



Business Tech & Career Prep Curriculum

Board Approved: 05/21/2026

Course Information

**High School
Full Year**

Course Description:

This course equips students with the digital, communication, and professional skills essential for success in college, career, and the modern workplace. Students develop proficiency in business technology—including word processing, spreadsheets, databases, visual design, and presentation tools—while also building transferable competencies such as teamwork, problem-solving, and workplace professionalism. Through authentic tasks, practical applications, and career exploration, students leave the course prepared for entry-level employment and postsecondary business pathways.

Transfer Goals:

- Apply knowledge and skills to demonstrate an understanding of professional standards in the workplace and how they may affect college and career success.
- Independently apply digital tools and software to produce clear, professional communication and solve real-world workplace problems.
- Independently evaluate personal strengths, career interests, and labor market information to make informed decisions about future pathways.
- Independently demonstrate ethical behavior, professional etiquette, and responsible decision Curr-making in varied personal, academic, and workplace situations.
- Independently collaborate with diverse individuals and teams to achieve shared goals in professional environments.

Curriculum Standards: [DESE Business Tech Standards](#)

Curriculum Resource(s): Microsoft Office

priority standards indicated in **bold*

Business Tech & Career Prep - Page 1

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Unit 1: Verbal/NonVerbal Communication

Timeframe: 2-3 weeks

Unit Description: In this unit, each student will create a PowerPoint presentation about themselves and orally present it to their classmates. The presentation will simulate a social media design, featuring text, graphics, animations, and transitions.

Enduring Understandings:

- Presentation skills reflect an individual's ability to represent themselves.
- Knowledge of presentation software is essential in the current business environment.
- The delivery of a presentation is just as important as the presentation itself.
- Non-verbal cues represent 75% of communication.

Essential Questions:

- How can visual aids help or hurt a presentation?
- How do presenters build credibility with the audience?
- To what extent does the delivery of a message influence its effectiveness compared to the message itself?
- How should the choice of communication channel change based on the purpose, audience, and content of a message?

Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CS 6	• I can deliver oral presentations using appropriate tools (e.g., Google Slides, PowerPoint, Prezi)
CS 7	• I can demonstrate and interpret nonverbal communication.
BA&T 6	• I can produce multimedia presentations for the workplace (e.g., sound bites, animation, transition, image download or import, video.)

priority standards indicated in **bold*

Business Tech & Career Prep - Page 2

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Unit 2: Digital Documents

Timeframe: 3-4 weeks

Unit Description: In this unit, students are exposed to various business documents that can be used in different business situations. Students will learn to create and edit professional word processing documents that are free of grammar and spelling errors.

Enduring Understandings:

- Word processing is a universal standard for written communication that bridges the gap between personal management and business operations.
- Word processing will never replace the need for spelling and grammar knowledge.
- In the workplace, Word documents are expected to have professional qualities of tone, word choice, and structure.

Essential Questions:

- How will word processing impact personal and professional life?
- How can advanced word processing features be leveraged to solve complex design and communication problems?
- What effects would a poorly formatted document have on future career success?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
AAS 6	• I can prepare travel, meeting, and events documents.
CS 5	• I can compose various business correspondence (i.e., e-mail, letter, memo.)
CS 1	• I can use correct grammar, spelling, and punctuation.
CS 2	• I can apply proofreading and editing skills.
BA&T 2	• I can apply advanced word processing skills to design workplace documents (e.g., mail merge, envelopes and labels, tables, reports, macros.)

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Business Tech & Career Prep - Page 3

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Unit 3: College & Career Readiness

Timeframe: Embedded Throughout

Unit Description: In this unit, students will research career pathways that interest them and the specific steps they should take to pursue a career in that field. If applicable, students will also begin a college search aligned with their preferred career path. Students will begin the process of drafting a resume, highlighting their achievements and career aspirations.

This research and information will be embedded throughout the semester and will form the basis by which some of their digital documents are created.

Enduring Understandings:

- Informed career decisions are made by aligning personal interests and aptitudes
- Successfully entering the workforce requires the ability to create professional artifacts that effectively communicate one's value to potential employers

Essential Questions:

- How do I identify and evaluate career pathways that align with my personal strengths and professional goals?
- What communication strategies and tools are most effective for securing and accepting a job offer?

Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
PE 1	• I can utilize career assessment tools (eg, student interest survey, aptitude test)
PE 2	• I can analyze various business careers by looking at salary, benefits, job requirements, educational requirements, employment outlook, etc.
PE 5, 6	• I can prepare a resume and a letter of application

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Business Tech & Career Prep - Page 4

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Unit 4: Design with Data

Timeframe: 4-6 weeks

Unit Description: In this unit, students explore the use of spreadsheets in business. Students will learn to create and design workbooks for a variety of business applications using correct format, formulas, cell references, and charts.

Enduring Understandings:

- A spreadsheet is an electronic document in which data can be organized and used in calculations.
- A spreadsheet allows data to be easily summarized and charted.

Essential Questions:

- How is a spreadsheet the superhero of the software world? (relative to the many functions and operations of Excel)
- How can spreadsheets be used to organize information?
- How do spreadsheets use math functions?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
BA&T 3	• I can design and manage databases for workplace applications (e.g., query, filter, sort, merge, generate, and format reports.)
BA&T 4	• I can design spreadsheets for workplace applications (e.g., formulas and functions, graphs and charts, links, macros.)

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Business Tech & Career Prep - Page 5

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Unit 5: Growth Mindset

Timeframe: 2-3 weeks

Unit Description: In this unit, students focus on developing a growth mindset in the workplace by exploring how attitude influences personal and professional success. Students will examine key principles on building habits that promote responsibility, teamwork, and proactive behavior. Through reflection and real-world scenarios, students will learn how a positive mindset and strong habits can lead to continuous improvement and career readiness.

Enduring Understandings:

- Workplace ethics and attitudes are essential for career advancement.
- An individual does not get a second chance to make a first impression.
- The ability to solve problems is an essential workplace skill.

Essential Questions:

- Why is collaboration essential in teamwork?
- To what extent are rules and decisions in business absolute, or dependent on context and judgment?
- How can professional growth be continued through feedback, learning, and goal-setting?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
ES 3	• I can respect the beliefs, opinions, and rights of others.
ES 5	• I can demonstrate positive behavior when given direction, criticism, and comments.

priority standards indicated in **bold*

Business Tech & Career Prep - Page 6

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Unit 6: Visual Communication

Timeframe: 3-4 weeks

Unit Description: In this unit, students will learn to create professional-quality documents such as flyers, brochures, and social media graphics by applying design principles like layout, color theory, and typography. Through hands-on projects, students will develop skills to communicate messages effectively through digital and print media.

Enduring Understandings:

- Digital creation software is used to design professional-looking marketing materials.
- Visual communication leverages design principles to convey information more rapidly and persuasively than text alone.
- Marketing materials can be used to promote information inside and outside an organization.

Essential Questions:

- How can the use of digital creation software make or break a business?
- How do the message and audience change the design of communication?
- How can the use of digital creation software increase workplace productivity?

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
BA&T 5	• I can create and edit image, video, and audio files.
BA&T 7	• I can use desktop publishing software for workplace applications.

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Business Tech & Career Prep - Page 7

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Unit 7: Path to Employment

Timeframe: 3-4 weeks

Unit Description: In this unit, students are guided along the path to employment by focusing on essential job-seeking skills such as networking, interviewing, and resume building. Students will revisit and refine their professional resumes, prepare for interviews with confidence, and build meaningful connections to expand their career opportunities. Through interactive activities and real-world practice, they will develop the tools needed to successfully enter and thrive in the workplace.

Enduring Understandings:

- A job seeker does not get a second chance to make a first impression in a job search.
- Professionalism influences people's perceptions of skills, abilities, and workplace fit.
- Projecting job-appropriate professionalism is critical to receiving a job offer.
- Personal interests and abilities should influence career choices.
- Applying, interviewing, and accepting an offer are the steps to getting a job.
- There are certain types of questions that may not be asked during an interview.

Essential Questions:

- How do people find employment?
- What factors contribute to making an individual a desirable job candidate?
- What is the difference between a career and a job?
- What are effective interviewing practices?

Unit 7 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
PFE 1	• I can utilize career assessment and job search tools (e.g., student interest survey, aptitude test, Indeed, Career Builder.)
PFE 5	• I can prepare and compose resumes and cover letters.
PFE 9	• I can participate in a job interview.
PFE 2	• I can compare and contrast careers by looking at salary, benefits, job requirements, educational requirements, employment outlook, etc.

priority standards indicated in **bold*

Business Tech & Career Prep - Page 8

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Unit 8: Taxes

Timeframe: 1-2 weeks

Unit Description: In this unit, students will be introduced to the basics of taxes, including why we pay them and how they impact personal income. They will learn to read and complete essential tax forms such as the W-4 and 1040. By the end of the unit, students will gain confidence in navigating tax responsibilities as future earners.

Enduring Understandings:

- Taxes are essential for funding public goods and services that benefit society as a whole.
- Understanding how taxes are calculated empowers individuals to make informed financial decisions.
- Financial literacy includes the ability to navigate the tax system and plan accordingly.

Essential Questions:

- Why do governments collect taxes, and how do those taxes impact our daily lives?
- How do different types of taxes (income, sales, property, etc.) affect individuals and communities differently?
- How do tax forms and documents (like W-2s, 1099s, and tax returns) help individuals accurately report income and pay taxes?
- How does the tax system influence decisions about work, saving, spending, and investing?

Unit 8 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CMS 3	• I can describe the rights and responsibilities of employees and employers (including information related to OSHA, FMLA, FLSA, ADA, sexual harassment, discrimination, and contracts).

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Business Tech & Career Prep - Page 9

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Unit 9 : Workplace Readiness

Timeframe: 2-3 weeks

Unit Description: In this unit, students prepare for the workplace by exploring the top traits employers look for, such as reliability, communication, and teamwork. Students will also examine different management styles and how they affect employee performance and workplace culture. Through discussions and real-life scenarios, students will develop the awareness and adaptability needed to succeed in various professional environments.

Enduring Understandings:

- Management styles will have varying effects on office productivity.
- Workplace ethics and attitudes are essential for career advancement.

Essential Questions:

- Which management style is the best?
- What skills, behaviors, and attitudes are essential for success in today's workplace?
- Why is adaptability important in a constantly changing work environment?
- What rights and responsibilities do employees have in the workplace?

Unit 9 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
ES 3	• I can respect the beliefs, opinions, and rights of others.
ES 5	• I can demonstrate positive behavior when given direction, criticism, and comments.
CMS 2	• I can explain the importance of working within organizational structures (i.e., chain of command.)

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Business Tech & Career Prep - Page 10

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Unit 10: Job Etiquette

Timeframe: 2 weeks

Unit Description: In this unit, students are introduced to key aspects of job etiquette, including emotional intelligence, professional dining manners, and proper email and phone communication. Students will also learn the importance of time management and maintaining good attendance as part of a strong work ethic. Through role-playing and practical activities, they will build the interpersonal and organizational skills needed to thrive in the workplace.

Enduring Understandings:

- Professional behavior and workplace etiquette are critical to building and maintaining positive relationships at work.
- Respect, reliability, and responsibility are core expectations in all work environments.
- Workplace etiquette varies by industry and culture, but professionalism is universally valued.
- Non-verbal communication, including body language and personal appearance, significantly influences how others perceive you.
- Effective workplace etiquette supports a positive work culture and enhances team collaboration.
- Digital and email etiquette are just as important as face-to-face interactions in today's professional world.

Essential Questions:

- How can time, tasks, and priorities be effectively managed in a professional setting?
- Why does etiquette matter in everyday life?
- How do social norms and expectations influence behavior?
- In what ways does etiquette reflect respect for others and the self?
- How do communication expectations change in different settings (e.g., formal vs. informal)?
- How can privacy and professionalism be maintained in a digital world?

Unit 10 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
ES 9	• I can demonstrate proper business etiquette (e.g., dining, greeting, ending.)
ES 4	• I can work effectively in teams.
ES 2	• I can interact effectively with others.

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Business Tech & Career Prep - Page 11

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Unit 11: Conflict Resolution

Timeframe: 1-2 weeks

Unit Description: In this unit, students are equipped with strategies for resolving conflicts effectively in the workplace. Students will learn how to communicate calmly, listen actively, and find collaborative solutions to common workplace disagreements. By practicing real-life scenarios, they will build confidence in handling conflict professionally and maintaining positive working relationships.

Enduring Understandings:

- Conflict is a natural and unavoidable part of human interaction.
- The way conflict is handled significantly impacts relationships, reputation, and the environment
- Effective communication is essential to resolving conflict respectfully and productively.
- There are multiple perspectives in every conflict, and understanding those perspectives can lead to more effective solutions.
- Constructive conflict resolution involves skills that can be learned and practiced.
- Self-awareness and emotional regulation are key components of resolving conflict peacefully.
- Collaborative problem-solving can lead to outcomes that respect everyone's needs and values.

Essential Questions:

- What causes conflict, and why is it a natural part of human relationships?
- How can conflict be both harmful and beneficial?
- What strategies can be used to resolve conflicts in healthy and respectful ways?
- Why is it important to listen actively and consider different perspectives during a disagreement?
- How can unresolved conflict affect individuals, relationships, and communities?
- When does avoiding conflict protect a business relationship, and when does engagement lead to better outcomes?
- What insights can be gained about an individual through the way conflict is handled?

Unit 11 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
ES2	• I can interact effectively with others.
ES3	• I can respect the beliefs, opinions, and rights of others.
ES4	• I can work effectively in teams.
ES5	• I can demonstrate positive behavior when given direction, criticism, and comment.

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Business Tech & Career Prep - Page 12

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