

Name of School:

Name of Course: **Intermediate Business Education**

Instructor Information

Name:

E-mail address:

School phone number:

Web page address:

Best times to be reached:

Course Description

Course Description – The intermediate school Business Education computer curriculum is vertically articulated in grades 6th - 8th and with the high school computer curriculum. Davenport intermediate schools' schedules vary by grade level, by weeks per term, and by minutes per period. The level of skill attainment is impacted by how much opportunity each student has to participate in these classes. Upon successful completion of the entire 6th-8th grade Business Education computer curriculum, students will be proficient in each skill level.

- The 6th grade curriculum is based on 'Exposure & Experience.'
- The 7th grade curriculum is based on 'Knowledge & Comprehension.'
- The 8th grade curriculum is based on 'Application & Analysis.'

District Standards and Power Benchmarks

Power Standards

1. Utilize basic Microsoft Office applications.
2. Utilize proper keyboarding technique.
3. Manage Windows operating system.
4. Model ethical practices while using computer technologies.

Power Benchmarks

1. Execute basic Windows commands.
2. Apply basic Word commands.
3. Demonstrate proper keyboarding technique.
4. Format text.
5. Format letters, reports, and outlines.
6. Create boxed tables.
7. Demonstrate knowledge of basic Excel commands.
8. Create formulas.
9. Prepare and produce a Microsoft PowerPoint presentation.
10. Demonstrate comprehension of Internet terminology and search

Course Information

Course length varies by individual intermediate school building.
Required/Elective course varies by individual intermediate school building.

Course Outline/Calendar

- A. List of units
 - i. Keyboarding Skills
 - ii. Word Processing Skills
 - iii. Excel Spreadsheet Skills
 - iv. Power Point Presentation Skills
 - v. Internet Terminology and Ethical Use Skills
 - vi. Final Exam
- B. Major assignments, projects, and events are integrated with core area subjects to demonstrate standards required for both business education and core area subjects.

Text/Other Required Materials/Resources

- A. Adopted materials
 - i. Glencoe Keyboarding with Computer Applications © 2000
- B. Other materials needed
 - i. eLocker user name and password
 - ii. Student Planner

Instructional Procedures & Support

- A. Methods for delivery of instruction
 - i. cooperative learning groups
 - ii. hands-on/lab work
 - iii. lecture
 - iv. demonstration
 - v. teacher and student modeling
- B. Teaching strategies
 - i. graphic organizers
 - ii. role playing
 - iii. modeling
 - iv. Read Alouds
 - v. QAR
 - vi. compare/contrast
 - vii. discussion
 - viii. real-world connection
- C. Academic expectations of students
 - i. Completion of all required assignments.
 - ii. Operate the computer and software appropriately and efficiently.
- D. Homework expectations
 - i. Practice skills outside of class to reinforce learning.
 - ii. Study for quizzes and tests.
 - iii. Seek outside assistance to complete required assignments.
- E. Opportunities for make-up and enrichment opportunities
 - i. Individual teachers provide for make-up and enrichment opportunities based on their individual schedules.
 - ii. Usually before or after school.
- F. Indicate deadlines for acceptance of student work and late work
 - i. Individual teachers indicate deadlines for acceptance of student work and late work.
 - ii. These deadlines are based on individual school schedules.
 - iii. A student has two make-up days for every day they were absent.
- G. Opportunities for students who need additional support
 - i. Teachers will provide extra time and support before or after school.
 - ii. For Example:
 - <http://www.davis.k12.ut.us/cjh/appliedtech/Business/Keyboarding/Index.html>
 - <http://www.actden.com/>

Classroom Management Procedures

- A. Classroom behavior guidelines
 - i. Decided by the individual teacher.
 - ii. Posted in the individual teacher's classroom.
- B. Attendance and tardy procedures aligning with student handbook
 - i. Decided by the individual teacher and aligned with the intermediate school where the teacher is employed.
- C. Planners should be hall passes.

Assessment Plan

- | |
|--|
| <p>A. Progress reports (include dates)</p> <ul style="list-style-type: none"> i. Based on individual school schedule. ii. Differs based on balanced calendar and traditional calendar. <p>B. Multiple methods of assessment</p> <ul style="list-style-type: none"> i. Project demonstrations ii. Presentations iii. Timed Tests <p>C. Grading procedures</p> <ul style="list-style-type: none"> i. Rubrics ii. Assessments iii. Checklists iv. Observations |
|--|

Grading System

A	93 and above	Firm command of knowledge domain High level of skill development
A⁻	90 - 92	Exceptional preparation for later learning
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills
B	83 - 86	Has prerequisites for later learning
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills
C	73 - 76	Lacks a few prerequisites for later learning
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained
D	63 - 66	Deficient in many of the prerequisites for later learning
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning