

Perris Union High School District Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Business Computer Fundamentals</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	PATHWAY: Business Management CONCENTRATOR	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 2px; font-size: small;"> Designated Subjects: Career Technical Education: Finance and Business Single Subject: BUSINESS <u>To be completed by Human Resources only.</u> </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="font-family: cursive;">Nick Hillon</div> <div>03 / 18 / 2021</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature Date </div>	
Was this course previously approved by UC for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/23/2021
Asst. Superintendent of Educational Services		
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE BUSINESS COMPUTER FUNDAMENTALS

DATE:

INDUSTRY SECTOR: Business and Finance Sector

PATHWAY: Business Management

CALPADS TITLE: Intermediate Business Management Communication Technologies (Concentrator)

CALPADS CODE: 7410

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Network and Computer Systems Administrators	15-1142.00	Computer Network Support Specialists	15-1152.00
Computer and Information Research Scientists	15-1111.00	Computer Hardware Engineers	17-2061.00

COURSE DESCRIPTION:

Business Computer Applications is an introduction to computer applications as it relates to business and home use. The course introduces software topics in Microsoft Windows, Microsoft Office, Google Drive Office Suite (G Suite), LibreOffice/OpenOffice, 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 etiquette 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.

A-G APPROVAL: G

ARTICULATION:

College	Course Code
Mount San Jacinto College	OTEC-090

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Learning Microsoft Office 2016 Joyce J. Nielson, Janice A Snyder, Suzanne Weixel Pearson Education 2016

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
					RCOE Business Computer Fundamentals-S

I.	ORIENTATION	CR	Lab/ CC	Standards
	<p>Students will demonstrate a thorough understanding of the industry. Students will use internet resources and critical thinking to familiarize themselves with what takes place in the industry. Students will receive materials developed by the Riverside County Office of Education, containing information in regards to sexual harassment, technology ethics, workplace ethics, and how to be successful in the workplace.</p> <p>Unit Assignment(s):</p> <p>Initially, students will take a multiple choice safety test that pertains to the Engineering and ICT pathways. Following that, students will demonstrate a concise understanding of harassment by completing a series of Digital Citizenship Hyper-Documents. Students will also identify some forms of harassment that could experience in their environment. Students will also demonstrate how technology has an effect on harassment, ethics, and success in their current environment and in the current workplace. In an open discussion, students will express some concerns they might have regarding these technologies. Following the lessons, students will retake the safety test from the beginning of the unit and evaluate what they have learned in a Think-Pair-Share activity.</p>	10	10	<p>Academic: CTE Anchor: CTE Pathway:</p>
II.	CAREER PLANNING AND MANAGEMENT	CR	Lab/ CC	Standards
	<p>Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. Research and describe the expectations of careers in the current job market. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Compare and explain the differences in careers and the requirements that are necessary to prosper in these job markets. Examine how education, training, and licensing are necessary for particular careers.</p> <p>Unit Assignment(s):</p> <p>Students will research the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in the current job market for this industry. They will develop a career plan, using a word processor application, that is designed to reflect career interests, pathways, and post-secondary option. The student will then demonstrate the important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio. Students will complete each of the following; (1) Formulate a cover letter to help students develop writing skills, (2) Apply for a job online to show electronic and technological skills, (3) Students will illustrate their job skills by maintaining a professional portfolio. Using a rubric, students will provide feedback to other classmates in regards to the three career products above.</p>	10	10	<p>Academic: LS: 11.1 CTE Anchor: Communications: 2.1 CTE Pathway: A1.1</p>
III.	INTRODUCTION TO COMPUTER APPLICATION SYSTEMS	CR	Lab/ CC	Standards
	<p>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.</p>	10	10	<p>Academic: LS: 11.1 CTE Anchor: Communications: 2.1 CTE Pathway: A1.1</p>

	<p>Unit Assignment(s):</p> <p>Student Production: Students will write a report, utilizing a computer, which briefly explains each concept covered within the unit.</p> <p>Assignment Completion Method: Utilize the Internet and classroom resources to gather information for the report. Utilize computer hardware and software to produce the report.</p> <p>Student Learning Outcome: Students will understand learned concepts and will create a report explaining each concept within the unit.</p> <p>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.</p>			
IV.	OFFICE PRODUCTIVITY SUITE BASICS	CR	Lab/CC	Standards
	<p>Office Basics will introduce students to the common features of industry standard business software, Microsoft Office 2016, Google Drive Office Suite (G Suite), and LibreOffice/OpenOffice. 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.</p> <p>Unit Assignment(s):</p> <p>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.</p> <p>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.</p> <p>Student Learning Outcome: Students will analyze, evaluate, and apply learned concepts to create a professional business document.</p> <p>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.</p>	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
V.	WORD PROCESSING	CR	Lab/CC	Standards
	<p>MS Word and Google Docs 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.</p> <p>Unit Assignment(s):</p> <p>Student Production: Students will create a professional multi-page newsletter about emerging trends in computer technology and how they affect employment opportunities. The newsletter will utilize learned concepts within the unit.</p> <p>Assignment Completion Method: Students will use critical thinking skills to utilize MS Word and Google Docs word processing skills, set goals, prioritize tasks, and develop a realistic schedule that will be able to be achieved to complete the task.</p> <p>Student Learning Outcome: Students will analyze, evaluate, and apply learned</p>	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

	<p>concepts to create a professional business document.</p> <p>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, TextBoxes, 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.</p>			
VI.	SPREADSHEETS	CR	Lab/ CC	Standards
	<p>MS Excel and Google Sheets 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.</p> <p>Unit Assignment(s):</p> <p>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.</p> <p>Assignment Completion Method: Students will be required to gather data for 30 days of lemonade sales. The student will then utilize MS Excel and Google Sheets 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/Google Docs and integrating elements of MS Excel/Google Sheets within the document.</p> <p>Student Learning Outcome: Students will analyze, evaluate, and apply learned concepts to create a professional business spreadsheet workbook and report.</p> <p>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.</p>	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
VII.	RELATIONAL DATABASE MANAGEMENT SYSTEMS	CR	Lab/ CC	Standards

	<p>MS Access and LibreOffice/OpenOffice Base 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.</p> <p>Unit Assignment(s):</p> <p>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.</p> <p>Assignment Completion Method: Students will analyze the 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 vital business data easier to store, evaluate, and retrieve.</p> <p>Student Learning Outcome: Students will analyze, evaluate, and apply learned concepts to create a professional business database.</p> <p>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;</p> <p>Creating a Report; Modifying a Report in Design View; Creating Labels; Creating a Lookup List; Creating an Input Mask.</p>	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
VIII.	VISUAL PRESENTATION SOFTWARE	CR	Lab/ CC	Standards
	<p>MS PowerPoint and Google Slides will introduce students to industry standard business software used to create 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.</p> <p>Unit Assignment(s):</p> <p>Student Production: Students will use critical thinking skills to create an effective presentation for an athletic club.</p> <p>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.</p> <p>Student Learning Outcome: Students will analyze, evaluate, and apply concepts to create a professional business presentation.</p> <p>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.</p>	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

IX.	EMPLOYMENT PORTFOLIO	CR	Lab/ CC	Standards
	<p>Whether you want a good job, a better job, or your dream job, you need to stand out from the competition and display your education, skills, and experience to a potential employer. You have to show employers how and why you're different and better than all the other candidates vying for the position you want. 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.</p> <p>Unit Assignment(s):</p> <p>Student Production: Students will use critical thinking skills to create a competitive professional portfolio.</p> <p>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.</p> <p>Student Learning Outcome: Students will analyze, evaluate, and apply concepts to create a competitive professional portfolio.</p> <p>Learned Concepts: Creating a professional and competitive resume; Creating a professional and competitive reference list; Completing a competitive job application; Showcasing the best professional level of work.</p>	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
X.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p>Course Notes:</p> <p>3/25/2019 – Added to CTE shared drive – John Bruestle</p>	0	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

Entered by:

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