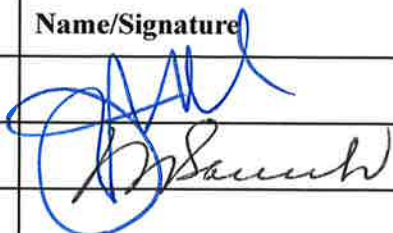


Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Business/Computer Technology</div> <input type="checkbox"/> New <input checked="" 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
Transcript Title/Abbreviation: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	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; padding: 2px; margin-bottom: 5px;">tbd</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Signature Date </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> 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: SSC Date: 1/6/2017		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		1/9/17
Asst. Superintendent of Educational Services		1.9.17
Governing Board		

Administrative Regulation Exhibit

Perris Union High School District

Course Development Approval Form

Instructions: Complete the information requested below (use additional sheets if necessary) and attach a proposed course outline. Submit Form A to Department Lead for signature. After signing the Department Lead will forward to the other Department Leads at sites that teach the same grade level. Form A will also then be submitted to the Director of Curriculum, and Instruction.

Department:	CTE	Title of Course:	Business/Computer Technology	Implementation Date:	2016-2017
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Why do we need this course? We are updating our Computer Application course to meet an A-G status. We are adopting a current A-G Course that is on Doorways.

Explanation of how this course or course revisions will meet the students' needs. Attach major topics and student objectives. (The student will...) The student will be able to create business documents using Microsoft Word, Access, Excel, and PowerPoint.

Estimated budget and funding source: Zero

Schools to Implement Course (List all that teach the grade levels that this course is designed for)

Review Committee:

Date:

This course has been reviewed by the following school subject Department Leads:

Site: *DOJ/CTE lead*

Department Lead: *[Signature]*

Date: *12.15.16*

Site:

Department Lead:

Date:

Site:

Department Lead:

Date:

Site:

Department Lead:

Date:

Recommended for Approval: Yes No

[Signature]

School Principal

Recommended for Approval: Yes No

[Signature]

Director of Curriculum and Instruction/Date

Recommended for Approval: Yes No

[Signature]

Administrative Regulation Exhibit
Perris Union High School District
 New/Revised Course Instructional Guideline

Complete for new course, revision of course, and/or new instructional materials.

Course Title:	Business/Computer Technology	Date Adopted:	
Department:	CTE	Length of Course:	Full Year
Pre-Requisites:	None	Co-Requisites:	None

Grade Levels:	9th, 10th, 11th, 12th	UC/USC:	Yes	X	No	
Fulfills Graduation Requirement as:	A-G Elective G/ Interdisciplinary					
Course Submitted By:	David Sanchez	Site:	Perris High School	Date:	11/10/15	

I. Brief Description of Course:

This course provides an in-depth, hands-on introduction to business communication. Topics include the operating system and communication through digital documents, presentations, data computation and presentation, as well as how we represent ourselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations.

II. Rationale for Course:

This course teaches computer skills that can be used in most careers/jobs, or post-secondary education. Software applications used are Word, Excel, PowerPoint, and Access. Having these skills enables students to have skills that will assist them in job entry, promotions, and success on a job. Students will learn to touch keyboarding without having to look at the keyboard.

III. Student Performance Objectives and Standards. The student will...

Communication and the Written Word

In this unit, students will learn how to how to create, edit and proofread standard business communications, such as emails, business letters, memoranda. They will be introduced to the four stages in the writing process (prewriting, writing, post writing, and publishing). Throughout the writing process, students will learn how to effectively use technology to aid in completion of the tasks. Students will also develop their editing skills, to

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New/Revised Course Instructional Guideline

include identifying and revising such mistakes as run-on sentences, inappropriate language level, use of active and passive voice, as well as unburying verbs.

Unit 2 – Communication through Presentations

In this unit, students will learn to effectively use presentation software and practice oral presentations. Throughout this unit, students will consider such elements as identifying the purpose of the presentation, analyzing the audience, gathering information, and finally determining how to present using presentation software as an aid. Students will learn about public speaking and those things they need to consider as they present (volume and rate, pronunciation and enunciation, eye contact, and movement).

Unit 3 Communication through Data Presentation

In this unit, students will apply a variety of problem-solving techniques as they create solutions to data problems. They will apply known algorithms where appropriate and create new ones as needed. Students will be introduced to Boolean logic and functions. Students will learn how to present data in the form of charts and graphs to communicate the data in a way that can be more quickly analyzed and interpreted.

Unit 4 Digital Communication

In this unit, students will explore current trends in digital communication, including email, blogging, podcasts and social media. Students will be introduced to these forms of communication, will understand how they are used appropriately and which type of communication is likely to be effective. Students will examine multiple social media examples where businesses have successfully grown their customer base.

Unit 5 Communication for Employment

The final unit prepares students for successful job search and acquisition. Students will understand the key components of successful resumes and will analyze and understand the different formats of a resume. Students will examine how social media has changed hiring and gain an understanding of the importance of a presenting a professional digital profile. Students will understand digital techniques that will increase their chances of getting an interview, and will practice interviewing skills through multiple mock interviews. Students will develop and conduct a peer review of each other's job acquisition skills by sharing and providing constructive feedback to each other.

IV. Instructional Materials:

Marquee Series Office 2013

V. Course Exit Criteria. The Student will be able to... (must be measurable)

Major Assignment 1:

Students will write a letter to a company based on a given scenario. They will be expected to complete all four steps in the writing process, as well as having a peer review the letter.

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New/Revised Course Instructional Guideline

Given a set of criteria, students will complete a review of a movie, play, or art exhibit. The review would be published in a newspaper, so students must consider their audience as they write the review. Students will research Internet safety and how to use Social Media wisely. Given a specific set of requirements, students will create a newsletter that contains short articles based on research. The audience for the newsletter will be middle school students, so topic and tone will have to be considered in the writing process.

Major Assignment 2:

Students will research software packages that are used for similar tasks, such as emaze, Prezi, and PowerPoint for presentations. They will compare features, benefits, cost, and ease of use. Using the information they glean from their research, they will create a presentation and share their findings with the class.

Students will research Internet privacy. They will find specific examples from different countries of how a person's Internet use may be monitored and what is considered punishable. Each student will start with the United States and compare what happens here with what is done in two other countries. The goal of the presentation is to take a stand either for or against government monitoring. Student must be able to support his/her opinion to classmates.

Major Assignments 3:

Using the Internet, research the price of three new cars. Using the information, students will create a "What if" scenario, that includes different financing options and terms. Use of payment and sum functions will be required.

Room remodel – Students will be given a budget for remodeling a room. They will research prices for any supplies needed for remodel, as well as furniture. A spreadsheet will be used to track total cost (Subtotal, Taxes, and Total). Each student will create a PowerPoint presentation that will outline the remodel project and include a chart for a visual representation of the numeric data.

Major Assignment 4:

Working in teams of two, students will research a club on campus and will offer social media services to the organization for a month. Students must set up an appropriately named account for the club, must link to the club's Web site and provide a clear and concise description of the purpose of the club. Students must set a specific goal for their service such as increased attendance at club meetings, or increased awareness on campus of the club. At the end of the time period, students will create a presentation and give before class that informs the audience about the club and how the targeted social media campaign benefited the club.

Major Assignment 5:

Students will research various career paths via Web based media. They will use a Web based interest and skills assessment tool to help identify possible career paths. After matching their skill set to potential careers, students will research and identify ten specific job descriptions from actual online job postings. Students create a master resume and four cover letters for four of the ten jobs. They will edit the master resume for each of the four job openings. The completed cover letters will be reviewed by peers and

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New/Revised Course Instructional Guideline

returned for revisions. Students will research common interview questions and participate in mock interviews with classmates. Students will research videos that show common interview mistakes. Working in pairs, they will demonstrate a common mistake to their classmates. As a culminating exercise, students will be interviewed in front of the class and get written feedback on what they did right and where they could improve.

Submit Forms 6141A & B to the Director of Curriculum and Instruction at the Educational Services office.

Business/Computer Technology

[View entire course](#)

Course Description

Course overview:

This course provides an in-depth, hands-on introduction to business communication. Topics include the operating system and communication through digital documents, presentations, data computation and presentation, as well as how we represent ourselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations.

Prerequisites:

None

Co-requisites:

None

Course content:

Communication and the Written Word

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Given a set of criteria, students will complete a review of a movie, play, or art exhibit. The review would be published in a newspaper, so students must consider their audience as they write the review.

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Unit 4 - Digital communication

In this unit, students will explore current trends in digital communication, including email, blogging, podcasts and social media. Students will be introduced to these forms of communication, will understand how they are used appropriately and which type of communication is likely to be effective. Students will examine multiple social media examples where businesses have successfully grown their customer base.

Assignment:

Working in teams of two, students will research a club on campus and will offer social media services to the organization for a month. Students must set up an appropriately named account for the club, must link to the club’s Web site and provide a clear and concise description of the purpose of the club. Students must set a specific goal for their service such as increased attendance at club meetings, or increased awareness on campus of the club. At the end of the time period, students will create a presentation and give before class that informs the audience about the club and how the targeted social media campaign benefited the club.

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Assignment:

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Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
A Guide to Microsoft Office 2013	Jan Marrelli	Lawrenceville Press	1st / 2014	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Effective Writing Practices		Northern Illinois University	http://www.niu.edu/writingtutorial/
Communication Theory		unknown	http://communicationtheory.org/list-of-theories/
OWL - Online Writing Lab		Purdue University	https://owl.english.purdue.edu/owl/resource/747/01/
Writing a Complaint Letter		Department of Justice, New Hampshire	http://doj.nh.gov/consumer/complaints/writing-complaint.htm
Simple and Effective Tips for Recruiting with Social Media		Volt Workforce Solutions	http://www.volt.com/Recruiting_with_Social_Media.aspx
Forbes Business Section		Forbes	http://www.forbes.com/business/
Internet Privacy		ACLU	https://www.aclu.org/issues/privacy-technology/internet-privacy

Other

Title	Authors	Date	Course material type	Website
Computer Concepts & Microsoft Office 2013	Denise Seguin	[empty]	Reference	[empty]
Fundamentals of Business Communications	Sherry Roberts	1st /2012	Reference / Supplemental	[empty]

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