SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** **Business Computer Applications**	7. **Action** ▢New Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted:	8. **Grade Level**(s) ▢9 ▢11 ▢10 ▢12
3. 3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ▢ Required ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) ▢NO ▢Honors ▢ AP ▢Other
5. Subject Area Computers	11. **Is this a CTE course?** ▢ YES ▢ NO **If YES, complete Section C**
6. **Department** CTE	12. **Previously approved by UC?** ▢ YES ▢ NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year ▢ 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Clancy Griggs Phone: (510)618-4600 Ex 2243 Email: CGriggs@slusd.us Position: Teacher	
16. Approval Signatures: **Approval Date:**	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** **1/24/18**

16. Approval Signatures:	Approval Date:	Date approved by Board
Department Chair:	11/14/17	
Principal:	11/13/17	

SECTION B. COURSE CONTENT

17. Course Description

Business Computer Applications is an introduction to computer applications as it relates to business and home use. The course introduces and improves the skill of keyboarding, and also includes software topics in Operating Systems, Microsoft Office, Google Suite, Internet, World Wide Web, electronic mail, file management, and data communications. Hardware topics include PC system components and troubleshooting issues. Other topics include computer-based careers and trends, electronic computing issues, terminology, electronic communication skills, ethics, security, and netiquette in today's business computing environment. Business Computer Applications will provide students with computer knowledge and skills to increase their productivity which will give them a competitive advantage in the job market.

18. Course Goals and/or Major Student Outcomes

Unit 1: Fundamentals of keyboarding

- Be able to use a keyboard to enter text and numbers efficiently and accurately.

Unit 2: Introduction to computer application systems

- Be able to identify and describe the key components of computer hardware. Offer simple solutions to troubleshoot errors with these components.
- Identify which software or applications can be used for various tasks

Unit 3: Office Productivity Basics

- Be able to utilize common features in Microsoft Software: Save, rename, print, resize, format text.

Unit 4: Word Processing

- Know the the most common functions in each ribbon tab for Microsoft Word.
- Be able to create a word document with various formatted text, colors, hyperlinks and a table of contents.

Unit 5: Spreadsheet Applications

- Input various forms of data into a spreadsheet
- Manipulate that data into various outputs
- Know how to use the most common and basic formulae and functions

Unit 6: Database Applications

- Be able to create a database
- Be able to manipulate the database using several tools found in MS Access

Unit 7: Presentations

- Be able to create a functional presentation that uses effects, transitions, various backgrounds and color schemes
- Be able to manipulate a master slide
- Add Notes to a presentation and use presenter mode

Unit 8: Employment Portfolio

- Apply knowledge of the previous 8 units to create a portfolio-type research assignment for a career that interests the student.

19. Course Objectives (standards)

https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf

California CTE Model Curriculum Standards
Section 2.0 – Communications – All Standards
Section 10.0 – Technical Knowledge and Skills – All Standards
Section 11.0 – Demonstration and Application – All Standards

20. Course Outline

Unit I: Fundamentals of Keyboarding

Description: Students will be introduced to the topic of keyboarding using proper technique and etiquette. Students will learn vocabulary terms relevant to keyboarding, and become proficient at data entry and transcribing text into a word processor.

Summary:

- **Student Production:** Students will produce documents in various forms and lengths based on a variety of data representations. They will transcribe oral, handwritten and typed text at a productive rate with minimal errors.

- **Assignment Completion Method:** Students will utilize district provided applications, such as NitroType and Typing Club, to submit assignments and practice sets. Other forms of in-class assessment will be submitted digitally to a google classroom or a shared drive.
- **Student Learning Outcomes:** Students will learn to operate a keyboard with a rate greater than 30 words per minute at a high accuracy level with proper form. Students will be familiar with the various functions of the non-alphabet keys on a keyboard and which fingers are responsible for the striking of these keys. The students will be able to type basic sentences without looking at the keyboard. These sentences can be oral or written/displayed in the class.

Unit II: Introduction to Computer Application Systems

Description: Students will be introduced to elements of computer application systems. Understanding and properly utilizing a variety of computer applications and components will enhance their understanding of computers which in turn will build their confidence in their knowledge of computers. Students will learn about and be able to identify the various computer hardware components, various software and their purpose, various programming languages and their purpose, computer-based career and trends within the computer industry; Identify popular software applications such as word processing, spreadsheets, databases, graphics packages, PDFs, electronic mail, and Internet browsing and searching as well as various google suite applications.

Summary:
- **Student Production:** Students will write a report, utilizing a computer, which briefly explains each concept covered within the unit.
- **Assignment Completion Method:** Utilize the Internet and classroom resources to gather information for the report. Utilize computer hardware and software to produce the report.
- **Student Learning Outcome:** Students will understand learned concepts and will create a report to explaining each concept within the unit. Learned Concepts: Computer hardware components; Input/out devices of a computer system; Common features of popular operating systems; Capabilities of the Internet and browsers for the purpose of performing basic navigation over the world wide web; Importance of programming languages; Current computer-based careers; Appropriate use/application of technology components, and/or software; Web-based communications; Proper web and electronic etiquette; Security and ethical issues that affect the worldwide web and software piracy today; Technology as a productivity tool.

Unit III: Office Productivity Basics

Description: Office Basics will introduce students to the common features of industry standard business software, Microsoft Office or Google Equivalent. Understanding and

properly utilizing basic software features will help the student to build their confidence in their computing skills and will enhance their understanding of computer software.

Summary:

- **Student Production:** Students will use critical thinking skills to create an office memo for a new company which lists needed IT equipment and supplies to get the office up and running. The document will utilize learned concepts with the unit.
- **Assignment Completion Method:** Students will create a folder for storing their work; create, save, and print files; open and save existing files; copy from one file to another; prepare a file for distribution; compress files.
- **Student Learning Outcome:** Students will analyze, evaluate, and apply learned concepts to create a professional business document. Learned Concepts: manage files/folders within a computer; navigate a computer system; save, print, close a file; open, edit, save an existing file; utilize the command features.

Unit IV: Word Processing (Microsoft Word or Equivalent)

Description: MS Word, or Google equivalent will introduce students to industry standard business software used to create professional business documents. Understanding, applying, analyzing, and evaluating various concepts within the software will empower students to create business professional text-based documents.

Summary:

- **Student Production:** Students will create a professional multipage newsletter about emerging trends in computer technology and how they affect employment opportunities. Newsletter will utilize learned concepts within the unit.
- **Assignment Completion Method:** Students will use critical thinking skills to utilize MS Word word processing skills, set goals, prioritize tasks, and develop a realistic schedule that will be able to be achieved to complete the task.
- **Student Learning Outcome:** Students will analyze, evaluate, and apply learned concepts to create a professional business document. Learned Concepts: Headers and Footers; Document Themes and Styles; Edit and Correct Documents; Adjust Alignment and Spacing; Create Letters and Envelopes; Format Text with Fonts and Effects; Format and Sort Lists; Insert Pictures, Text Boxes, and Shapes; Format Graphics Objects; Work with SmartArt Graphics, Text Effects, and Page Borders; Edit document; Create and enhance tables; Perform Calculations in a Table; Work with Templates and Different File Types; Create reports; Share documents; Format and enhance reports; Create mass mailings and labels.

Unit V: Spreadsheet Applications (Microsoft Excel or Equivalent)

Description: MS Excel, or Google equivalent, will introduce students to industry standard business software used to create and analyze business, personal, or financial data. Understanding, applying, analyzing, and evaluating various concepts within the software will empower students to create a file that can be used to analyze complex business data.

Summary:

- **Student Production:** Students will use critical thinking skills to create a business professional spreadsheet used to run a lemonade stand business. Customer purchases will be based on a variety of things, some of which are outside of the business' control, such as weather and social trends. Students will be required to gather data for 30 days of lemonade sales. The student will then organize and analyze the data using a PivotTable to make business decisions and predict future sales. The lemonade stand business will utilize learned concepts within the unit.
- **Assignment Completion Method:** Students will be required to gather data for 30 days of lemonade sales. The student will then utilize MS Excel spreadsheet skills to organize and analyze the data using a PivotTable to make business decisions and predict future sales. The student will create a business professional report on the business by organizing and formatting the data. Students will present their business in a written report format utilizing MS Word and integrating elements of MS Excel within the document.
- **Student Learning Outcome:** Students will analyze, evaluate, and apply learned concepts to create a professional business spreadsheet workbook and report. Learned Concepts: Adding Worksheet Contents; Worksheet Formatting; Cell Entries and Formatting; Working with Ranges; Creating Formulas; Copying and Pasting; Techniques for Moving Data; Sheet, Display, and Print Operations; Using Excel Tables; Working with the NOW Function and Named Ranges; Working with IF Functions; Working with Text Functions; Freezing Labels and Using Panes; Using Conditional Formatting and Find and Replace; Rotating Cell Entries and Resolving Errors; Managing Worksheets and Performing Multi-worksheet Operations; Modifying Print Options; Building Basic Charts; Showing Percentages with a Pie Chart; Enhancing a Pie Chart; Adding Special Elements to a Chart or Sheet and Updating a Chart; Completing Chart Formatting; Comparing and Analyzing Data; Chart Printing and Publishing; Using Charts in Other Files; Making Special Purpose Charts; Working with Hyperlinks; Working with File Formats; Working with Graphics and Saving a Worksheet As a Web Page; Working with Web Data; Using Advanced Sort; Using Advanced Filtering; Using Advanced Functions Predict Trends; Using Advanced Functions for Data Analysis; Using Lookup Functions; Working with PivotTables and PivotCharts.

Unit VI: Date Base Applications (Microsoft Access or Equivalent)

Description: MS Access, or Open Source equivalent, will introduce students to industry standard business software used to create a powerful electronic filing system. Understanding, applying, analyzing, and evaluating various concepts within the software will empower students to create a powerful database that can be used to analyze complex business data and create informative reports.

Summary:

- **Student Production:** Students will use critical thinking skills to create a comprehensive database for a medical office where employee data and time cards are stored.
- **Assignment Completion Method:** Students will analyze a medical office's needs for employee data. The student will use the information to plan and create a comprehensive database which will store personal employee data and time cards. Students will create tables, queries, forms and reports for the purpose of making the vital business data easier to store, evaluate, and retrieve.
- **Student Learning Outcome:** Students will analyze, evaluate, and apply learned concepts to create a professional business database. Learned Concepts: Planning a Database; Creating a Database with Access; Modifying and Adding Data to a Table; Importing and Protecting Data; Using Table Templates and Design View; Creating Other Objects; Managing Relationships Between Tables; Finding, Replacing, and Sorting Data; Filtering Data; Creating a Query in Design View; Creating a Multi-Table Query; Using Criteria in a Query; Using Comparison Operators; Using Calculated Fields; Summarizing Data in Queries; Creating and Using a Form; Working with a Form in Layout View; Working with a Form in Design View; Working with Form Sections; Creating a Report; Modifying a Report in Design View; Creating Labels; Creating a Lookup List; Creating an Input Mask.

Unit VII: Presentations (Microsoft PowerPoint or Equivalent)

Description: MS PowerPoint, or Google equivalent, will introduce students to industry standard business software used to create a business professional presentations. Understanding, applying, analyzing, and evaluating various concepts within the software will empower students to create a powerful presentation that can be used as a graphical approach to accompany an oral delivery of a topic. Additionally, presentations can be made into photo albums or a stand-alone presentation complete with music or narrations.

Summary:

- **Student Production:** Students will use critical thinking skills to create an effective presentation for an athletic club.
- **Assignment Completion Method:** Students will research techniques to make presentations more effective. The student will then create a professional and effective presentation of the information provided by the athletic club. The student will then deliver the presentation to the class utilizing public speaking skills.
- **Student Learning Outcome:** Students will analyze, evaluate, and apply concepts to create a professional business presentation. Learned Concepts: Working with Slides; Working with Headers, Footers, and Notes; Inserting and Formatting Pictures; Formatting Text; Aligning Text; Displaying the Presentation Outline; Arranging Slides; Adding Slide Transitions; Working with Lists; Inserting Online Pictures; Inserting Symbols and Text Boxes; Drawing and Formatting Shapes; Positioning and Grouping Shapes; Creating WordArt; Creating SmartArt Diagrams; Creating a Photo Album; Modifying a Theme; Modifying a Background; Animating Slide Objects;

Creating Multimedia Presentations; Working with Tables; Working with Charts; Sharing a Presentation.

Unit VIII: Employment Portfolio

Description: Whether you want a good job, a better job, or your dream job, you need to stand our from the competition and display your education, skills, and experience to a potential employer. In "Guerrilla Marketing for Job Hunters 3.0" Levinson and Perry emphasize that the candidates who best market themselves win the jobs. You have to show employers how and why you're different and better than all the other candidates vying for the position you want. (work.chron.com). The Employment Portfolio unit will provide students with the tools for building their portfolio which will give them a competitive advantage in the job market.

Summary:

- **Student Production:** Students will use critical thing skills to create a competitive professional portfolio.
- **Assignment Completion Method:** Students will research how to create a competitive professional portfolio. The student will then create their portfolio which will showcase their best professional level of work, a completed job application, a professional resume, and a reference list.
- **Student Learning Outcome:** Students will analyze, evaluate, and apply concepts to create a competitive professional portfolio. Learned Concepts: Creating a professional and competitive resume; Creating a professional and competitive reference list; Completing a competitive job application; Showcasing best professional level of work.

21. Instructional Materials:

Board approved required text

Supplementary materials

- **Computers with MS Office Suite**
- **Keyboards**

22. Instructional Methods and/or Strategies (Key Assignments)

Unit 1: Demonstrate typing ability with minimal errors and sufficient rate. Timed types without being able to see the screen and/or board

Unit 2: Present learned knowledge about the various systems in a computer, and how to add, change, or remove software and applications. Create a google drive or website to organize files

Unit 3: Type a report detailing the various functions and skills in office – include as many hotkey shortcuts as possible

Unit 4: Create a report/brochure in which various fonts, text sizes, images, colors, watermarks, have been used

Unit 5: Create a spreadsheet that has linked cells, pages, and charts that uses several formulae and tools found in Excel or Sheets.

Unit 6: Create a data base for a given prompt and be able to manipulate it upon my request

Unit 7: An immersive PowerPoint or Slides Presentation

Unit 8: Digital Portfolio – Google Drive/ Website with samples of student work and a research paper/presentation on a career that interests the student that includes all units.

23. Assessment Methods and/or Tools

Formative assessments will include: Diagnostic/Baseline aptitude tests, Quizzes, classwork and questioning strategies

Summative assessments will include: Typed and written assessments, Quizzes, projects using the programs taught in the class

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy

SECTION C

25. Context for Course (optional)

REQUIRED FOR CTE COURSES

Every career is going to require some computer operating skills. A lot of these skills can be taught implicitly by other courses, but we want to make sure that all students are offered a thorough and immersive education dealing with computers. This course will help create more digitally literate students, and help prepare them for the digital demands of their future employers.

26. History of Course Development (optional)

REQUIRED FOR CTE COURSES

This course is modeled after the "business applications" course previously offered. It continues teaching the topic of keyboarding, but also includes current computer applications such as the Microsoft Office Suite as well as the Google Suite among others. The course is seeking UC approval under "g", a college level elective.