

## ROP Business Technology

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

<b>Course Length: 2 Semesters</b>	<b>Classroom Instruction: 180 Hours</b>
<b>SUHSD Course Number: 97289/97290</b>	<b>Grade Level: 9-12</b>
<b>SDCOE Course Number: 461302</b>	<b>SDCOE Total Hours: 180 Hours</b>
<b>CBEDS Number/Title: 4613- General Office Occupations</b>	<b>Year of Implementation: 2011-2012</b>
<b>Course Pre-requisites: Basic Computer Knowledge</b>	<b>Articulation (school/credits):</b>
<b>CTE Industry Sector: Finance and Business</b>	<b>CTE Pathway(s): Business and Financial Management</b>
<b>Job Titles: Administrative Assistants, Management Analysts, Receptionists, Information Clerks, Office Clerks, Word Processors, Tellers, Municipal Clerks, Loan Clerks, Billers, Auditors, Public Relations Specialists</b>	
<b>Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Finance and Business</b>	
<b>Required Textbooks: Microsoft Office 2007 Introductory</b>	
<p><b>Course Description:</b> This course provides advanced training in technology that is used in the finance and business industry. Students will also obtain business skills such as planning and managing meetings and special events, create and gives presentations, interview as well as be interviewed, determine workplace challenges and provide possible solutions, demonstrate effective verbal, nonverbal, and written communication skills, describe and types of computers, input and storage devices, and networks commonly found in the workplace, develop a clear career plan and advancement strategies in the work force. Along with learning correct business practices, the ROP center is a Microsoft Office Specialist (MOS) Certification testing site so, this course will prepare students for the Microsoft Office Specialist Certification (MOS) Core Exam in the areas of Microsoft Word, Excel, Outlook and Power Point and the tests are administered throughout the academic school year. Students that successfully complete this course may receive nationally recognized Microsoft Office Specialist Core and/or Expert Certificates in Microsoft Word, Microsoft Excel, Microsoft Power Point and Microsoft Outlook. They will also a certificate of competency from the San Diego County Office of Education, as well as typing certificates.</p> <p><b>Additional information on MOS certification:</b> The Microsoft® Specialist certification is globally recognized as the standard for demonstrating desktop skills with the Microsoft Office suite of business productivity applications. Microsoft Office Specialist certifications are 4 different tests that are given separately for each component of Microsoft Office (Word, Excel, Outlook and Power Point). This testing and certification provides Microsoft Office 2007 users with the ability to put their training and skills to the test by encouraging individuals to develop advanced skills with Microsoft's leading business desktop software, the Microsoft Office Specialist certification helps fill the demand for qualified knowledge students and workers in the modern classroom and workplace.</p>	

# ROP Business Technology

## **Semester 1**

- Unit 1: Orientation/Introduction
- Unit 2: Prior-Knowledge Assessment
- Unit 3: Computer Systems
- Unit 4: Microsoft Word
- Unit 5: Microsoft Excel
- Unit 6: Business Math
- Unit 7: Microsoft Outlook

## **Semester 2**

- Unit 8: College Readiness Skills
- Unit 9: Business Practice
- Unit 10: Workplace Skills and Behavior
- Unit 11: Job Acquisition Skills
- Unit 12: Management Functions
- Unit 13: Microsoft PowerPoint
- Unit 14: Microsoft Publisher
- Unit 15: E-Commerce For Business

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<u>Semester 1 - Unit 1 – Orientation/Introduction (4 hours)</u>				
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Essential Vocabulary</b>	<b>Resources/Materials</b>
<p><b>1A</b> - Has understanding of career pathways and college readiness.</p> <p><b>1B</b> - Demonstrates understanding of (ESLR's) Expected Student Learning Results.</p> <p><b>1C</b> - Demonstrates safety production practices a</p> <p><b>1D</b> - Has knowledge of professional development and course certification and equipment operation.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/TKS/</b>  <b>(10.1)</b> Use and maintain tools, equipment, systems, and products common to the school manufacturing facility.  <b>*FAB/DA/</b>  <b>(11.0)</b> Students demonstrate and apply the concepts contained in the foundation and pathway  <b>*FAB/HS/</b>  <b>(6.1)</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>(6.2)</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b><u>Core Academic:</u></b>  <b>*FAB/C/2.3WO/ELC/G9-10(1.3)</b>  <b>(1.3)</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p><b>1A - 1 hour:</b>                      Introduction                      Syllabus                      Course Procedures</p> <p><b>1B - 1 hour:</b> Expected School-Wide Learning Results (ESLR's) and Daily Learning Targets</p> <p><b>1C - 1 hour:</b> Safety/                      Ergonomics</p> <p><b>1D - 1 hour:</b>                      Professional Growth and Certifications</p>	<p>Competencies                      Occupational                      Technology                      Diverse population</p>	<p><b><u>Teacher Resources:</u></b>                      ESLR's</p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b>  <u>Learning Styles Assessment</u></p> <ul style="list-style-type: none"> <li>• Explain to students that personality, teamwork, and leadership abilities are integral components for creating a healthy learning community.</li> <li>• Have students take a learning styles inventory (<a href="http://www.vark-learn.com">http://www.vark-learn.com</a>) to determine student learning styles. Explain to students that it is important to know they learn. Have students divide into groups based on learning styles and make a multimedia presentation (e.g. MS PowerPoint) and present to the class.</li> <li>• Have students summarize the information from the learning style and personality inventory and their presentation and start it with "How I learn Best...."</li> </ul> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• Use information from the Learning Styles inventory throughout the year when assigning group work.</li> </ul>				

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<u>Semester 1 - Unit 2 – Prior Knowledge Assessment (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>2A</b> - Has an understanding of business language.</p> <p><b>2B</b> - Has an understanding of business math.</p> <p><b>2C</b> - Demonstrates basic typing skills.</p> <p><b>2D</b> - Demonstrates care in the handling of hardware and software.</p> <p><b>2E</b> - Has an understanding of Microsoft Office Suite</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>(B1.6)</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.  <b><u>Core Academic:</u></b>  <b>*FAB/C/2.4LS/LSSA/G9-10/</b>  <b>(1.1)</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.  <b>*FAB/A/1.1M/NS/G7/</b>  <b>(1.1)</b> Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.</p>	<p><b>2A- 1 hour:</b> Basic Language Skills</p> <p><b>2B- 1 hour:</b> Basic Business Math</p> <p><b>2C- 1 hour:</b> Keyboard Speed and Accuracy</p> <p><b>2D- 1 hour:</b> Handling of hardware and software</p> <p><b>2E- 1 hour:</b> Familiarity with Microsoft Office Suite</p>	<p>Professional Interview Resume Monitor Adding Subtracting Discounts Markup</p>	<p><b><u>Teacher Resources:</u></b> MoneyInstructor.com</p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b>            During this unit, students will demonstrate their current knowledge on basic math, basic typing skills, hardware/software and Microsoft Office Suite. Prior knowledge assessment will be essential for certification preparation.</p> <p><b>Comments:</b>            Have students practice their skills in the chapters of textbook and/or tutorials online before they begin assessments.</p>				

## ROP Business Technology

<u>Semester 1 - Unit 3 – Computer Systems (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>3A</b> - Demonstrates a working knowledge of computer technology.</p> <p><b>3B</b> - Demonstrates understanding of the Windows environment.</p> <p><b>3C</b> - Accurately stores, records, recalls, revises and updates files.</p> <p><b>3D</b> - Is familiar with network concepts and network security.</p> <p><b>3E</b> - Practices preventive maintenance and troubleshoots simple software/hardware problems.</p> <p><b>3F</b> - Recognizes credible and effective anti-virus software.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p><b>*IT/ISSP/</b>  <b>(A7.1)</b> Know common industry-standard software and its applications.  <b>(A7.3)</b> Know a variety of sources for reference materials (e.g., online help, vendors' Web sites, online discussion groups, tutorials, manuals).  <b>(A10.3)</b> Understand the various structures appropriate for specific applications within Database management systems.  <b>(A2.2)</b> Understand the criteria and processes for evaluating the functions of information systems.  <b>(A2.3)</b> Know the processes needed to install and maintain systems.</p> <p><b>*IT/NCP/</b>  <b>(C2.1)</b> Know the types of networks and their features and applications.  <b>(C2.2)</b> Know how to implement a functional wired and wireless network, including the installation and configuration of components, software, and plug-ins.  <b>(C2.4)</b> Distinguish between the topologies and protocols of local area networks and those of wide area networks.  <b>(C2.5)</b> Understand the differences between various network</p>	<p><b>3A- 1 hour:</b> Computer Terminology</p> <p><b>3B- .5 hours:</b> Desktop Management</p> <p><b>3C- .5 hours:</b> CD-Rom Operation System</p> <p><b>3D- .5 hours:</b> File and Directory Management</p> <p><b>3E- .5 hours:</b> Hardware</p> <p><b>3F- 1 hour:</b> Anti-Virus Software Knowledge</p>	<p>Computer Domain            File Extension            File Name            File Sharing            Hard drive            Hardware            Input device            Internet            Memory            Memory (ROM)            Software</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

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	<p>environments (e.g., peer to-peer, client-server, thin client, n-tier, internetworks, intranets, and extranets).</p> <p><b>(C2.7)</b> Apply appropriate technologies to improve network performance.</p> <p><b>*IT/ISSP/</b></p> <p><b>(A7.4)</b> Diagnose and solve software application problems.</p> <p><b>*FAB/TC/</b></p> <p><b>(4.5)</b> Know procedures for maintaining secure information, preventing loss, and reducing risk.</p> <p><b><u>Core Academic:</u></b></p>			
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### **Suggestions/Assessments:**

#### Computer Terminology

- Essential Questions
  - What are the types, purposes, and functions of a computer?
  - How are hardware and software different?
  - What are the internal components of a computer, and what are their functions?
  - What are system resources, and what services do they provide a system?
  - What are the peripheral components of a computer, and what are their functions?
- Identify and describe computer types, purposes, and functions.
- Use a multimedia presentation to illustrate different types of computers, purposes, and functions.
- Have student define Essential Vocabulary Terms.

#### Networks

- Enduring Understandings
  - A network is a group of computers and other devices connected by some type of transmission media.
  - Networks enable multiple users to share data and devices.
  - Two fundamental network models exist: Peer-to-peer and client-server.
  - Protocols allow for communication between network devices.
  - A network's topology describes the physical layout of the network.
  - A wide area network (WAN) connects small networks (LANs) with other networks.

#### **Comments:**

- Have students create a folder to save all their documents for the course. Also have them use subfolders.

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<u>Semester 1 - Unit 4 – Microsoft Word (24 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>4A</b> - Start Word and identify the parts of the opening screen, enter text in a document, navigate and save a document, create a folder in which to store your document, create a new blank document, magnify and reduce the document using the Zoom feature, change the page orientation of a document, print a document and exit Word.</p> <p><b>4B</b> - Select a text, show and hide formatting marks, understand toggle commands, create paragraphs without blank space between them, undo, redo, and repeat recent actions, move and copy text using drag-and-drop and the Clipboard, use the Office Clipboard, find and replace text, use the Go To command, identify the number of words in a document or a selection.</p> <p><b>4C</b> - Uses automatic features including AutoCorrect, AutoFormat As You Type, Quick Parts, and AutoComplete, Insert the current date and time, checks the spelling and grammar in a document, uses the Thesaurus, inserts symbols.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*IT/MSSP/</b>  <b>(B1.3)</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*IT/MSSVP/</b>  <b>(B1.0)</b> Students understand the effective use of tools for media production, development, and project management:  <b>(B1.1)</b> Know the basic functions of media design software, such as key frame animation, two-dimensional design, and three-dimensional design.  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>*FAB/DA/</b>  <b>(11.0)</b> Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>	<p><b>4A- 1 hour:</b> Word Basics</p> <p><b>4B- 1 hour:</b> Basic Editing</p> <p><b>4C- 1 hour:</b> Helpful Word Features</p> <p><b>4D- 1 hour:</b> Formatting Text</p> <p><b>4E- 1 hour:</b> Formatting Paragraphs and Documents</p> <p><b>4F- 2 hours:</b> Working With Graphics</p> <p><b>4G- 2 hours:</b> Working With Documents</p> <p><b>4H- 3 hours:</b> Increasing Efficiency Using Word</p> <p><b>4I- 2 hours:</b> Online Supplemental Practice (Through Certipot)</p> <p><b>4J- 5 hours:</b> Microsoft Office Specialist Word Certification Exam</p> <p><b>4K- 5 hours:</b> Timed Typing for Speed and Accuracy</p>	<p>Draft View Full Screen Reading View Insertion Point Landscape Orientation Office Button Outline View Portrait Orientation Print Layout View Print Preview Quick Access Toolbar Ribbon Status Bar Toolbar View Buttons Web Layout View Word Processing Word Wrap Zoom Zoom Slider</p> <p>Clipboard(system clipboard) Copy Cut Drag Drag-and-Drop Find Format Go To Office Clipboard Paste Paste Options Quick Style Redo Repeat Replace</p>	<p><b><u>Teacher Resources:</u></b> Instructor’s Resource CD-ROM and Learner Text</p> <p>Microsoft Office 2007 Introductory, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><b><u>Student Resources:</u></b> Textbook: Introductory Microsoft Office 2007, by Pasewark and Pasewark, Bunin, Evans, Pinard, <a href="http://coursecasts.com">http://coursecasts.com</a> <a href="http://coursecasts.com">http://coursecasts.com</a> <a href="http://rse.com">rse.com</a></p>



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<p><b>4D</b> - Changes the font, size, color, and style of text, uses different underline styles and font effects, highlights text, copies formatting using the Format Painter, understands styles and applies Quick Styles, changes the theme, creates new Quick Styles, clears formatting.</p> <p><b>4E</b> - Shows and hides the ruler, sets the margins of a document, aligns text, adjusts paragraph indents, adjusts line and paragraph spacing, changes vertical alignment, sets and modifies tab stops, creates and modifies bulleted and numbered lists, creates and outlines numbered list, organizes a document in Outline view.</p> <p><b>4F</b> - Creates columns, adds borders and shading, understands objects and how to use them in documents, inserts Clip Art and pictures, insert, resize, and moves inline objects, recolor graphics, draws and modifies shapes, adds text to drawings, creates callouts, creates and modifies SmartArt and WordArt.</p> <p><b>4G</b>- Inserts page breaks, understands content controls, inserts and modifies headers and footers, inserts page numbers, modifies document properties, inserts predesigned cover pages, creates a section with</p>	<p><b>Core Academic:</b>  <b>*FAB/C/2.2W/WSA/G11-12/ (2.6)</b> Deliver multimedia presentations:  <b>a.</b> Report information and convey ideas logically and correctly.  <b>c.</b> Use the selected media skillfully, editing appropriately and monitoring for quality.  <b>*FAB/C/2.2W/WSA/G9-10 (1.8)</b> Design and publish documents by using advanced publishing software and graphic programs.  <b>(1.7)</b> Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).  <b>(1.8)</b> Integrate databases, graphics, and spreadsheets into word-processed documents.</p>		<p>Select  Show/Hide ¶  Toggle  Undo  Wildcard</p> <p>AutoComplete  Auto Correct  AutoFormat as you type  Automatic grammar checking  Building block  Contextual spell check  Format  Quick part  Quick style  Superscript  Thesaurus</p> <p>Attribute  Color palette  Font  Font effect  Font size  Font style  Format painter  Point  Style  Theme</p> <p>Alignment  Bullet  Center  First-line indent  Hanging indent  Indent  Indent margin(gutter margin)  Justify  Leader  Left-again</p>	
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<p>formatting that differs from other sections, uses the Research tool, inserts, modifies, and formats tables, converts text into tables and sorts text.</p> <p><b>4H</b> - Uses and creates templates, uses mail merge, creates and prints envelopes and labels, understands workgroup collaboration, inserts, views, edits, and prints comments, tracks changes, accepts and rejects changes and deletes comments, combines different versions of a document, customizes Word.</p> <p><b>4I</b> - Types at least 20-30 WPM.</p>			<p>Margin          Mirrored margins          Multilevel list          Negative indent (outdent)          Outline numbered list          Outside margin          Right-align          Tab stop (tab)          Vertical alignment</p> <p>Aspect ratio          Callout          Chart          Clip art          Crop          Diagram          Floating object          Graphic          Inline object          Keyword          Object          Pull quote          Rotation handle          Selection rectangle          Sidebar          Sizing handle          SmartArt          Text box          WordArt</p> <p>Cell          Content control          Document information panel          Footer          Gridline          Header          Orphan          Page break          Property          Section</p>	
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			Sort Table Widow  Data source Mail merge Main document Merge field Template Track changes Workgroup collaboration
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Review Objectives and ask students how Word can be used in the business world (Classroom discussion).</li> <li>• Review the Word screen and show students the icons and screens.</li> <li>• Students will be able to create and edit documents including letters, brochures, school papers, stories, and newsletters.</li> <li>• Show students what a Microsoft Word document looks like on the computer screen and printed out.</li> <li>• Review possible opportunities the students will have to use the Word program at home, work, and school.</li> </ul> <p><b>Comments:</b>          At the end of Unit Students will go to Testing Site and take the MOS 2007 Word Certification exam.</p>			

## ROP Business Technology

<u>Semester 1 - Unit 5 – Microsoft Excel (29 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>5A</b> - Defines the terms spreadsheet and worksheet, identifies the parts of a worksheet, opens an existing workbook, saves a workbook, moves the active cell in a worksheet, selects cells and enters data in a worksheet, edits data in cells, finds and replaces data, zooms in a worksheet, previews and prints a worksheet, closes a workbook.</p> <p><b>5B</b> - Changes column widths and row heights, positions data within a cell by aligning, wrapping rotating, and indenting, changes the appearance of cells using fonts, font sizes, font styles, colors, and borders, designates the number format used for data stored in a cell, uses the format painter to copy formatting from one cell to another, applies and clears cell styles find and replaces cell formats.</p> <p><b>5C</b> - Copies and moves data to other cells, uses the drag-and-drop method and Auto Fill options to add data to cells, inserts and deletes rows, columns, and cells, freezes panes in a worksheet, splits a work sheet windows, check spelling in a worksheet,</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/TKS/</b>  <b>(10.1)</b> Know how to use a variety of business- and industry-standard software and hardware, including major proprietary and open standards.  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*FAB/TKS/</b>  <b>(10.4)</b> Examine and use technological services to achieve objectives and make decisions in accounting and finance.  <b>*IT/TKS/</b>  <b>(10.7)</b> Analyze the functions, features, and limitations of different operating systems, environments, applications, and utilities.  <b>*IT/TKS/</b>  <b>(10.2)</b> Understand the information technology components of major business functions (e.g., marketing, accounting, and human resource management) and their interrelationships.  <b>*FAB/DA/</b>  <b>(11.0)</b> Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>	<p><b>5A- 1 hour:</b> Excel Basics</p> <p><b>5B- 2 hours:</b> Changing the Appearance of a Worksheet</p> <p><b>5C- 2 hours:</b> Organizing a Worksheet</p> <p><b>5D- 2.5 hours:</b> Entering Worksheet Formulas</p> <p><b>5E-2 hours:</b> Using Functions</p> <p><b>5F- 2 hours:</b> Enhancing a Worksheet</p> <p><b>5G- 2.5 hours:</b> Working with Multiple Worksheets and Workbooks</p> <p><b>5H- 2.5 hours:</b> Working with Charts</p> <p><b>5I- 3 hours:</b> Online Supplemental Practice (Through Certipot)</p>	<p>Active cell            Active worksheet            Cell            Cell reference            Column            Formula bar            Microsoft office excel 2007 (Excel)            Name box            Range            Range reference            Row            Sheet tab            Spreadsheet            Workbook            Worksheet</p> <p>Alignment            AutoFit            Border            Cell style            Clear            Column heading            Editing mode            Fill            Font            Font size            Font style            Format painter            Indent            Live preview            Merge            Number format            Orientation            Points            Row heading            Style</p>	<p><b><u>Teacher Resources:</u></b>            Instructor’s Resource CD-ROM and Learner Text</p> <p>Microsoft Office 2007 Introductory, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><b><u>Student Resources:</u></b>            Textbook:            Introductory Microsoft Office 2007, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><a href="http://coursecasts.com/rse.com">http://coursecasts.com/rse.com</a></p>

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<p>prepare a worksheet for printing, insert headers and footers.</p> <p><b>5D</b> - Enters and edits formulas, distinguishes between relative, absolute, and mixed cell references, uses the point-and-click method to enter formulas, uses the sum button to view summary calculations, previews a calculation, displays formulas instead of results in the worksheet, manually calculates formulas.</p> <p><b>5E</b> - Identifies the parts of a function, enters formulas with functions, uses functions to solve mathematical problems, uses functions to solve statistical problems, uses functions to solve financial problems, uses logical functions to make decisions with worksheet data, uses functions to insert times and dates in a worksheet, uses text functions to format and works with cell contents.</p> <p><b>5F</b> - Sorts data in a worksheet, uses AutoFilter to display only specified data in a worksheet, applies conditional formatting to highlight data, hides worksheet columns and rows, inserts a shape in a worksheet, inserts a SmartArt graphic in a worksheet, inserts a picture in a worksheet, uses a template to create a new workbook,</p>	<p><b>Core Academic:</b>  <b>*FAB/C/2.1R/RC/G9-10/</b>  <b>(2.1)</b> Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.  <b>*FAB/C/2.2W/WSA/G11-12/</b>  <b>(1.8)</b> Design and publish documents by using advanced publishing software and graphic programs.  <b>*FAB/A/1.1M/NS/G7/</b>  <b>(1.2)</b> Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.  <b>(1.3)</b> Convert fractions to decimals and percents and use these representation in estimations, computations, and applications.  <b>(1.6)</b> Calculate the percentage of increases and decreases of a quantity.  <b>(1.7)</b> Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.</p>	<p><b>5J- 5 hours:</b> Microsoft Office Specialist Excel Certification Exam</p> <p><b>5K- 5 hours:</b> Timed Typing for Speed and Accuracy</p>	<p>Theme Truncate Wrap text</p> <p>Automatic page break Copy Cut Fill Fill handle Footer Freeze pane Header Landscape orientation Manual page break Margins Normal view Office clipboard (clipboard) Page break preview Page layout view Paste Portrait orientation Print area Print title Scale Split</p> <p>Absolute cell reference Operand Operator Order of evaluation Point-and-click method Relative cell reference Sum button</p> <p>Argument Date and time functions Formula auto complete</p>	
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<p>inserts a hyperlink in a worksheet, saves a workbook in a different file format, inserts, edits, and deletes comments, uses the Research task pane.</p> <p><b>5G</b> - Moves between worksheets in a workbook, renames worksheets, changes the color of sheet tabs, repositions worksheet, hides and unhides worksheets, inserts and deletes worksheets, creates cell reference to other worksheets, creates 3-D references, prints all or part of workbooks, arranges multiple workbooks in the program window, moves and copies worksheets between workbooks.</p> <p><b>5H</b> - Identifies the purpose of charting worksheet data, identifies the types of charts you can create in Excel, creates a chart embedded in a worksheet, moves a chart to a chart sheet, updates a data source, selects chart elements, chooses a chart layout and style, creates a 3-D chart, displays or hides chart elements, formats and modifies a chart, edits and formats chart text, changes the chart type.</p> <p><b>5I</b> - Types at least 30-40 WPM</p>			<p>Function            Logical functions            Mathematical functions            Statistical functions            Text functions            Trigonometric functions</p> <p>Ascending sort            AutoFilter            Comment            Conditional formatting            Descending sort            Filter            Filter arrows            Hyperlink            Object            Picture            Research task pane            SmartArt graphic            Sort            Template</p> <p>3-D reference            Active sheet            Destination            Sheet tab            Source            Worksheet range</p> <p>Axis            Chart            Chart area            Chart layout            Chart sheet            Chart style            Column chart            Data label            Data marker            Data series            Data source</p>	
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## ROP Business Technology

			Data table Embedded chart Exploded pie chart Legend Line chart Pie chart Plot area Scatter chart Selection box Sizing handles	
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>● Review Objectives and ask students how Excel can be used at home, work, and school (Classroom discussion).</li><li>● Review the Windows Excel program screens and show students the icons and toolbars.</li><li>● Students will become familiar with spreadsheets, worksheets, workbooks, and editing data.</li></ul> <p><b>Comments:</b> At the end of Unit Students will go to Testing Site and take the MOS 2007 Excel Certification exam.</p>				

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<u>Semester 1 - Unit 6 – Business Math (9 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>6A</b> - Adds, subtracts, multiplies and divides.</p> <p><b>6B</b> - Works with fractions, decimals and percentages.</p> <p><b>6C</b> - Analyzes and solves math.</p> <p><b>6D</b> - Identifies Financial calculations and word problems.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/ASVP/</b>  <b>(A1.2)</b> Examine, analyze, and categorize financial transactions  <b>(A1.4)</b> Prepare, analyze, and interpret financial statements for various business entities.  <b>(A2.5)</b> Use basic concepts of financial analysis to interpret financial statements.</p> <p><b><u>Core Academic:</u></b>  <b>*FAB/A/1.1M/NS/G7/</b>  <b>(1.2)</b> Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.  <b>(1.3)</b> Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.  <b>(1.5)</b> Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.  <b>(1.6)</b> Calculate the percentage of increases and decreases of a quantity.  <b>(1.7)</b> Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.</p>	<p><b>6A- 2 hours:</b> Addition, subtraction, multiplication, division</p> <p><b>6B- 2 hours:</b> Fractions, decimals, and percentages</p> <p><b>6C- 2.5 hours:</b> Problem solving</p> <p><b>6D- 2.5 hours:</b> Financial applications</p>	<p>Addition Subtraction Division Fractions Decimals Percentages Financial Calculation Word Problems</p>	<p><b><u>Teacher Resources:</u></b>  MoneyInstructor.com</p> <p><b><u>Student Resources:</u></b></p>



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	<p><b>*FAB/A/1.1M/MR/ G7/</b> <b>(2.1)</b> Use estimation to verify the reasonableness of calculated results.</p> <p><b>*FAB/A/1.1M/MR/ G8-12/</b> <b>(5.0)</b> Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p>			
<p><b>Suggestions/Assessments:</b> Have students practice their skills on basic math using online tutorials.</p> <p><b>Comments:</b> During this unit, students will learn the techniques to calculate basic math.</p>				

## ROP Business Technology

<u>Semester 1 - Unit 7 – Microsoft Outlook (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>7A</b> - Starts Outlook, creates a list of contacts and adds contacts, views, sorts, and prints the Contacts list, sends, receives, and prints e-mail messages, creates and uses an Address Book, creates a distribution list, creates a signature, attaches files to e-mail messages, creates, moves, and archives folders, searches, saves, and deletes e-mail messages.</p> <p><b>7B</b> - Views calendar, schedules and changes appointments, schedules, changes, and deletes events, schedules a meeting and responds to a meeting request, customizes and prints a Calendar.</p> <p><b>7C</b> - Uses Outlook Today and the To-Do Bar, creates a Tasks list, manages tasks, views and prints a Tasks list, uses the Journal, uses Notes, exits Outlook.</p> <p><b>7D</b> - Types at least 40-50 WPM</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>(4.5)</b> Know procedures for maintaining secure information, preventing loss, and reducing risk.  <b>*FAB/LT/</b>  <b>(9.3)</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.  <b>*FAB/DA/</b>  <b>(11.0)</b> Students demonstrate and apply the concepts contained in the foundation and pathway standards.  <b>*IT/TKS/</b>  <b>(10.5)</b> Use technology and electronic media to manage the work flow and to provide feed-back  <b>*IT/ISSP/</b>  <b>(A4.1)</b> Know how to acquire, use, and manage necessary internal and external resources when supporting various organizational systems.  <b><u>Core Academic:</u></b>  <b>*FAB/C/2.4LS/SA/ G11-12/</b>  <b>(2.5)</b> Students understand written business communication modes, such as memos, e-mail messages, and one-page executive summaries.</p>	<p><b>7A- 1 hour:</b> Outlook Basics and Email</p> <p><b>7B- 1 hour:</b> Calendar</p> <p><b>7C- 1 hour:</b> Working with Other Outlook Tools</p> <p><b>7D- 1 hour:</b> Online Supplemental Practice (Through Certipot)</p> <p><b>7E- 2 hours:</b> Microsoft Office Specialist Outlook Certification Exam</p> <p><b>7F- 4 hours:</b> Timed Typing for Speed and Accuracy</p> <p><b>5 hours:</b> Finals/Cumulative Review</p>	<p>Address book            Archive            Bcc            Contact            Distribution list            E-mail            Keyword            Ribbon            Signature            Spam            To-Do bar</p> <p>Appointment            Date Navigator            Event            Meeting            Resources            Tasks</p> <p>Daily task list            Journal            Notes            Task            Task input panel            To-do item            To-do list</p>	<p><b><u>Teacher Resources:</u></b>            Instructor’s Resource            CD-ROM and            Learner Text</p> <p>Microsoft Office 2007 Introductory, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><b><u>Student Resources:</u></b>            Textbook:            Introductory Microsoft Office 2007, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><a href="http://coursecasts.com/rse.com">http://coursecasts.com/rse.com</a></p>

## ROP Business Technology

**Suggestions/Assessments:**

- Review Objectives and ask students if any of them have experience using Outlook. Also, ask them how they think Outlook can be used in a business setting. (Classroom discussion).
- Review the Outlook screen and show students the icons and screens.
- Students will be able to organize information, communicate with others, and manage their time efficiently.
- Show students what an Outlook e-mail, address book, contact list, and calendar looks like both on the screen and printed out.
- Review possible opportunities the students will have to use the Outlook program at home, work, and school.

**Comments:**

At the end of Unit Students will go to Testing Site and take the MOS 2007 Outlook Certification exam.

## ROP Business Technology

<u>Semester 2 - Unit 8 – College Readiness Skills (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>8A-</b> Recognizes the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in college and careers.</p> <p><b>8B -</b> Applies and demonstrates knowledge of resources available for continuing education by completing college applications.</p> <p><b>8C -</b> Is familiar with college tuition and financial aid.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/CPM/</b>  <b>(3.2)</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>(3.3)</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b><u>Core Academic:</u></b></p>	<p><b>8A- 3 hours:</b> College and Career (Major) Research</p> <p><b>8B- 4 hours:</b> College Application Process</p> <p><b>8C- 3 hours:</b> College Tuition and Financial Aid</p>	<p>Financial Aid Tuition College Application Skills Bachelor's Degree Occupation Career Planning Qualification</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Have students visit selected college and university Web sites to discover what courses are taught and what majors are offered.</li> <li>• Have students share their finding with the class using electronic presentation software.</li> <li>• Have students use the online Occupational Outlook Handbook (<a href="http://www.bls.gov/ocol/">http://www.bls.gov/ocol/</a>) to select an area of occupational interest. Have them research salary and educational requirements for the chosen career and then prepare a one-page summary of the information using word processing software.</li> <li>• Have students understand:             <ul style="list-style-type: none"> <li>○ Keeping informed of the job market will ensure that you have every opportunity to obtain the best jobs available.</li> <li>○ Well-prepared job candidates perform much better in the job application and interview process and are more likely to be hired for desirable positions.</li> </ul> </li> <li>• Guest Speakers: College representatives</li> </ul> <p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the unit, use the <b>KWL Chart</b> to determine what students <u>Know</u> and what they <u>Want</u> to know about careers and emerging technologies in the industry. At the end of the unit, use K-W-L to review by having students recall what they have learned.</li> </ul>				

## ROP Business Technology

<u>Semester 2 - Unit 9 – Business Practices (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>9A</b> - Demonstrates the importance of acquiring and evaluating data, organizing and managing files, interpreting data, and using computers to process information.</p> <p><b>9B</b> - Practices proper business ethics, copyright laws and licensing agreements.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>(4.4)</b> Understand effective technologies for Web site development and Internet usage.  <b>*FAB/PSCT/</b>  <b>(5.1)</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>(5.3)</b> Use critical thinking skills to make informed decisions and solve problems.  <b>*FAB/CPM/</b>  <b>(3.4)</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b><u>Core Academic:</u></b></p>	<p><b>9A- 3 hours:</b> Time Management and Productivity</p> <p><b>9B- 3 hours:</b> Ethics, Copyright and Patent Laws</p>	<p>Advertising            Budget            Business Plan            Competitive Analysis            Contract            Executive Summary            Financial Plan            Independent Contractor            Industry            Management Plan            Market Analysis            Marketing Plan            Operating Plan            Partnership            Timeline</p>	<p><b><u>Teacher Resources:</u></b>            Job Finder's Guide</p> <p><b><u>Student Resources:</u></b>            Job Finder's Guide</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Have students in groups understand, create and present a Business Plan:               <ul style="list-style-type: none"> <li>○ Executive Summary</li> <li>○ Industry</li> <li>○ Market Analysis</li> <li>○ Marketing Plan</li> <li>○ Management Plan</li> <li>○ Operating Plan</li> <li>○ Financial Plan</li> </ul> </li> </ul> <p><b>Comments:</b></p>				

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<u>Semester 2 - Unit 10 – Workplace Skills and Behavior (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>10A</b> - Works independently and collaboratively, works with diverse populations effectively and respectfully, responds appropriately to constructive criticism.</p> <p><b>10B</b> - Communicates effectively and appropriately.</p> <p><b>10C</b> - Performs reliably and responsibly.</p> <p><b>10D</b> - Applies critical-thinking and problem-solving skills to on-the-job situations. Is punctual, follows direction, works well with minimum supervision, is cooperative, and takes initiative by working beyond minimum requirements.</p> <p><b>10E</b>- Meets job standards of neatness and grooming.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/LT/</b>  <b>(9.1)</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.  <b>(9.3)</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.  <b>(9.5)</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.  <b>*FAB/BRSP/</b>  <b>(B1.0)</b> Students understand the concepts involved in providing customer service in banking and related services:  <b>B1.1</b> Employ technical skills to perform teller functions, data processing functions, new-account functions, and lending functions.  <b>B1.2</b> Understand the nature and demands of professionalism in working relationships with customers and employees.  <b>B1.3</b> Demonstrate basic selling techniques to assist customers in making an informed buying decision.  <b>B1.4</b> Use accounting knowledge to perform bookkeeping functions.  <b>*FAB/PSCT/</b>  <b>(5.1)</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and</p>	<p><b>10A- 3 hours:</b> Attitudes and human relations</p> <p><b>10B- 3 hours:</b> Communications (verbal and nonverbal)</p> <p><b>10C- 3 hours:</b> Customer relations</p> <p><b>10D- 3 hours:</b> Decision making/problem solving</p> <p><b>10E- 3 hours:</b> Dress and grooming</p>	<p>Constructive Feedback Performance Work Independently Work Collaboratively Effective Communication Critical Thinking Problem Solving</p>	<p><b><u>Teacher Resources:</u></b> Job Finder’s Guide</p> <p><b><u>Student Resources:</u></b> Job Finder’s Guide</p>

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	<p>tasks.</p> <p><b>(5.2)</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.</p> <p><b>(5.3)</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b>(5.4)</b> Understand how financial systems and tools are used to solve business problems.</p> <p><b>*FAB/CPM/</b></p> <p><b>(3.6)</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b></p> <p><b>*FAB/C/2.3LS/SA/G9-10/</b></p> <p><b>2.2</b> Deliver expository presentations:</p> <p><b>b.</b> Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p><b>c.</b> Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p><b>d.</b> Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</p> <p><b>e.</b> Anticipate and address the listener’s potential misunderstandings, biases, and expectations.</p> <p><b>f.</b> Use technical terms and notations accurately.</p> <p><b>*FAB/C/LSSA/G9-10/</b></p> <p><b>(1.7)</b> Use props, visual aids, graphs, and accuracy of presentations.</p> <p><b>(2.5)</b> Deliver persuasive argument problems (including evaluation and</p>		
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	<p>analysis of problems and solutions and causes and effects):</p> <ul style="list-style-type: none"> <li><b>a.</b> Structure ideas and arguments in a coherent, logical fashion.</li> <li><b>b.</b> Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</li> <li><b>c.</b> Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li><b>d.</b> Anticipate and address the listener's concerns and counterarguments.</li> </ul> <p><b>(2.6)</b> Deliver descriptive presentations:</p> <ul style="list-style-type: none"> <li><b>a.</b> Establish clearly the speaker's point of view on the subject of the presentation.</li> <li><b>b.</b> Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).</li> <li><b>c.</b> Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.</li> </ul>			
<p><b>Suggestions/Assessments:</b>          During this unit, students will learn to communicate effectively and professionally in a workplace environment.</p> <p><b>Comments:</b></p>				



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<u>Semester 2 - Unit 11 – Job Acquisition Skills (10 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>11A</b> - Completes an appropriate resume and job application.</p> <p><b>11B</b>- Can formulate a correct Cover Letter, Resume, and Thank You Letter</p> <p><b>11C</b>- Acquires job interview techniques.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/CPM/ (3.6)</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b>  <b>*FAB/C/2.2W/WSA/G9-10/ (2.5)</b> Write job applications and résumés:  <b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.  <b>b.</b> Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.  <b>c.</b> Modify the tone to fit the purpose and audience.  <b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p> <p><b>*FAB/C/2.2W/WSA/G11-12/ (2.5)</b>Write job applications and résumés:  <b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.  <b>b.</b> Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.  <b>c.</b> Modify the tone to fit the purpose</p>	<p><b>11A- 3 hours:</b> Job Application</p> <p><b>11B- 4 hours:</b> Cover Letter, Resume, Thank You Letters</p> <p><b>11C- 3 hours:</b> Interviewing</p>	<p>Extracurricular            Interview skills            Job Application            Job Interview            Labor Laws            Objective            Position            Portfolio            Previous/Former            Reference            Referred            Resume            Salary</p>	<p><b><u>Teacher Resources:</u></b>            Job Finder's Guide</p> <p>Employability Skills Handbook (lesson plan examples)  <a href="http://www.baldyviewrop.com/teachers_staff/lesson_plans.htm">http://www.baldyviewrop.com/teachers_staff/lesson_plans.htm</a></p> <p><b><u>Student Resources:</u></b>            Job Finder's Guide  <a href="http://www.monster.com">www.monster.com</a>  <a href="http://www.snagajob.com">www.snagajob.com</a>  <a href="http://www.ca.gov/jobs/">http://www.ca.gov/jobs/</a></p>

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	<p>and audience.</p> <p><b>d.</b> Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.</p> <p><b>*FAB/C/2.2W/WO/G9-10/</b>  <b>(2.3)</b> Written and Oral English Language Conventions:  <b>(1.1)</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).  <b>(1.2)</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).  <b>(1.3)</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.  <b>(1.4)</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.  <b>(1.5)</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p>			
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### **Suggestions/Assessments:**

#### Resume/Job Application/Letter

- Have students start by writing a Personal Statement (See Job Finder's Guide)
- Have students properly request a job application in person, and/or print one from the Internet. Students should fill out and complete the application. Also have students complete an online job application for a company.
- Use technology to show students exemplary and poor-quality examples of resumes, over letter, and follow-up letter. Identify the components of business letters and a resume. Have students identify errors in the examples.
- Show Resume PowerPoint presentation and have students fill out a Resume Worksheet with all the information they will need to type in their Resume in order to best prepare and complete the Resume Document, and Thank you letter Document

#### Job Interviews

- Have students type up responses to interview questions. Have students practice with a partner, then present in front of the class.
- Have students participate in mock interviews.

#### Career Awareness

- Have students visit selected college and university Web sites to discover what courses are taught and what majors are offered in the field of information technology.
- Have students share their finding with the class using electronic presentation software.
- Have students use the online *Occupational Outlook Handbook* (<http://www.bls.gov/ocol/>) to select an area of occupational interest. Have them research salary and educational requirements for the chosen career and then prepare a one-page summary of the information using word processing software or do a multimedia presentation using presentation software, such as Microsoft PowerPoint.
- Have students understand:
  1. Keeping informed of the job market will ensure that you have every opportunity to obtain the best jobs available.
  2. Well-prepared job candidates perform much better in the job application and interview process and are more likely to be hired for desirable positions.
- Have students conduct a job search.
- Guest Speakers: College representatives, Professional in the Industry

### **Comments:**

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<u>Semester 2- Unit 12 – Management Functions (9 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>12A</b> - Understands hiring, firing, and scheduling policies.</p> <p><b>12B</b> - Understands labor issues, policy and procedures once hired.</p> <p><b>12C</b> - Understands employee benefits.</p> <p><b>12D</b> - Calculates employee payroll.</p> <p><b>12E</b> - Understands sexual harassment laws.</p> <p><b>12F</b> - Practices safe working procedures.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/LT/</b>  <b>(9.3)</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.  <b>(9.4)</b> Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.  <b>*FAB/RF/</b>  <b>(7.0)</b> Responsibility and Flexibility                      Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:  <b>(7.1)</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>(7.2)</b> Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.  <b>(7.3)</b> Understand the need to adapt to varied roles and responsibilities.  <b>(7.4)</b> Understand that individual actions can affect the larger community.  <b>*FAB/ELR/</b>  <b>(8.1)</b> Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.  <b>(8.2)</b> Understand the concept and application of ethical and legal</p>	<p><b>12A- 1.5 hours:</b> Hiring/firing/scheduling</p> <p><b>12B- 1.5 hours:</b> Labor Issues</p> <p><b>12C- 1.5 hours:</b> Employee Benefits</p> <p><b>12D- 1.5 hours:</b> Payroll</p> <p><b>12E- 1.5 hours:</b> Sexual Harassment</p> <p><b>12F- 1.5 hours:</b> Safety in the workplace</p>	<p>Managing Marketing Management Planning Long-range planning Short-term planning Organization Staffing Leading Controlling</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Instructor’s Wraparound Edition, Marketing 3e, by James L. Burrow</p> <p>MoneyInstructor.com</p> <p><b><u>Student Resources:</u></b></p>

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	<p>behavior consistent with workplace standards.</p> <p><b>(8.3)</b> Understand the role of personal integrity and ethical behavior in the workplace.</p> <p><b>(8.4)</b> Understand major local, state, and federal laws and regulations that affect business and the procedural requirements necessary for compliance.</p> <p><b>(8.5)</b> Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.</p> <p><b>*FAB/BFMP/</b></p> <p><b>(C4.0)</b> Students understand the role of insurance products and services in successful business management:</p> <p><b>(C4.1)</b> Know the appropriate uses of basic types of insurance policies.</p> <p><b>(C4.2)</b> Understand the ways in which insurance reduces risk.</p> <p><b>*FAB/ASVP/A2.0/</b></p> <p><b>A2.0</b> Students understand and apply accounting principles and concepts:</p> <p><b>A2.1</b> Understand how to identify current and long-term assets and liabilities.</p> <p><b>A2.2</b> Apply appropriate concepts and techniques to account for equity investments and withdrawals for sole proprietorships, partnerships, and corporations.</p> <p><b>A2.3</b> Understand the processes involved in revenue recognition and in matching of income and expenses.</p> <p><b>A2.4</b> Know the procedures for the acquisition, disposition, and depreciation of fixed assets.</p> <p><b>A2.5</b> Use basic concepts of financial analysis to interpret financial</p>		
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	<p>statements.</p> <p><b>A2.6</b> Know payroll procedures.</p> <p><b>*FAB/ELR/</b></p> <p><b>(8.2)</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <p><b>(8.3)</b> Understand the role of personal integrity and ethical behavior in the workplace.</p> <p><b>*FAB/HS/</b></p> <p><b>(6.1)</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p><b>(6.2)</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p><b>(6.3)</b> Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.</p> <p><b>Core Academic:</b></p>			
<p><b>Suggestions/Assessments:</b> Students will work on different assignments demonstrating management skills.</p> <p><b>Comments:</b> During this unit, students will learn the basic elements of management, e.g. hiring, termination, training, coaching, scheduling functions.</p>				

## ROP Business Technology

Semester 2- Unit 13 – Microsoft Power Point (22 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>13A</b> - Starts PowerPoint, understands the elements of the PowerPoint windows, opens an existing presentation, saves a presentation, navigates through a presentation, changes views, uses the slides and outline tabs, uses the ribbon, uses the Slide pane and Notes pane, changes the layout, deletes a slide, prints a presentation, exits PowerPoint.</p> <p><b>13B</b> - Creates presentations, inserts headers and footers, applies themes, uses the Slide master, uses the Notes and Handout Master, edits pictures, adds slides, finds and replaces text, adds text to sliders, adds notes to slides, changes alignment, spacing, case, and tabs, worth with bullets, changes font attributes, checks spelling, styles, and usage, formats slides, adds clip art and sounds to slides, inserts hyperlinks, applies custom animation applies slide transitions.</p> <p><b>13C</b> - Inserts a SmartArt graphic, converts text to a</p>	<p><b>Career Technical Education:</b>  <b>*FAB/TC/</b>  <b>(4.2)</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*IT/MSSP/</b>  <b>(B1.0)</b> Students understand the effective use of tools for media production, development, and project management:  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>(B1.3)</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.  <b>(B1.4)</b> Analyze media and develop strategies that target the specific needs and desires of the audience.  <b>(B1.6)</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.  <b>*IT/TKS/</b>  <b>(10.5)</b> Use technology and electronic media to manage the work flow and to provide feedback.  <b>*FAB/DA</b>  <b>(11.0)</b> Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>	<p><b>13A- 3 hours:</b> Power Point Basics</p> <p><b>13B- 3 hours:</b> Creating and Enhancing Power Point Presentations</p> <p><b>13C- 3 hours:</b> Working With Visual Elements</p> <p><b>13D- 3 hours:</b> Expanding on Power Point Basics</p>	<p>Animation            Layout            Live Preview            Microsoft Office Button            Normal View            Notes Page View            Outline tab            PowerPoint Presentation            Quick Access Toolbar            Ribbon            Slide Layout            Slide Pane            Slide Show View            Slide Sorter View            Slides Tab            Status Bar            Tab            Task Pane            Thumbnails            Title Bar            Transition            Zoom Slider</p> <p>Blank Presentation            Design Template            Effects Options            Handout Master            Hyperlink            Layout Master            Live Preview            Motion Paths            Notes Master</p>	<p><b>Teacher Resources:</b>            Instructor’s Resource CD-ROM and Learner Text</p> <p>Microsoft Office 2007 Introductory, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><b>Student Resources:</b>            Textbook:            Introductory Microsoft Office 2007, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p>

## ROP Business Technology

<p>SmartArt graphic, changes the style of a SmartArt graphic, adds and formats an organization chart, enters text into a SmartArt graphic, creates and formats WordArt, builds and formats charts, creates a table, modifies a table's style and layouts, draws, selects, manipulates, and formats an object, scales and sizes an object, copies, moves, and groups objects, creates a text box on a shape, animates shapes, orders visual elements on a slide, inserts objects on a slide, adds a header or footer.</p> <p><b>13D</b> - Integrates PowerPoint with other Office programs, creates a new master, creates new layout masters, formats text and objects, aligns text and pictures, inserts comments, sets up a slide show, packages a presentation, saves a presentation to view on the Web, sends a presentation via e-mail, creates output.</p>	<p><b>Core Academic:</b>  <b>*FAB/C/2.2W/WSA/G9-10/</b>  <b>(1.8)</b> Design and publish documents by using advanced publishing software and graphic programs.  <b>*FAB/C/2.2W/WSA/G11-12/</b>  <b>(1.6)</b> Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).  <b>*FAB/C/2.2W/WSA/G11-12/</b>  <b>(1.8)</b> Integrate databases, graphics, and spreadsheets into word-processed documents.  <b>*FAB/C/2.2W/WSA/G11-12/</b>  <b>(2.6)</b> Deliver multimedia presentations:  <b>a.</b>Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).  <b>b.</b>Select an appropriate medium for each element of the presentation.  <b>c.</b>Use the selected media skillfully, editing appropriately and monitoring for quality.  <b>d.</b>Test the audience's response and revise the presentation accordingly.</p>		<p>Placeholder  Slide Master  Slide Transitions</p> <p>Adjustment Handle  Cell  Chart (graph)  Column  Datasheet  Grouping  Handle  Organization Chart  Rotate Handle  Row  SmartArt Graphic  Table  WordArt</p> <p>Action Button  Comment  Custom Show  Destination File  Document Inspector  Document properties  Embed  Format Painter  Grid  Guides  Link  Linked Object  Package for CD  Snap to  Source File</p>	
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## ROP Business Technology

### **Suggestions/Assessments:**

- Review Objectives and ask students how PowerPoint can be used in the business world (Classroom discussion).
- Review the PowerPoint screen and show students the icons and screens.
- Students will be able to create presentations that include text, drawn graphics, clip art, photographs, tables, and charts. This can help them prepare everything from signs announcing a party to presentations for class.
- Show students what a PowerPoint template and a completed presentation look like on the computer screen and printed out. If possible, show them a presentation that includes sound and animation.
- Review possible opportunities the students will have to use the PowerPoint program at home, work, and school.

**Comments:** At the end of Unit Students will go to Testing Site and take the MOS 2007 PowerPoint Certification exam.

## ROP Business Technology

<u>Semester 2 - Unit 14 – Microsoft Publisher (9 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p>14A - Starts Publisher, chooses a template, understands the Publisher window and task panes, creates a business information set, saves a publication, modifies a publication, inserts a design gallery object, uses the Design Checker, prints publication, closes a publication.</p> <p>14B - Understands guides, enters text, inserts pictures, works with objects, uses the content library, inserts text from a Word document, uses Find and Replace, checks the spelling in a publication.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*IT/MSSVP/</b>  <b>(B1.2)</b> Use appropriate software to design and produce professional-quality images, documents, and presentations.  <b>(B1.3)</b> Analyze the purpose of the media to determine the appropriate file format and level of compression.  <b>(B1.4)</b> Analyze media and develop strategies that target the specific needs and desires of the audience.  <b>(B1.6)</b> Know the basic design elements necessary to produce effective print, video, audio, and Web-based media.  <b>(B1.7)</b> Use technical skills (e.g., pagination, printing, folding, cutting, binding) to produce publishable materials.  <b>*FAB/DA/</b>  <b>(11.0)</b> Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p> <p><b><u>Core Academic:</u></b>  <b>*FAB/C/2.2W/WSA/G11-12/</b>  <b>(1.8)</b> Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	<p><b>14A- 2 hours:</b>            Publisher Basics</p> <p><b>14B- 2 hours:</b>            Enhancing Publisher Documents</p> <p><b>5 hours:</b> Timed            Typing for Speed and Accuracy</p>	<p>Business Information Set            Design Gallery Object            Design Checker Logo            Publication Types List            Task Pane            Template</p> <p>Content Library            Layout Guides            Master Page            Object            Page Navigator            Panel Heading</p>	<p><b><u>Teacher Resources:</u></b>            Instructor’s Resource            CD-ROM and            Learner Text</p> <p>Microsoft Office 2007 Introductory, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p> <p><b><u>Student Resources:</u></b>            Textbook:            Introductory Microsoft Office 2007, by Pasewark and Pasewark, Bunin, Evans, Pinard, Romer</p>

## ROP Business Technology

### **Suggestions/Assessments:**

- Review Objectives and ask students how they can be used in the business world (Classroom discussion).
- Review the Publisher screen and show students the icons and screens.
- Students will be able to create newsletters, business cards, and brochures. These skills can be transferred into their personal, school, and career environments.
- Show students what a template and a sample publication look like both on the computer screen and printed.
- Review publications that the student experiences in everyday life, such as takeout menus, brochures for local businesses, and the school newsletter.

### **Comments:**

- Focus students' attention on the objectives from the lesson.
- Set up a projection system and show the PowerPoint presentation for the lesson, if desired.
- Make sure students know how to access the data files for this lesson.
- Prepare questions from ExamView.

## ROP Business Technology

<u>Semester 2 - Unit 15 – E-Commerce For Business (3 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>15A</b> - Designs, develops and implements web site.</p> <p><b>15B</b> - Demonstrates the fundamentals of Hypertext Markup Language using basic tags, graphics, and hyperlinks.</p> <p><b>15C</b> - Demonstrates intermediate level skills for Hyper Text Markup Language using frames and tables.</p> <p><b>15D</b> - Performs advanced level skills for Hypertext Markup Language using forms, image maps, and style sheets.</p> <p><b>15E</b> - Applies JavaScript to enhance web page graphics and interactivity.</p> <p><b>15F</b> - Uses Extensible Hyper Text Markup Language and Extensible Markup Language (XML) to create pages that have enhanced functionality and are ready for database connectivity.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*FAB/TC/</b>  <b>(4.0)</b> Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>4.3</b> Understand the influence of current and emerging technology on selected segments of the economy.  <b>4.4</b> Understand effective technologies for Web site development and Intern  <b>4.5</b> Know procedures for maintaining secure information, preventing loss, and reducing risk.et usage.  <b>*IT/MSSVP/</b>  <b>(B5.1)</b> Understand the purpose, scope, and development of a Web site.  <b>(B5.2)</b> Know the relative features, strengths, and weaknesses of different authoring programs and cross-platform issues.  <b>(B5.3)</b> Use industry-standard programs to produce a Web-based business operation or simulation.  <b>(B5.4)</b> Know the tools needed to enable multimedia capabilities (e.g., still images, animated graphics, sound, video) for Web sites.</p>	<p><b>15A- .5 hours:</b> Introduction to E-Commerce</p> <p><b>15B- .5 hours:</b> Fundamentals of Hyper Text Markups</p> <p><b>15C- .5 hours:</b> Intermediate Hyper Text Markups</p> <p><b>15D- .5 hours:</b> Advanced Hyper Text Markups</p> <p><b>15E- .5 hours:</b> Java Script</p> <p><b>15F- .5 hours:</b> Advanced XML with Hyper Text Markups</p>	<p>Hypertext Markup Language            Frames            Tables            Image Maps            Style Sheets            JavaScript            Extensible Hyper Text Markup Language</p>	<p><b><u>Teacher Resources:</u></b>            Textbook:            Instructor's Wraparound Edition, Marketing 3e, by James L. Burrow</p> <p>MoneyInstructor.com</p> <p><b><u>Student Resources:</u></b></p>

## ROP Business Technology

	<p><b>(B5.9)</b> Know the tools and process for registering Web sites with search directories and engines and for enabling e-commerce capabilities (e.g., sell products, create a shopping cart, handle credit card transactions).</p> <p><b>Core Academic:</b> <b>*FAB/C/2.2W/WSA/G11-12/</b> <b>(1.8)</b> Integrate databases, graphics, and spreadsheets into word-processed documents.</p>			
<p><b>Suggestions/Assessments:</b> Have students work on a couple of presentations, teacher will cover information from textbook and use T-graph examples on board</p> <p><b>Comments:</b> During this unit, students will learn the basics of Ecommerce before they work on any projects or presentations.</p>				

## ROP Business Technology

<u>Semester 2 - Unit N/A – Expected Student Learning Results (EsIrs) Occupational Knowledge and Skills (NO hours, will be taught throughout the course)</u>				
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Essential Vocabulary</b>	<b>Resources/Materials</b>
<p>10A - Accesses and utilizes technology and information.                      10B - Practices occupational safety standards.                      10C - Thinks critically and solves problems effectively.                      D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.                      E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.                      F - Applies knowledge to real world problems and situations.</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b><u>Core Academic:</u></b></p>			<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>
<p><b>Suggestions/Assessments:</b></p>   <p><b>Comments:</b></p>				