

Business and Marketing Education Courses
Draft: April 24, 2006

Grades 4-8:

Keyboarding and Computer Literacy

Grades 9-12:

Accounting (Pre-)

Accounting I

Accounting II

Computer Concepts

Computer Word Processing I

Computer Word Processing II

Desktop Publishing

Graphic Design I

Graphic Design II

Marketing I

Marketing II

Marketing III

Marketing IV

Street Business Law

Video Production I

Video Production II

Web Design I

Web Design II

Keyboarding/Computer Literacy Grades 4-8

Length of Course:

Daily; 40 minute periods. One-year minimum (Grades 6-8, cumulative).

Model #1:

Grade 4: 1 week
Grade 5: 1 week
Grade 6: 9 weeks
Grade 7: 18 weeks
Grade 8: 18 weeks

Model #2:

Grade 4: 1 week
Grade 5: 1 week
Grade 6: 18 weeks
Grade 7: 9 weeks
Grade 8: 9 weeks

Prerequisites: None

Course Overview:

All students must acquire touch-keyboarding skills and have a basic knowledge of computer literacy prior to enrollment in high school. The content of Keyboarding/Computer Literacy is arranged around the four Missoula County Curriculum Consortium/MCPS Career and Technical Education Standards. These standards include Technical Skills and Content Knowledge, Career and Life Planning, Skills for Life and Work, and Structure of Organizations and Work. After introduction/review of the keyboard, emphasis is placed on skill building and introduction of formatting (reports, letters, tables, memos, etc.) as well as creating, formatting, saving, editing files on a network, and file management. Internet is available for research and career exploration. This is a lab class—all work is completed on computers used during class. Instructional strategies and assessments are varied.

Topics:

Acquire touch-typing skill
Develop speed and accuracy
Develop technique (hand and wrist placement, posture)
Format documents (letters, reports)
Develop “soft skills” (follow directions, organize tasks, work as a team member, make decisions)

Develop computer literacy (hardware, software, file management)
Explore computer applications (word processing, database, spreadsheet, desktop publishing)
Internet (searches, safety, media literacy, netiquette)
Explore Career Opportunities

Content Competencies:

Standard #1: Technical Skills and Content Knowledge

Students acquire and demonstrate current knowledge and skills leading to an occupation.

1. Students will demonstrate knowledge of computer hardware, software, and terminology.
2. Students will learn file management skills.
3. Students will develop editing and proofreading skills using available technology (spell check, thesaurus, grammar check, etc.)
4. Students will demonstrate document formatting skills including character, line, paragraph, and page.
5. As facilities, schedules, and curriculum permit, students will be introduced to computer databases, spreadsheets, and desktop publishing.
6. Students will apply knowledge of internet search techniques, media literacy, internet safety, and netiquette.

Standard #2: Career and Life Planning

Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.

1. Students will identify how keyboarding/computer literacy skills are used in various career stands and occupations.

Standard #3: Skills for Life and Work

Students acquire and apply the necessary skills that will help them become successful, productive citizens. Workplace skills must build upon basic academic skills and higher order thinking skills. Personal qualities must be practiced in an environment that accurately represents the realities of today's workplace.

3a: Skills for Life and Work Content

1. Students will use correct fingers for striking alphanumeric and commonly used punctuation keys on the keyboard.
2. Students will consistently apply proper keyboarding techniques.
3. Students will develop letter, word, and phrase response skills.
4. Students will correct errors.
5. Students will type a minimum of 30 words per minute with 6 or fewer errors on a 3-minute straight-copy timed writing of average ability level (Grade 8).
6. Using basic keyboarding techniques and document formatting skills, students will produce documents from straight, script, and rough draft copy.
7. Students will compose at the keyboard.
8. Students will integrate keyboarding skills across the curriculum.
9. Students will produce reports, letters, outlines, and tables in correct format (Grade 8).

10. Students will develop proofreading and editing skills (grammar, spacing, capitalization, spelling, typographical errors, etc.)

3b: Workplace Competencies

WC Standard #1: Workplace Resources—Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources.

1. Create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals.
2. Practice maintaining personal financial records.
3. Acquire, store, allocate, and use materials or space.
4. Manage personal and team resources to achieve personal and team goals.

WC Standard #2: Interpersonal Workplace Skills—Students acquire and demonstrate interpersonal workplace skills.

1. Use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills).
2. Demonstrate a learned skill and teach others.
3. Demonstrate leadership skills by making positive use of rules, regulations and policies of schools and communities.
4. Work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations.

WC Standard #3: Workplace Information—Students acquire and use workplace information.

1. Identify the need for and obtain data in order to make informed decisions in the workplace.
2. Organize and maintain written or computerized records using systematic methods.
3. Select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia).
4. Acquire, organize, communicate, process, and analyze information from print and electronic sources.

3c: Applied Academics and Reasoning Skills: Communication Arts and Math Content

1. Apply knowledge of text structure, organization and purpose to find information and derive understanding.
2. Use information to develop written, oral, or other presentations.
3. Connect and articulate personal experiences to ideas expressed in literacy works.
4. Determine and explain how culture, ideas, and issues influence literacy works.
5. Summarize and organize ideas and prior knowledge in a variety of ways.

6. Select and use reference materials, available technology, and resource tools for writing while applying the rules and laws governing the use of such materials (plagiarism, intellectual property rights).
7. Choose style and format that best suits the intended purpose.
8. Document sources of information used in reports and oral presentations.
9. Generate ideas or gather information and develop a plan before writing on self-selected and assigned topics.
10. Writes, revises, and edits text using conventions of standard written English using appropriate resources as necessary.
11. Design and create, perform or display media messages in a variety of forms, targeting different audiences and purposes.
12. Apply critical thinking skills to make informed decisions as consumers and producers of information.
13. Recognize propaganda techniques, bias, fact, fiction, and opinion in various media messages.
14. Plan and organize thoughts sequentially in order to communicate a clear message.
15. Utilize technology to read and create a variety of graphs and plots.
16. Utilize technology to make inferences and convincing arguments based on data analysis.
17. Use a variety of technology (ie graphing calculators, computer software such as spreadsheets) to investigate aspects of geometry.
18. Use a variety of technology (ie graphing calculators, computer software such as spreadsheets) to investigate aspects of algebraic functions.
19. Apply rules of measurement to format word processing documents (ie margin settings, placement on page).
20. Apply mathematical formulas to summarize numerical information within documents (ie totaling columns in a table).
21. Demonstrate sequential numbering skills for columns, rows, paragraphs, and bulleted items for documents (ie outlines).

Standard #4: Structure of Organizations and Work

Students gain an understanding of simple and complex organizations; engage in analysis or application of organizational concepts; incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.

4a: Specific Course Content:

1. Prioritize job tasks.
2. Demonstrate the ability to manage files.

4b: Workplace Competencies

WC Standard #4: Workplace Systems—Students demonstrate an understanding of how social, organizational, and technological systems work.

1. Describe and illustrate a system (e.g., relationships among self, family, school, community)
2. Analyze how a system works (i.e., input, process, output, feedback, performance improvement).
3. Design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.

Resources:

Herzog Method (Grades 3-5)
ITP (South-Western) Publishing Integrated Program
Glencoe
PAWS
Microtype IV
Dance Mat Typing

Assessments:

At the completion of Grade 8, students should (a) type a minimum of 30 words per minute with 6 or fewer errors on a 3-minute, straight-copy timed writing of average ability level; (b) demonstrate the ability to transfer unformatted text into standard document formats (letters, envelopes, reports, tables, poems, vertical and horizontal centering, etc.); and (c) complete, at a proficient level, a technology literacy exam. Students would then be eligible to enroll in the “Computer Concepts” course offered at MCPS Grades 9-12. Students that do not reach this expectation are encouraged to take MCPS “Word Processing I” course at the high school level.

Multiple forms of student assessment should be used throughout the learning process to gauge progress in (a) speed and accuracy (Product: 1- and 3-minute straight-copy timed writings with acceptable error limits); (b) technique (Observation: use of touch method, proper keystroking, and body position); (c) document formatting (Product: transferring unformatted text into a standard document); (d) computer literacy (Product, Written); and (e) integrated curriculum projects (Product). Assessments may include daily assignments, timed writings, objective tests, simulation performance, and production tests.

Meeting Diverse Student Needs:

Students with diverse needs—those with unique abilities and/or disabilities—will have differentiated opportunities to achieve competencies and standards, and at rates and in manners consistent with their needs. For methodology, please see Appendix II.

KEYBOARDING /COMPUTER LITERACY

GRADE LEVEL SCOPE AND SEQUENCE

I = Introduce, D = Develop, M = Master, R = Reinforce, and O = Optional.

		GRADE LEVELS				
		4	5	6	7	8
1. BASIC KEYBOARD OPERATION						
1.1	Alphabetic Keys					
1.11	Keyboard presentation	I	I/D	I/D	D/M	M/R
1.12	Typing by touch	I	I/D	I/D	D/M	M/R
1.13	Correct fingering	I	I/D	I/D	D/M	M/R
1.2	Function Keys (return, space bar, shift keys, arrow keys, etc.)	I	I/D	I/D	D/M	M/R
1.3	Numeric Keys					
1.31	Keyboard presentation	O	O	I	D/M	M/R
1.32	Correct fingering	O	O	I	I/D	D
1.33	Spacing for figures	O	O	O	I	I/D
1.4	Symbol Keys					
1.41	Keyboard presentation	O	O	O	I	I/D
1.42	Spacing for punctuation	I	I	I/D	D/M	M/R
1.43	Names of symbols	O	O	O	I	I/D
1.44	Correct fingering	O	O	O	I	I/D
2. TECHNIQUES						
2.1	Body Position (Ergonomics)					
2.11	Posture	I	D	D	M	M/R
2.12	Fingers curved	I	D	D	M	M/R
2.13	Hands above frame of keyboard	I	D	D	M/R	M/R
2.14	Hand away from front edge of keyboard	I	D	D	M/R	M/R
2.15	Keyboard at edge of table	I	D	D	M/R	M/R
2.16	Elbows at sides of body, parallel to floor	I	D	D	M/R	M/R
2.2	Eyes on Copy	I	D	D	M/R	M/R
2.3	Keystroking					
2.31	Minimum movement of hands and arms	I	D	R	R	R/M
2.32	Proper reaches	I	D	R	R	R/M
2.33	Letter response	I	D	R	R	R/M
2.34	Word response	O	I	D	R	R/M
2.35	Phrase response	O	O	I	D	D/M
2.4	Speed Building/Accuracy	I	I	I/D	D	D

3. SKILL DEVELOPMENT

3.1	Straight Copy	I	D	D	D	M/R
3.2	Script Copy	I	D	D	D	M/R
3.3	Rough Draft Copy	I	D	D	D	M/R
3.4	Composing at Keyboard	I	I	I	D	M/R
3.5	Basic Writing Mechanics	I	D	D	D	M/R

4. DOCUMENT PRODUCTION

4.1	Basic Report Formatting	O	I	D	M	M/R
4.2	Advanced Report Formatting					
4.21	Title page, endnotes, etc.	O	O	I	I	I
4.22	Graphics	O	O	I	I	I
4.3	Letters					
4.31	Personal business letters			I	D	M
4.32	Business letters				I	D
4.33	Envelopes				I	I
4.4	Outlines				O	O
4.5	Tables, Poems, Etc.					
4.51	Vertical centering		I	D	D	M
4.52	Horizontal centering			D	D	D

5. FILE MANAGEMENT

5.1	Create and Retrieve	I	D	M	M/R	M/R
5.2	Edit and Save					
	(Multiple Drives)	I	D	M	M/R	M/R
5.3	Print	O	I	D	M/R	M/R

6. WORD PROCESSING

6.1	Proofreading	I	I	D	D	M/R
6.11	Editing (manual)	I	I	I	D	M/R
6.22	Spell checking	O	I	I	D	M/R
6.23	Thesaurus	O	O	I	D	M/R
6.24	Grammar checking	O	O	I	D	M/R
6.2	Advanced Editing					
6.31	Search/replace	O	I	D	R	M/R
6.32	Cut/paste	O	I	D	R	M/R
6.33	Copy/move	O	I	D	R	M/R
6.34	Character styles/fonts	O	I	D	R	M/R
6.35	Graphics	O	O	I	R	M/R
6.3	Formatting Using Word Processing					
6.31	Character formatting	O	O	O	I	R
6.32	Line formatting	O	O	I	D	R
6.33	Paragraph formatting	O	O	I	D	R
6.34	Page formatting	O	O	I	D	R

7. PERSONAL COMPUTER OPERATION/LITERACY

7.1	Terminology	I	I	I	I/D	I/D
7.2	Hardware					
7.21	Basic computer components	I	I/D	I/D	D/M	M/R
7.22	Computer/printer selection	I	I	I	D/M	M/R
7.3	Software					
7.31	Word processing software	I	I	I	D/M	M/R
7.32	Application software	O	O	I/O	I	I/D
7.33	Keyboarding tutorials	O	O	O	O	O
8.4	Technological Communications					
8.41	Multimedia	I	I	I	I	D
8.42	Interactive Telecommunications	I/O	I/O	I/O	I/O	I/O
8.43	Media Literacy	I	D	D	D	D
8.44	Netiquette	I	D	D	D	D
8.45	Search Techniques	I	D	D	D	D
8.46	Internet Safety	I	D	D	D	D
7.5	Curriculum Integration					
7.51	Interdisciplinary units	I	I	I	I/D	I/D
7.52	Core area enhancement	I	I/D	I/D	D/	D
7.53	Interactive/cooperative learning experiences	I	I/D	I/D	D	D
8. COMPUTER APPLICATIONS						
8.1	Introduction to Databases				O	O
8.2	Introduction to Spreadsheets				O	O
8.3	Integration of WP/DB/SS				O	O
8.4	Intro. to Desktop Publishing	O	O	O	O	O
8.5	Intro. to Internet	O	O	O	O	O
9. ETHICAL USE OF TECHNOLOGY						
9.1	Ethical Use					
9.11	Care of Equipment	I	D	M	M/R	M/R
9.12	Ethical use of software	I	D	D	M/R	M/R
9.2	Ethical Use of Information	I	D	D	D	D