to use a webpage to communicate important and useful information to the Morrison community around the world. This will be done by using creative design techniques to produce content through photography, journalistic writing, video editing, and other software programs such as flash.

Business and Personal Finance Benchmarks

Economics and Business Ownership

- a. I can assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
- b. I can explain why societies develop economic systems, identify the basic features of different economic systems and analyze the major features of the U.S. economic system.
- c. I can analyze the roles of markets and prices in any economic system as well as explain the principle of supply and demand and how supply/demand curves are derived.
- d. I can analyze the role of the Federal Reserve and discuss how monetary policies can effect a free market economy.
- e. I can identify the three main economic goals of a nation and the economic indicator that is associated with each goal.

Business Finance Basics

- a. I can identify sources of personal and private funding and differentiate between start-up costs, operating costs and reserve funds.
- b. I can list the factors banks consider when approving loans.
- c. I can explain the purpose of the accounting system and define the three categories of the accounting equation.
- d. I can correctly create T-accounts for transactions provided in written form.
- e. I can prepare and analyze various financial statements (both personal and business).

Planning Personal Finances

- a. I can develop and evaluate a spending/saving plan.
- b. I can calculate personal tax liabilities for various types of taxes, such as property, income, sales, and FICA taxes.
- c. I can explain the impact of taxes on personal financial planning.
- d. I can calculate the present and future value of money based on given principle, interest, and length of time.

Protecting Your Finances

- a. I can describe and analyze various insurance options available for protection against risk and financial loss.
- b. I can calculate the cost or benefit of having insurance based on information provided.

Banking, Credit, and Investing

- a. I can evaluate services provided by financial deposit institutions.
- b. I can reconcile a checkbook based on provided information.
- c. I can explain the features of different savings plans and compare the cost and benefits associated with each.
- d. I can analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.
- e. I can evaluate saving and investment options to meet short- and long-term goals.
- f. I can analyze various investment options available to individuals for protection against risk and financial loss.

Business and Personal Law Benchmarks

- a. I can analyze the relationship between ethics and the law.
- b. I can describe the sources of law and the structure of the courts system.
- c. I can describe the process of law in civil and criminal cases and explain the differences between the two.
- d. I can differentiate between the various classifications of substantive law.
- e. I can describe the nature of contractual relationship and analyze the relationship between it and law of sales and consumer law.
- f. I can identify and describe legal issues involved with the sale of goods as they relate to contract and consumer law.
- g. I can identify and discuss laws that are intended to protect consumers as they relate to contract law and the law of sales.
- h. I can explain the legal rules that apply to personal property and real property.
- i. I can explain the legal rules that apply to intellectual property.
- j. I can explain how advances in technology impact upon such areas as property law, contract law, criminal law, and international law.
- k. I can apply my knowledge of terminology related to areas of law, the court system, and the legal office.
- l. I can distinguish among the various forms of credit and identify the federal laws that apply to each.
- m. I can enumerate the steps related to a civil trial and can successfully participate in any role during a mock civil trial.
- n. I can identify the steps in a criminal trial and can successfully participate in any role during a mock criminal trial.

Computer Applications Benchmarks

- a. I can use the tools of desktop publishing, which include:
 - i. Opening and editing an existing document
 - ii. Working with headers
 - iii. Formatting paragraphs so that they have different margins, fonts, sizes, styles, and borders
 - iv. Indenting paragraphs using tabs
 - v. Adjusting spacing
 - vi. Finding, saving, inserting, positioning, and resizing images into a document
 - vii. Controlling page margins
 - viii. Justifying text
 - ix. Selecting and moving text across a document (drag and drop)
 - x. Correcting spelling mistakes and using grammar check
 - xi. Printing a document
 - xii. Creating and formatting tables and columns

- b. I can use data management tools (spreadsheet), which include:
 - i. Opening an existing spreadsheet
 - ii. Adding a header to a spreadsheet
 - iii. Modifying font, size, and style of text
 - iv. Inserting rows and merging cells in a spreadsheet
 - v. Auto-sizing cells to make text fit
 - vi. Sorting data numerically and alphabetically
 - vii. Using the auto-sum tool to calculate totals
 - viii. Adding a formula to calculate averages
 - ix. Formatting cells for decimal points
 - x. Choosing the best graph to represent data visually
 - xi. Giving a graph a title, appropriate x- and y- axis labels, and background color
 - xii. Saving a graph as an object or onto a new worksheet
 - xiii. Using Print Preview function to make sure spreadsheet prints on one page
 - xiv. Printing out multiple worksheets of a workbook
 - xv. Creating and formatting tables and column

- c. I can use the tools of information presentation, which include:
 - i. Creating a new slide show and saving it into a network folder
 - ii. Choosing slide types and creating slides
 - iii. Adding text to slides in the appropriate places
 - iv. Modifying font, size, and style of selected text
 - v. Finding on-line images, inserting it onto a slide, and resizing it to make it fit
 - vi. Applying a background style to all slides in a slide show
 - vii. Controlling timing, transition and animation effects for a slide show
 - viii. Using bullets and numbering
 - ix. Cropping images to focus on a specific subject, and resizing images to properly fit the display area
 - x. Adjusting brightness and contrast of images
 - xi. Modifying video to suit length and subject needs
 - xii. Inserting video into presentations
 - xiii. Editing sound files
 - xiv. Embedding sounds into presentations or websites

Computer Science 1 Benchmarks

- a. I can design, write, test, debug, and document a program.
- b. I can appropriately place comments within a program.
- c. I can design a step-by-step plan (algorithm) to solve a given problem (in the form of a program flowchart, pseudo code, hierarchy chart, and/or data-flow diagram).
- d. I can divide a given problem into manageable sections (modules) by task and implement the solution:
 - i. includes an appropriate user-defined function, subroutines, and procedures.
 - ii. enrichment topics might include user-defined libraries (units) and object-oriented programming.
- e. I can design and implement the output phase of a computer program
 - i. includes designing output layout, using output statements, and labeling results.
- f. I can define primitive variable data types.
 - i. includes integer, double, character, string, and Boolean.
- g. I can use appropriate variable data types.
 - i. Includes integer, double, character, string, and Boolean
- h. I can translate a mathematical expression into a computer statement, which involves writing assignment statements and using the order of operations.
- i. I can create conditional statements that include “if/then” statements, “if/then/else” statements, case statements, and Boolean logic.
- j. I can create various types of programming loops (i.e. iterative loops, single entry point, single exit point, pre-conditions, and post-conditions).
- k. I can select and implement appropriate data structures.
 - i. includes arrays (one-dimensional and/or multidimensional), and objects

Computer Science 2 Benchmarks

- a. I can design and implement the input phase of a program:
 - i. includes designing screen layout and getting information into the program by way of user interaction, data statements, and/or the input phase also will include methods of filtering out invalid data - error trapping.
- b. I can design and implement computer graphics.
 - i. includes topics appropriate for the available programming environment as well as student background (students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques).
- c. I can select and implement built-in (library) functions in processing data.
- d. I can implement pre-existing algorithms:
 - i. includes sort routines, search routines, and simple animation routines.
- e. I can test a program, using an appropriate set of data (the set of test data should be appropriate and complete for the type of program being tested).
- f. I can debug a program, using appropriate techniques (e.g., appropriately placed controlled breaks, the printing of intermediate results, and other debugging tools available in the programming environment), and identify the difference between syntax errors and logic errors.
- g. I can design and use object data types appropriately to given tasks.
 - i. Includes designing constructors, members, and methods
 - ii. Includes instantiating and using objects for given purposes
 - iii. Includes appropriately using inheritance
- h. I can use an IDE (Integrated Development Environment) to design a project.

Food Management Benchmarks

1. I can demonstrate safety, sanitation, recycling, and first aid procedures when working with food and equipment.
2. I can use equipment and supplies with proper procedures.
3. I can analyze nutritional needs and select foods for good health throughout life.
4. I can demonstrate basic kitchen skills in food preparations and storage.
5. I can prepare foods from the basic food groups.
6. I can plan menus, prepare shopping lists, and purchase food.
7. I can prepare, serve, and evaluate a meal.
8. I can identify various cultural and regional cuisines.
9. I can locate and/or utilize food and nutrition resources.
10. I can apply the principles of management in the home (e.g. prioritizing, planning, evaluation, time allocation, etc.).

Global Business Benchmarks

Entrepreneurship and Economics

- a. I can list the three basic economic questions and describe how a free enterprise and command economy would answer them.
- b. I can identify the three main economic goals of a nation and the economic indicator that is associated with each goal.
- c. I can list the three major types of businesses and identify key characteristics of each.
- d. I can describe and graph the four phases of a business cycle and how they would look on a timeline.
- e. I can explain the benefits of international trade and why nations may use any one of the three main types of trade barriers.
- f. I can explain the principle of supply and demand and how supply/demand curves are derived.

Government and Business

- a. I can explain the role of government in a free-enterprise system.
- b. I can explain the need for government regulation and identify main regulatory agencies of the federal government.
- c. I can describe the difference between Keynesian and supply-side economic theories and the role government and the private sector play in each.
- d. I can identify the main types of taxes that government uses to raise revenue and the possible positive or negative effects they would have on a free enterprise economy.

Finance and Business

- a. I can explain the purpose and sections of a business plan.
- b. I can describe the sources of capital in financing a business.
- c. I can prepare an income statement and balance sheet with provided information.
- d. I can describe the various costs to starting up a new business.

Management and Interpersonal Skills

- a. I can identify and diagram the six elements in the communication process.
- b. I can identify and describe the various roles in a group.
- c. I can describe what it means for a company to “cross-train” their employees.
- d. I can explain the difference between horizontal and vertical type organizations and what it means to flatten an organization.

Marketing Principles

- a. I can describe and how the marketing mix is used to develop, maintain and promote products and services.
- b. I can describe the five main economic utilities created by marketing activities
- c. I can identify the elements of the promotional mix.
- d. I can describe marketing segmentation, why it is important, and how a business uses market segmentation to reach a market goal.
- e. I can explain the main purposes of advertising and provide examples for each of the four main media categories.
- f. I can explain the nature and strategies of branding.

Marketing

Marketing All Around Us

- a. I can explain the marketing mix and describe the benefits of marketing to a society.
- b. I can identify the five different types of utilities used in marketing.
- c. I can compare and contrast the use of a SWOT and PEST analysis for marketing purposes.
- d. I can analyze target marketing and explain how market segmentation is used to create a customer profile.

Product Management and Branding

- a. I can discuss how to develop, maintain and improve a product mix.
- b. I can evaluate the four stages of the production life cycle and describe various product positioning techniques.
- c. I can summarize how branding strategies are used to meet sales and company goals.
- d. I can identify different types of warranties used and the major provisions of product safety legislation.

Price Planning and Strategies

- a. I can list the goals of pricing and differentiate between market share and market position.
- b. I can analyze demand elasticity and supply-and-demand theory.
- c. I can recognize the steps in determining a price.
- d. I can identify three pricing policies used to establish a base price and describe the relationship between pricing and a products life cycle.
- e. I can calculate markup, ROI, retail price, and total cost of a product based on a given scenario.

Place and Distribution

- a. I can explain the concept of a channel of distribution, identify the channel members and compare the different types of channels of distribution.
- b. I can identify the three levels of distribution intensity
- c. I can discuss the nature and scope of physical distribution and identify the major transportation systems used to move products from manufacturers to consumers.
- d. I can explain the concept of inventory storage and compare the various types of warehouses used to store products.

Promotional Strategies

- a. I can describe the concept of the promotional mix and compare/contrast the four main types of promotion.
- b. I can analyze the role of sales promotion and identify the various types of sales promotions used to create excitement and incentive to purchase.
- c. I can evaluate the concept and purpose of visual merchandising and analyze the 5 main types of displays used in stores.
- d. I can identify the four different types of spaces used in a store layout and draw how they would be utilized.
- e. I can list the three main purposes of using advertising in the promotional mix.
- f. I can compare and contrast the four main types of advertising media.

Service Learning Benchmarks

- a. I can participate in every step of the service learning cycle (planning, implementing, reflecting, and celebrating) with my peers as we advocate for key global issues concerning poverty, injustice or misuse of resources.
- b. I understand the basics of effective advocacy.
- c. I can evaluate an NGO/Non-profit for mission and financial effectiveness.
- d. I understand basic information concerning at least three key global issues.
- e. I can serve the community using my gifting, talents, and fifteen hours of my time to meet legitimate and current needs in both my school and local community.
- f. I know the importance of taking care of the poor and oppressed through biblical mandates.
- g. I can discover my gifting and personal preferences to enhance my role in a service project.
- h. I can plan and prepare for service through training, reflection, and group preparation.
- i. I can evaluate my service in group and individual reflections, including applying success and failures to improve service for myself and future students.
- j. I am available to help serve around the Morrison community for at least 5 sessions during the semester.

Web Design Benchmarks

- a. I can critically evaluate websites based on purpose, design and usability.
- b. I can identify why it is important to develop websites that comply with web standards.
- c. I can identify accessibility concerns related to using color and the web.
- d. I can use the basic elements of HTML to create a webpage.
- e. I can create or manipulate objects for web publications.
- f. I can apply CSS to a variety of HTML elements by creating and using an external style sheet.
- g. I can identify if an image or graphic is protected by copyright law.*
- h. I can explain the difference between client-side and server-side scripting to change the content of a webpage using JavaScript.*
- i. I can use the W3C HTML Validator to test a web page, interpret the results, and apply them toward correcting invalid CSS and HTML code.*
- j. I can decorate and stylize web content using web authoring software.

*These benchmarks will be used for students taking Web Design for more than one semester.

Appendix A: Biblical Principles for Business & Technology Education

God

- A. God is sovereign over all earthly resources – believers should have an “open hand mindset” when dealing with others.
- B. God is sovereign over the influences that man has over one another.
- C. God’s kingdom should be sought out first rather than riches on earth (believers should seek first the kingdom of God and trust that He will provide for all their needs).

Creation

- A. Creation was designed for man to rule over and have dominion using wise stewardship.
- B. Creation reflects the creativity and imagination of God.

Mankind

- A. Since the fall, all individuals are bent towards selfish behavior, and it is only with through Christ that we can restore and maintain right relationships with both God and others.
- B. All individuals are image bearers of God to “use things for people, not use people to get things”.
- C. Man was designed with creativity and imagination to create and provide goods and services for others.

Moral Order

- A. All individuals should treat others in a fair and honest matter no matter what position they may hold (consumer, employee, employer, etc...).
- B. Actions to influence societal benefit should be initiated for others and not out of own self-interest.
- C. Restitution and reconciliation should be the end result of a believer if an issue of moral order has been violated.

Purpose

- A. All resources should be used to serve others generously and compassionately.
- B. The needs of the poor and the oppressed should be addressed by those who have been given wealth and authority.
- C. Believers in the world should be “salt of the earth” and light of the world” when dealing with others (consumers, employees, employers, government, etc...).