

El Monte Union High School District

5-29-08

Course Outline

High School _____ District _____

<p>Title: <u>Business Information Technology 2</u></p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** _____ Honors** _____</p> <p>Department: _____</p> <p>Grade Level (s): <u>9-12 with completion of prerequisite</u></p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption <u>2005</u></p>	<p>This course meets graduation requirements:</p> <p>() English</p> <p>() Fine Arts</p> <p>() Foreign Language</p> <p>() Health & Safety</p> <p>() Math</p> <p>() Physical Education</p> <p>() Science</p> <p>() Social Science</p> <p>(X) Elective</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

Business Tech Core with a C or better OR
 Completed Computer Concepts OR an equivalent course with teacher's approval

2. Short description of course which may also be used in the registration manual:

Business Information Technology (formerly *Computer Applications*) is designed to reinforce keyboarding and application software skills. Students will be introduced to the various types of microcomputer applications such as advanced features of Microsoft Word, spreadsheet basics and advanced features for Microsoft Excel, graphics, database, presentation, and desktop publishing. Through the information processing concepts presented in this class, students will learn how to gather, create, and analyze data for a rapidly changing technological, global society. Students are expected to perform multiple tasks required to process data effectively and produce usable information in support of management for an office in a global society.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results): (site specific ESLRs may be substituted in this section)

The following may be replaced with site specific ESLRs.

All students in Business Information Technology are expected to use critical thinking and problem solving skills as they work on their assignments (*Apply Academic Skills*). All work must be turned in on time and in the highest quality (*Apply Personal & Interpersonal Skills*). Students must read, follow instruction, and compose business correspondence as assigned (*Apply Academic Skills*). Computation skills are also used as students work on spreadsheet problems (*Apply Academic Skills*). Occasionally, students work in teams of two across gender and cultural groups for special projects (*Apply Personal & Interpersonal Skills and Aware of Cultural Diversity*). All students must prepare a resume and cover letter as part of their job acquisition unit (*Apply Career Readiness Skills*).

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The students are taught in a variety of ways, but primarily through modeling and demonstration. Group activities, overheads, computer projectors, and computers are also used to deliver the concepts.

5. Describe the interdepartmental articulation process for this course:

Students will apply the various software skills they learn in Business Information Technology to help them prepare dynamic reports and presentations for other classes. They also use their writing skills from language arts to compose their written assignments and math skills to complete projects in spreadsheet applications.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students are expected to integrate their reading and writing skills as they prepare their letters, resumes, work samples, and presentations. They also use their computation skills as they work on spreadsheet and database assignments.

7. 7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s): (combinations of the texts listed or other district approved text may be used)

1. Microsoft Office, Step by Step, Macintosh Edition, by Bonita Sebastian, Computer Literacy Press, 1998.
2. Microsoft Office-Macintosh, by Pat Murphy, Southern-Western Computer Education Publishing Company, 2001.
3. Excel 2000 – A Comprehensive Approach by Carol Tobias, Glencoe McGraw-Hill, 2000
4. Word 2000 – A Comprehensive Approach by Deborah Hinkle, Glencoe McGraw-Hill, 2000
5. Microsoft Access 2 for Windows by Shelly Cashman Pratt, Boyd & Fraser Publishing Company, 1995
6. DDC Spreadsheets by Iris Blanc and Cathy Vento

B. Supplemental Materials and Resources: (optional)

1. *Century 21 Keyboarding, Formatting, and Document Processing, 5th Edition* by Jerry W. Robinson, Jack P. Hoggatt, Jon a. Shank, Arnola C. Ownby, Lee R. Beaumont, T. James Crawford, and Lawrence W. Erickson, South-Western Publishing Co., 1993. **OR** more current editions
2. *Office 2000 – A Comprehensive Approach* by Hinkle, Tobias, Stewart, Marple, and Fisher-Larson, Glencoe McGraw-Hill, 2000
3. *Keyboarding Speed and Control Builders 2nd Edition* by Beaumont, Johnson, and Dye, South-Western Publishing Co., 1985
4. *Access 2000 – A Comprehensive Approach* by Stewartm Glencoe McGraw-Hill, 2000
5. Instructor prepared materials

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- TV & DVD
- Overhead Projector
- Computers and Printers

A. Objectives of Course.

- B. Unit Detail Including Projects and Activities Include Duration of Units.
- C. Include Minimal Attainment for Student to Pass Course.

A. Student Performance Standards.

- B. Evaluation /Assessment/Rubrics.
- C. Indicate References to State Framework(s)

A. Objectives of Course

1. To do basic maneuvers in a graphical user interface environment.
2. To create, format, edit and produce single page and multipage documents.
3. To create, format, and print spreadsheet documents.
4. To create graphic representations of spreadsheet files.
5. To create, perform queries, and maintain databases.
6. To prepare a variety of reports from database.
7. To create, format, and produce flyers and newsletters.
8. To create and present a slide show.

A. Student Performance Standards

The students are expected to come to class each day prepared to learn. They must complete all assignments, including homework.

The students will:

- keyboard at a minimum of 40 words per minute.
- use the appropriate applications software to produce properly formatted business documents.
- use the operating systems, computer hardware, and peripherals such as printers.
- locate, access, and retrieve information, prioritize activities, and utilize available resources to complete tasks efficiently.

B. Units of Study

Review of keyboard and proper formatting rules	4 weeks
Review of basic text editing	3 weeks
Tables	2 weeks
Columns and Graphics	2 weeks
Basic Spreadsheet Skills <i>(defining, creating, and enhancing worksheets)</i>	4 weeks
Developing Worksheets <i>(designing and printing, copying data, naming ranges, and sorting data)</i>	4 weeks
Worksheet Formatting <i>(formatting text, numbers, borders, and patterns)</i>	2 weeks
Formulas <i>(using functions and advanced formulas)</i>	3 weeks
Creating Charts	2 weeks
Creating and Using a Database	2 weeks
Maintaining a Database	2 weeks
Creating Flyers and Newsletter	3 weeks
Creating and Presenting a Slide Show	3 weeks

B. Evaluation/Assessment/Rubrics

Students will be assessed based on tests, quizzes, daily assignments, computer assignments, individual and group projects.

Students are graded on a point and percentage system.

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
Below 60%	F

Production Tests and Final Exam	45%
Production Work	35%
Timed Writing	20%

Timed Writing Goals
Grade Scale

55 - Up	A
50 - 54	B
45 - 49	C
40 - 44	D
Below 40	F

C. State Framework:

Standards used in this course outline follow the *California Career Technical Education Model Curriculum Standards* published by the California Department of Education, 2005.

C. Minimal Attainment:

In all projects and tests, students are expected to achieve 70% minimum grade in quantity and quality.