Course Name: Business Technologies (Course #21016)

Prerequisite	None
Credits	10
CSU/UC Category	None
Term	Two Semesters
This is a blended learning environment, providing both classroom and online (any internet enabled device), project-based assignments, instructional content, and progress tracking environment, designed for a student-directed CTE curriculum that adapts each student's own speed, pathway course, and credit progress preferences. The course is designed to provide students skill sets in multiple levels, from software applications, Job Attainment methodologies, to business forms & processes (Resumes, Block Letters, MLA Reports, etc., P.O.s Expense Budget Management & Presentation Skills). The course approaches the applications student's need for successful business skills. In addition, learning skills to differentiate the specific applications by differentiating them in a way to help better understand when to use MS Office, or Google Apps, (i.e. free websites). The course also provides those students wanting more pathway expansions, additional assignments specific to their interests, such as Computer Graphic Arts that include 3D Modeling and Printing, or Computer Programming and Robotics (using Python Programming, one of the top codes used today by Amazon and Google). Finally, it presents these business applications so that students can learn the "application skill" using the best apps today, and how to find "free" versions. Some of the Business apps being used in this course: Microsoft Office applications (Word, Excel, PowerPoint, Publisher, & Access) along with competing Google Apps (Docs, Sheets, Slides, Sites, Classrooms, Forms). Adobe Applications (Photoshop, Dreamweaver, Illustrator, After Effect, etc.) 3D Modeling applications use "TinkerCAD" website, (made by AutoCAD), that uses MakerBOT printers! It is also designed to support and blend into other COSP/SJCOE programs like CBK, by providing in the Career Exploration skills within this Business Technology course. Additionally, students will begin having access to AWS Educate, providing Badge and Certifications for students completing course objectives.	

Course Name: *

Business Technologies

Grade-level *

9-12

Term *

year (10 credits)

Course level *

General (course designed for Universal Access, meaning, course can be modified for Special Ed, or GATED level, and late, or early enrollment, but no option for it.)

Credit type *

Elective

A-G aligned *

No

Has the course been submitted to CollegeBoard?

No, though this course has been articulated when I was with Tracy High School, who have confirming documents.

Some courses may be integrated with other subject areas and allow for credits to be assigned in multiple disciplines. Is this course integrated? *

Yes (Use of Google Classrooms to create:
- Senior Portfolio deliverables (I've used it with SJCOE CBK for Career Readiness to create (Essays, Job Surveys, Letters of Introdution, LORs, Resume, Dr. License Copy), designed with Course Counselors & Admin (Shanna)
- Personal Writing Assessments -Used in all 4 Quarters.
- Course Assignments for Computer Applications (1,2), Multimedia (1,2), Graphic Arts, and Programming, Robotics, and Cloud Services Assignments

Additional credit type *

Math (CTE Robotics Assignments)
Algebra 1(CTE Robotics Assignments)
English (CTE-PWA / MLA Reports)
Visual and Performing Arts (Graphic Arts/ 3D Modeling Assignments)
Elective (CCR : CTE–Job Attainment Assignments)

Course materials (list textbooks, literary texts, manuals, periodicals, scholarly articles, websites, primary documents, and/or multimedia used in the course). * • Thompson Southwestern Integrated Computer Applications, text and supplemental materials • current event articles, training videos, and related online training links • internet information • teacher developed materials and activities

Type the course content (list and description of units of the course with CCSS standards and a brief summary of one assignment from each unit). *

1. Project-based assignments for Unit 1 (Phase 1), designed to provide students with the skill sets & business acumen needed for those planning to manage or work in business office & computer settings through hands-on use of word processing using the most common applications. The assignments take students through both Microsoft Word & Google Docs, as they learn the different aspects of both personal & business communication tools that include job attainment

skills (job/college surveys, Resumes Cover Letters, LORs, etc). This Phase also establishes the pattern students will use on the remaining Business Technologies Course assignments as they continue to build on essential business skills and applications in determining which to use for which setting. Students will also use Google Survey to provide pre-& post understanding results of Unit/Phase goals.

- o The associated CCSS standards for Unit 1/Phase 1 are CTE Anchor Standards: 2, 3, 4, 5, 7, 8, 9, 10, & 11. Pathways 4615 & 4632 (A7, A8) 4635 & 4636 (C6 & C7)
- o In the assignment, "Careers", students learn the job attainment skills that take them initially thru surveys that include the "California Career Zone" survey to help students understand which colleges, & jobs/industries matches their skills & interests. It then has them create "job trackers" on key job sites (Monster, CareerBuilder, SnagaJob, etc.) to keep them aware, even while at school, of new job opportunities they're interested in. Students will learn how to make Resume's, & Resume Cover Letters, and how to start with Google Docs, and then convert a Google Doc to an MS Word doc for submission to Job Sites. Students will learn how to use "screenshots" to confirm back to their Teacher, their account setups are active and complete. By having Students build their Resume & Cover Letter in Google, Seniors "needing more time" for diploma credit attainment thru other SJCOE COSP programs like CBK, will be given the opportunity to complete it's required "Career Zone" Essay Reflection by entering their responses in their Google Drive, they can be later accessed for resubmission under CBK.

2. Unit 2/Phase 2 continues student's mastery of Word Processing Business Applications by focusing on what business communication basics an Office Manager would be required to know. Learning key formatting skills, editing, and graphic enhancements, to develop and differentiate between which application is best for Letters (Block, Modified Block, Press Releases, Brochures & Reports (Bound, Unbound, MLA/APA, etc. Report Formats). In a later Phase, students will learn how & why MS Publisher is better than Word for brochures. Marketing & Ethics skills are also embedded in the projects (i.e. "white space" management) that help students better sell themselves, their service, or even their assignment.

- o The associated CCSS standards for Unit 2/Phase 2 are CTE Anchor Standards: 2, 3, 4, 5, 7, 8, 10, & 11. Pathways 4615 & 4632 (A7, A8) 4635 & 4636 (C6 & C7)
- o The assignment "History & Customs of Halloween" takes advantage of the coming Halloween holiday, by taking students through creation of their first flyer, a key marketing & revenue generating tool that any Office personnel would be required to know. Students learn how to format boards for eye-appeal, and font size/type coordination to improve impulse-buying effect, while realizing the benefits, for both personal and academic use. Student also learn how to do "Drop Caps" in its variety, along with Font enhancements, Image, & Symbol, and use of Invisible Characters thru the "Show/Hide" button for error reviews, page sizing etc.

3. Unit 3/Phase 3 Assignments starts students with a survey to determine their interests in other Pathways (Computer Science: 4634; Graphic Communications:4635; & Multimedia & Animation: 4636), while providing repetition for mastery of MLA reports assignments on today's issues (racism, wealth inequality, etc.) Adobe application assignments for those student's the teacher has confirmed are ready, can begin learning about Photoshop, Illustrator, and After Effects apps to enhance their image & video management skills. Assignments to take students even further

into MS PowerPoint (presentation, GIF animation, and video), & 3D Modeling & Printing using the TinkerCAD website app for 3D Modeling. Computer Programming is also introduced in this Phase, using Code.Org, SoloLearn, Finch 2.0 Robotics, and Amazon AWS Educate assignments that provide Badges (Robotics & Alexa Cloud) & Certificates of Completion. Students repeat mastery of their PowerPoint & Screenshot skills in order to submit progress reports on their progress towards badges,& certificates. Excel assignments are also introduced with special focus to creation of Expense Reports, and sales presentations requiring role modeling of Top Earning Execs presentations explaining their expenses. Additional assignments include the learning the basic Accounting sheets for Inventories, Income Statements (Revenues, Liabilities, Owners Equity), along with formulas, and all the key tools of Excel (Fill Handle, etc.)

- o The associated CCSS standards for Unit 3/Phase 3 are CTE Anchor Standards: 2, 3, 4, 7, 8, 10, & 11. Pathways 4615 & 4632 (A7, A8) 4635 & 4636 (C6 & C7), 4634 (C4 & C9)
- o In "Spring Break Excel Report" project, students will learn how to look up and post costs incurred in taking a trip for "Spring Break". They will learn why it is important to identify all the interlocking events, time zones, car rentals & parking, hotel stays, and meals incurred during the entire trip. The need to take into account, airport parking for personal car, departure & arrival times in order to determine rental car pick-ups and drop-offs, and all the meals incurred –even those at the airport and on the plane. The assignment takes advantage of pre-learning from earlier Excel assignment in order to ensure the proper formulas and formats are made in the Excel Assignment worksheet that summarizes total trip costs. This prepares the student for the next assignment of being a total paid Exec that needs to plan and present how their expenses will land a $1M a month paying customer.

4. Unit 4/Phase 4 Project-Based Assignments continues student mastery of MS Word through additional MLA Report opportunities (that try to be in keeping with our Quarterly PWAs); in MS Excel via assignments that teach Conditional Formatting & Pivot Table/Chart skills; in MS PowerPoint via continued development of the "Resume PowerPoint" assignment created in Phase 3 to teach Students Website Development using Google. For those interested in the "Essential Web Skills" Capstone (4605) Pathway, use of Adobe Dreamweaver to create Programmer Level websites are also available. Continued 3D Modeling practice via "3D Valentine" assignments are included, with the goal of enhancing the business value of 3D Modeling "leave-behinds" to the Student, who can consider it a "business" they may want to try, considering that many Advertising & Marketing firms have million dollar budgets for just such "trinkets". These assignments take advantage of the surrounding holidays (Thanksgiving, Christmas, Valentine, etc.) to provide students current events for their work results.

- o The associated CCSS standards for Unit 4/Phase 4 are CTE Anchor Standards: 2, 3, 4, 7, 8, 10, & 11. Pathways 4605 (Capstone), 4615 & 4632 (A7, A8); 4635, 4636 (C6 & C7), 4634 (C4 & C9), 4635 (C6, C7)
- o "Profile 1- PowerPoint" Assignment prepares students for web development, designed to showcase their Executive Resumes created in their earlier Phases, to demonstrate their work examples, such as MLA's, Excel/Business Finances (Expense Reports, Business & Accounting Files) graphic arts, including animations and video assignments. Students will create 3 key web pages (Home, Works on Display, About Me) initially via Google Sites in order to understand the need for prior preparations, such as Google Drive Folder

development specifically for websites, an understanding of how internet links, or "hot spots" can be created from text, graphics, or space, and how visiting other sites that "compete" with you, is essential, in order to effectively find that "special" business or personal niche that's right for you, whether it's for a business or personal use. They will see the basic HTML code structure, and how to see it from any website they visit. Completion of the assignment requires teacher review prior to any publishing. Student discussion on whether to proceed with creation of an Adobe Dreamweaver site would follow to determine interest in working with Corporate/Enterprise Business Adobe Dreamweaver application software (Pathways 4605 Capstone).

5. Unit 5/Phase 5 Project-Based Assignments continues student mastery of MS Word (MLA's); Excel; PowerPoint, and introduction to MS Publisher with assignments that emphasize student skillsets in "content presentation" that includes text and graphics enhancements, and consideration for business office marketing "leave-behinds". Adobe Photoshop assignments are designed around student concepts, and how to "suspend reality" in graphic presentations, animations, and videos, regardless of the business application used to make them (i.e. MS PowerPoint, Adobe Photoshop/After Effects/Premier, even Student's cell phone video app). Adobe Illustrator is also introduced in order to clearly understand vector vs bit mapped graphic files required for Business Logos that can be scaled to whatever the need is. Use of key Graphic Tools, such as Layers, Channels, Color Palettes, FX effects, etc., and associated print preparations (4 color separations for outsourcing Print Processing, 3D Printing Requirements, etc.) will also be learned and applied.
    o The associated CCSS standards for Unit 5/Phase 5 are CTE Anchor Standards: 2, 3, 4, 7, 8, 10, & 11. Pathways 4605 (Capstone), 4615 & 4632 (A7, A8); 4635, 4636 (C6 & C7), 4634 (C4 & C9), 4635 (C6, C7)
    o "Brochure Pub3" Assignment continues Student's Publisher skill sets by taking on the job of a Graphic Arts employee given the job of creating a Brochure, specifically for promotion of either: Themselves, this Business Technologies course, or a business of their own that they've been thinking about. Student skill sets of graphic composition, text and graphic placements, color schemes, and key business-bullet speaking points are taught in order to provide students a brochure they can be proud of. By reviewing the Publisher environment, researching their exhaustive library of existing templates, students develop and print their brochure. They are also reminded to keep adding to their websites that showcase all of their hard work.

6. Unit 6/Phase 6 Project-Based Assignments continues student mastery of all Business Applications, with assignments in MS Word's MLAs, MS Excel's Conditional Formatting, MS PowerPoint "Self Portrait", through additional "suspension of reality" & "Vanishing Point" exercises in Photoshop & other video applications (MS PowerPoint, Adobe After Effect, Premier). Finally, introduction to MS Access assignments in order to better understand databases beyond Excel, that provide database keys, and Relationship Links, along with associated Input & Output forms which are mainly used by larger corporations.
    o The associated CCSS standards for Unit 5/Phase 5 are CTE Anchor Standards: 2, 3, 4, 7, 8, 10, & 11. Pathways 4605 (Capstone), 4615 & 4632 (A7, A8); 4635, 4636 (C6 & C7), 4634 (C4 & C9), 4635 (C6, C7)
    o "Little Girl" Photoshop Assignment pushes their graphic image management skills to the mastery level, creating "realities" that don't exist. Student are provided with several

pictures that include a little girl standing by a tree. Students must use their skills learned to demonstrate that they can make the little girl, become 2 little girls by a tree, without making the surrounding images look fake. Besides copy and pasting skills, use of vanishing points, clone stamp tools, eraser, and tone techniques can quickly suspend the reality enough to make the view think there was always 2 little girls by the tree.