

Simulated Office Environment

Grades 11 – 12

Vineland Public Schools
Vineland, NJ

2003

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COURSE DESCRIPTION

SIMULATED OFFICE ENVIRONMENT

Simulated Office Environment is a full year, five credit elective course offered to eleventh and twelfth grade special education and regular education students. Students will learn skills and attitudes required (for success) which will help in the everyday operations of the school offices: (Central, Guidance, Child Study Team, Attendance, Media Center, Nurse, Finance/Records and Department Supervisors). Each student will receive class instruction in various office skills and responsibilities to be complemented by a class period assigned during the school day at a particular job site in the various school offices. The course covers such topics as phone/communication skills, filing, photocopying and collating, mailing procedures, office etiquette and attitude, and work station management.

The primary goal of this course is to prepare and assist students who are interested in working with the school office staff during the course of the day or after school. It may also lead to entry level employment and career opportunities in the business community.

Each unit begins with goals for learning, followed by essential student proficiencies. In accordance with the Coalition of Essential Schools' principles, the teaching/learning/assessment process is student centered and interactive, with a use of variety of materials and simulations that require student involvement.

The course is comprised of the following units:

- Unit 1: Workplace Demeanor and Etiquette
- Unit 2: Telephone and Electronic / Digital Communications
- Unit 3: Filing Systems
- Unit 4: Reprographic Systems
- Unit 5: Postal and Shipping Procedures
- Unit 6: Business Correspondence
- Unit 7: Poster, Banner, and Announcement Production
- Unit 8: Calculator, Adding Machine, and Clerical Skills Development

COURSE GOALS AND OBJECTIVES

1. **COURSE GOALS**

- Develop marketable and useful office skills
- Generate student understanding of time management
- Develop and refine student organizational skills
- Provide realistic office experience through the use of various forms of equipment and prepared simulations
- Focus student awareness of ethical issues in the workplace
- Refine attitudes as essential to job success
- Prepare students for entry level jobs
- Focus student awareness on employment and advanced educational opportunities

2. **COURSE OBJECTIVES**

- Utilize time management principles and decision-making skills in the workplace
- Acquire skills and knowledge of office procedures and equipment
- Apply skills and knowledge gained in other business courses
- Develop personal characteristics, work attitudes, and communication skills essential for success on the job
- Understand the interrelatedness of office systems—their procedures, equipment, and workers
- Experience simulated work conditions and jobs through project assignments
- Enhance student ability to identify job opportunities and requirements

PACING CHART

The suggested pacing chart is based on five days of teaching and on-site office simulation time, totaling 160 teaching days.

UNITS	DAYS
Unit 1: Attitudes and personality traits appropriate to the office.	5
Attire and professional appearance	5
Body language and business manners	5
Ethical behavior in the workplace	5
Unit 2: Answering the telephone, taking messages, special instructions, handling irate callers, placing calls, efficient telephone use.	10
Sending / Receiving Voice Mail Messages	5
Unit 3: Alphabetic indexing of personal names.	5
Alphabetic indexing of businesses and organizations.	10
Alphabetic indexing of state, local, and federal government agencies	10
Cross referencing	5
Filing correspondence alphabetically	5
Geographic, numeric, and subject filing	10
Filing printouts, microforms, and computer materials	5

Unit 4: Reprographic procedures	5
Photocopying	10
Collating and stapling	5
Unit 5: Processing incoming mail	10
Processing outgoing mail	10
FAX machine use	5
Unit 6: Identify letter parts and various formatting procedures	10
Form letter production and mail merge operations	10
Office supply identification and application	5
Unit 7: The production of banners, posters, signs, announcements, calendars, and cards.	15
Unit 8: Solving business problems	15
Applying calculator skills to computer number and adding machine.	15

CROSS-CONTENT WORKPLACE READINESS STANDARDS

Standard 1: All students will develop career planning and workplace readiness skills.

Descriptive Statement: Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him / herself as an adult in the labor force.

Cumulative Progress Indicators:

- 1.1.1 Demonstrate employability skills and work habits, (ie: work ethic, dependability, promptness, and getting along with others) needed to get a job and keep it.
- 1.1.2 Describe the importance of personal skills and attitudes to job success.
- 1.1.3 Identify career interests, abilities, and skills.
- 1.1.4 Develop an individual career plan.
- 1.1.5 Identify skills that are transferable from one occupation to another.
- 1.1.6 Select a career major and appropriate accompanying course.
- 1.1.7 Describe the importance of academic and occupational skills to achievement in the work world.
- 1.1.8 Demonstrate occupational skills developed through structured learning experiences. (ie: volunteer, community service) and work-base experiences or part-time employment.
- 1.1.9 Identify job openings.
- 1.1.10 Prepare a resume and complete job applications.
- 1.1.11 Demonstrate skills and attitudes necessary for a success.

Standard 2: All students will use information, technology, and other tools.

Descriptive Statement: Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking for problem-solving, writing, and research.

Cumulative Progress Indicators:

- 2.1 Understand how technological systems function.
- 2.2 Select appropriate tools and technology for specific activities.
- 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- 2.4 Develop, search, and manipulate databases.
- 2.5 Access technology-based communication and information systems.
- 2.6 Access information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 2.8 Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- 2.9 Use technology to present designs and results of investigations.
- 2.10 Discuss problems related to the increasing use of technologies.

Standard 3: All students will use critical thinking, decision-making and problem-solving skills.

Descriptive Statement: Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each, and evaluate the effectiveness of the method ultimately selected.

Cumulative Progress Indicators:

- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 Formulate questions and hypotheses.
- 3.4 Identify and access resources, sources of information, and service in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- 3.6 Plan experiments.
- 3.7 Conduct systematic observations.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 3.10 Monitor and validate their own thinking.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.14 Evaluate the effectiveness of various solutions.
- 3.15 Apply problem solving to original and creative / design projects.

Standard 4: All students will demonstrate self-management skills.

Descriptive Statement: Students will be expected to address issues related to personal development, such as accepting for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

Cumulative Progress Indicators:

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate their own actions and accomplishments.
- 4.4 Describe constructive responses to criticism
- 4.5 Describe constructive criticism to others.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- 4.7 Describe the roles people play in groups.
- 4.8 Demonstrate refusal skills.
- 4.9 Use time efficiently and effectively.
- 4.10 Apply study skills to expand their own knowledge and skills.
- 4.11 Describe how ability, effort, and achievement are interrelated.

Standard 5: All students will apply safety principles.

Descriptive Statement: Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly and implement these standards.

Cumulative Progress Indicators:

- 5.1 Explain how common injuries can be prevented.
- 5.2 Develop and evaluate an injury prevention program.
- 5.3 Demonstrate principles of safe physical movement.
- 5.4 Demonstrate safe use of tools and equipment.
- 5.5 Identify and demonstrate the use of recommended safety and protective devices.
- 5.6 Identify common hazards and describe methods to correct them.
- 5.7 Identify and follow safety procedures for laboratory and other hands-on experiences.
- 5.8 Discuss rules and laws designed to promote safety and health, and their rationale.
- 5.9 Describe and demonstrate procedures for basic first aid and safety precautions.

Unit 1: Workplace Demeanor and Etiquette

A. Introduction

In this unit, students will address attitudes and manners in the work place. The essential questions are:

1. What attitudes and personality traits are appropriate in the office setting?
2. What is appropriate attire and professional appearance in the workplace?
3. What is appropriate ethical behavior in the workplace?
4. Why is attire and professional appearance necessary in the office ?

B. Student Proficiencies

Students will

- 1.1 Observe appropriate office behaviors (1.1:2,5,7)
- 1.2 Identify appropriate office behaviors (1.6:8,9,11)
- 1.3 Apply appropriate office behaviors (1.11, 3.5,6,7,9)

C. Materials and Activities

1. Discussion and role-play activities, self-assessment
2. Discussion and appraisal of appropriate attire, and self-assessment.
3. Discussion and role-play activities, DVD/Video and observation.
4. Discussion and deliberation of ethical issues in the workplace;
5. Develop a personal career journal and make entries on the computer.
6. Save their journal entries on a floppy disk.
7. Keeping graded portfolio of clippings illustrating professional appearance

Unit 2: Telephone and Electronic/Digital Communications

A. Introduction

In this unit, students will learn and use proper telephone etiquette, take messages, and use e-mail / DSL Internet. The essential questions addressed are:

1. What are the proper procedures when answering the telephone in an office setting?
2. What are the special instructions for: handling irate callers, placing calls, and using the telephone efficiently?
3. How do you send and receive voice mail messages?
4. What is DSL?
5. How do you use E-Mail in an efficient and professional manner?

B. Student Proficiencies

Students will

- 2.1 Use the telephone in an efficient and professional manner. (1.1:2,5,7,8)
- 2.2 Create their own e-mail account. (2.2:5,8, 3.4:11,12,13,14)
- 2.3 Manipulate the use of voice mail. (4.3:4,10,12, 5:4)

C. Materials and Activities

1. Video/DVD presentations from the local or county library.
2. Discussion and deliberation on various techniques.
3. Composing career journals on the computer using word processing
4. Simulation / role play on the teletrainer.
5. Demonstration and completion of voice-mail projects.

Unit 3: Filing Systems

A. Introduction

In this unit, students will acquire the knowledge and skills needed for alphabetic filing and indexing in an office setting. The essential questions that will be addressed are:

1. How does an office complete their alphabetic filing in a sequential order?
2. What are the differences and procedures for filing in the state, local, and government agencies?
3. Are computer print-outs filed differently?
4. What is cross referencing?

B. Student Proficiencies

Students will

- 3.1 Identify filing units and alphabetize them accordingly. (1.1:2,5,7,8, 3:10)
- 3.2 Recognize variations in indexing rule. (3.11:14,15, 4.2:3,4,5,6,8,10)

C. Materials and Activities

1. Lecture and Discussion
2. Supplemental software and worksheets
3. Video: Office Filing and Etiquette
4. Simulation of filing in the Central Office
5. Office practice sets

Unit 4: Reprographic Systems

A. Introduction

In this unit, students will identify and operate reprographic equipment available in the school system. The essential questions that will be addressed are:

1. How does one operate a photocopier machine?
2. What instructions are needed to collate and staple office material?

B. Student Proficiencies

Students will

- 4.1 Research and recognize available reprographic processes including duplicators and photocopiers. (1.5:8, 2.2:8, 3.1:3,4,11,13)
- 4.2 Produce acceptable copies for office use. (4.3,4,10: 5.4:7)

C. Materials and Activities

1. Discussion of variable factors in choosing the appropriate reprographic process.
2. Reproducing multiple copies on available photocopying equipment; use of all facets of equipment (2-sided copies, enlargements, etc.)
3. Hand collating
4. The use of copier (automatic) collating
5. Organized stapling of multiple copies

Unit 5: Postal and Shipping Procedures

A. Introduction

In this unit, students will to identify and use the various services for mailing and packing. The essential questions that will be addressed are:

1. How is current mail processed in an office?
2. What instructions are needed to manipulate postal machines?
3. How do you sort incoming and out going mail?
4. What is a FAX machine and how does it work?

B. Student Proficiencies

Students will

- 5.1 Identify the various services available for mailing (2.1, 3.1:4,10,11)
- 5.2 Use the FAX machine and send messages (2.1, 3.1:4,13,14,)
- 5.3 Process incoming and out going mail (4.3:4,8,10,11, 5.4:7)

C. Materials and Activities

1. Sort, open, date, screen, route and distribute incoming mail.
2. Select proper envelope, fold correspondence, address, weigh, apply postage, and sort mail.
3. Lecture and demonstration; FAX preparation, sending and receiving.
4. Office Simulation (High School Central Office)

Unit 6: Business Correspondence

A. Introduction

In this unit, students will identify letter parts and the various formatting procedures. The essential questions that will be addressed are:

1. How do you compose a block and modified block style letter?
2. What is a mail merge?
3. What is the proper procedure in addressing an envelope?
4. How do you compose an office memo?

B. Student Proficiencies

Students will

- 6.1 Recognize and identify letter parts and various formats. (1.1:2,3,5,7,8)
- 6.2 Produce a form letter. (2.1:2,3,5,8)
- 6.3 Identify various office supplies and apply them to assorted tasks and requirements. (3.13:14, 4.2:3,4,5,6,8,10)
- 6.4 Print and address a standard size envelope. (2.1:2,3,7,8,9,10)

C. Materials and Activities

1. Lecture and demonstration
2. Computer production
3. On-site office visit
4. Sample job simulation

Unit 7: Poster, Banner, and Announcement Production

A. Introduction

In this unit, students will utilize desktop publishing software to create a variety of productions for the office. The essential questions that will be addressed are:

1. How does one create a banner?
2. How are fliers created, and what are templates?
3. What software could be used to create monthly calendars?

B. Student Proficiencies

Students will

- 7.1 Utilize Microsoft Publisher or Print Shop programs to produce assorted materials for school announcements. (1.1, 2.1:2,3,4,5,6,7,8,9,10)
- 7.2 Understand how to use and create assignments using special paper and templates. (3,1:11,14,15, 4.2:3,4,10, 5.7)

C. Materials and Activities

1. Lecture and demonstration
2. Computer production / operation
3. On-site office visit
4. Sample job simulations

Unit 8: Calculator, Adding Machine, and Clerical Skills
Development

A. Introduction

In this unit, students will solve business problems and apply calculator skills which will successfully train the students to become productive office assistants. The essential questions that will be addressed are:

1. What is the 10-key touch method?
2. What software is available to perform calculations?
3. What is data entry?

B. Student Proficiencies

Students will

- 8.1 Utilize a calculator and adding machine to perform numerical tasks. (1.1, 2.2:3,5,7:8,9)
- 8.2 Perform numeric functions on the computer using a variety of software applications. (2.2:3,5,8, 3.1, 4.3:4,10)
- 8.3 Work on testing software and prepare data entry reports. (2.2, 5.1:4,5)

C. Materials and Activities

1. Use of the 10-key touch method, lecture and demonstration
2. Software applications
3. Clerical Skills Simulation
4. Sample job simulations
5. Worksheet problems
6. Manipulating calculators and adding machines

Assessment

Student proficiency (satisfactory achievement) in each of the outcomes / objectives listed in this guide shall be determined by student attainment of the 70 % district passing standard which pertains to all curricula and populations. Such proficiency shall be measured by a multiplicity of evaluation techniques and instruments, which includes but is not restricted to the following:

1. Teacher-made tests / quizzes
2. Class participation
3. On-site office visitations
4. Student evaluations
5. Office staff evaluations
6. Projects
7. Journal assignments
8. Notebooks
9. Office simulations
10. Cooperative group projects / activities
11. Progress tests
12. Teacher observation
13. Written and oral peer assessment
14. Secretarial staff check – off list
15. Graded practice sets
16. Random sampling
17. Tele-Trainer
18. Active participation
19. Technology
20. Interviews

Instructional Resources

Note: This list will be periodically revised and updated.

Books and Reproducibles

Lovern, Noll, Paula's Plantscape, A Clerical Simulation, Second Edition, South Western Educational Publishing, 1998.

Office 2000 Simplified, IDG Books Worldwide, Inc., 1998.

Oliverio, Mary and Pasewark, William, The Office Procedures and Technology, Third Edition, South Western Educational Publishing, 2000.

Robinson, Jerry and Hoggatt, Jack, Century 21 Keyboarding and Information Processing., Sixth Edition, South Western Educational Publishing, 1998.

Word 2002, Glencoe McGraw-Hill, Inc., 2001.

Videos

Note: Video Library – Cumberland County Resource Catalog: 2002 – 2004 www.cumbavac.org

Unit 1: Workplace Demeanor and Etiquette
“Receptionist” – VT502267

Unit 2: Telephone and Electronic/Digital Communications
“What do you tell a phone” – VT505115

Unit 5: Postal and Shipping Procedures
“The Post Office” – VT500401

Unit 6: Business Correspondence
“Computer Lab Safety” – VT504759

Unit 7: Poster, Banner, and Announcement Production
“Learn Microsoft Works: Getting Productive” – VT506110

Unit 8: Calculator, adding machine, and clerical skills development
“Good! Better! Best! (Work Ethic)” – VT505019

Computer Programs

Microsoft, “Publisher” and “Word”

Boardline, “Print Shop Deluxe”

Windows, XP or 2000

Websites

<http://lessonplanz.com>

<http://www.doi.gov/ethics/>

<http://www.fbla-pbl.org/>

<http://www.charactered.net/>

<http://cirriculumunits.com>

<http://www.washington.edu/doi/Careers/>

<http://www.state.nj.us/education/>

