# Geneva CUSD 304
## Content-Area Curriculum Frameworks
## Grades 6-12
## Business

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| *Mission Statement* | In the Business Department, our mission is to:<br>• Provide a variety of subject areas.<br>• Introduce students to current technologies and help develop proficiency.<br>• Teach and encourage students to apply a decision-making process.<br>• Enhance student understanding through hands-on experience.<br>• Introduce students to career opportunities and related job skills needed to compete in the global marketplace.<br>• Promote feelings of self-worth and provide for individual creativity. |
| *Course Sequence*<br>(Grades 6-12) | 9/10        10-12            11/12<br>General Business → Consumer Education*   →   Accounting I<br>                                               Accounting II<br>                                               Marketing I<br>                                               Marketing II<br>                                       International Business<br>                                              Business Law<br><br>9-12          9-12            10-12<br>Computer I → Essential Business Skills → Computer II<br>                                                Desktop Publishing<br><br>*state-mandated course |

## *Course Framework*

| Course Title | Computer 1 |
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| **Grade Level** | 9-12 |
| **Semesters (1-2-3-4)** | 1 Semester |
| **Prerequisite** | None |
| **Course Description** | This semester course is an introduction to personal computers.  The course covers basic keyboard technique, timed writings, letter styles, writing assignments, reports, displays and announcements. <br><br> Students attain and develop employability skills such as positive working relations with others, written and oral communication skills, and the ability to be flexible and adjust to changing situations.  Students are introduced to employability requirements for careers utilizing keyboarding and word processing.  Students use the understand problem-solving techniques through simulated job situations, and learn technical skills by performing basic word processing tasks using Microsoft Word. |
| **District-approved Materials and/or Resources** | *Century 21 Keyboarding & Information Processing* <br> Robinson, Hoggatt, Shank, Beaumont, Crawford, and Erickson <br> South-Western Educational Publishing <br> *Triple-Controlled Timed Writings* <br> Agnew – Grill, Third Edition |

| Unit of Study | Unit 1 – Keyboard Mastery |
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| | Resources that will support instruction:<br>• Textbook<br>• PowerPoints - Projection<br>• Overhead Examples<br>• Handouts<br>• Timed Writing Book |
| **Illinois Learning Standards** | • 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.<br>• 4BI6 Demonstrate effective use of visual aids and available technology.<br>• 19AI2 Demonstrate mechanically correct movement during activities.<br>• 19AJ4 Apply basic skills inherent to any activity with consistent positive results.<br>• 19BH3 Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through and return to base) in a variety of manipulative skills.<br>• 19BJ3 Select a skill and analyze the skill for maximum effectiveness and efficiency.<br>• 19BJ6 Design a plan for learning a new skill based on requirements of effectiveness and efficiency. |
| **Objectives** | • Students will learn to Touch Type<br>• Proper posture<br>• Quick, ballistic stroke<br>• Fingers bent, wrists up<br>• Use proper fingers for keys<br>• Steady pace<br>• Eyes on copy |
| **Assessments** | Instructor gives feedback to students on a daily basis concerning technique. Formal Evaluation takes place during the sixth or seventh week. |

| Unit of Study | Unit 2 – Improve Speed and Accuracy |
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| | Resources that will support instruction: |
| **Illinois Learning Standards** | • 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.<br>• 4BI6 Demonstrate effective use of visual aids and available technology.<br>• 19AI2 Demonstrate mechanically correct movement during activities.<br>• 19AJ4 Apply basic skills inherent to any activity with consistent positive results.<br>• 19BH3 Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through and return to base) in a variety of manipulative skills.<br>• 19BJ3 Select a skill and analyze the skill for maximum effectiveness and efficiency.<br>• 19BJ6 Design a plan for learning a new skill based on requirements of effectiveness and efficiency. |
| **Objectives** | Students will attain a net speed of 30 words per minute on 3-minute timed writings<br>• Straight copy<br>• Mavis Beacon Teaches Typing<br>• MicroPace Pro |
| **Assessments** | Three-Minute Timed Writings<br>• Using MicroPace Pro software, the three best timed writing scores are averaged to determine this portion of the grade. |

| Unit of Study | Unit 3 – Word Processing Basics |
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| | Resources that will support instruction: <br> • Textbook <br> • PowerPoints - Projection <br> • Overhead Examples <br> • Handouts <br> • Timed Writing Book |
| **Illinois Learning Standards** | • 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology. <br> • 4BI6 Demonstrate effective use of visual aids and available technology. <br> • 19AI2 Demonstrate mechanically correct movement during activities. <br> • 19AJ4 Apply basic skills inherent to any activity with consistent positive results. <br> • 19BH3 Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through and return to base) in a variety of manipulative skills. <br> • 19BJ3 Select a skill and analyze the skill for maximum effectiveness and efficiency. <br>     19BJ6 Design a plan for learning a new skill based on requirements of effectiveness and efficiency. |
| **Objectives** | Word Processing Basics-Students will learn the basics of Microsoft Word 2003 <br> • Opening and creating files <br> • Saving <br> • Editing and proofreading <br> • Cut/copy and paste <br> • Printing <br> • Program management |
| **Assessments** | Microsoft Word Basics <br> • Instructor collects and grades lesson activities. <br> • Concept mastery is tested using objective quizzes covering each lesson. |

| Unit of Study | Unit 4 – Applying Word Processing Skills |
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| | Resources that will support instruction:<br>• Textbook<br>• PowerPoints - Projection<br>• Overhead Examples<br>• Handouts<br>• Timed Writing Book |
| **Illinois Learning Standards** | • 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.<br>• 3AH3 Use appropriate sentence structure (i.e. simple, compound, complex, compound/complex) and sentence types.<br>• 3AJ4 Format documents in final form for submission and/or publication.<br>• 3AJ5 Proofread for correct English conventions.<br>• 4BI6 Demonstrate effective use of visual aids and available technology.<br>• 19AI2 Demonstrate mechanically correct movement during activities.<br>• 19AJ4 Apply basic skills inherent to any activity with consistent positive results.<br>• 19BH3 Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through and return to base) in a variety of manipulative skills.<br>• 19BJ3 Select a skill and analyze the skill for maximum effectiveness and efficiency.<br>• 19BJ6 Design a plan for learning a new skill based on requirements of effectiveness and efficiency. |
| **Objectives** | Students will produce properly formatted word processing documents<br>• Full block personal business letters<br>• Full block business letters<br>• Simplified memorandums<br>• Standard memorandums<br>• One- and two-page reports with references<br>• Centering, announcements, and displays<br>• Tabs and tables |
| **Assessments** | • Students complete a unit on each specific type of document (i.e. letters, reports, and announcements). A unit consists of between four to eight jobs or tasks. Each job is evaluated using a point system. |