COURSE DESCRIPTION (DISTRICT)

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)

1. Course Title

Exploring Business

2. Transcript Title(s) / Abbreviation(s)

Survey of Business

3. Transcript Course Code(s) / Number(s)

BU6036

4. School

Santa Maria High School

5. District

Santa Maria Joint Union High School District

6. City

Santa Maria, CA

7. School / District Web Site

www.smjuhsd.k12.ca.us

8. School Course List Contact

Name: Karen Draper

Title/Position: Business Teacher

Phone: (805) 925-2567   **Ext.: 3233**

E-mail:

9. Subject Area

- ☐ History/Social Science
- ☐ English
- ☐ Mathematics
- ☐ Laboratory Science
- ☐ Visual & Performing Arts
  - ☐ Intro ☐ Advanced
- ☐ College Prep Elective

10. Grade Level(s) for which this course is designed

☐ 9   ☐ 10   ☐ 11   ☐ 12

11. Seeking "Honors" Distinction?

☐ Yes   ☐ No

12. Unit Value

- ☐ 0.5 (half year or semester equivalent)
- ☐ 1.0 (one year equivalent)
- ☐ 2.0 (two year equivalent)
- ☐ Other: _____

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13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

☐ A course reinstated after removal within 3 years. Year removed from list?_____

Same course title?   ☐ Yes   ☐ No

If no, previous course title?_____

☐ An identical course approved at another school in same district. Which school? _____

Same course title?   ☐ Yes   ☐ No

If no, course title at other school?_____

☐ Alternative Course title for course with Identical content at this school
     Title of previously-approved identical course:_____ Introduction to Computers in Business _____

☐ Approved Advanced Placement (AP) OR International Baccalaureate (IB) course

☐ Approved UC College Prep (UCCP) Online course

☐ Approved CDE Agricultural Education course

☐ Approved P.A.S.S./Cyber High course

☐ Approved ROP/C Course. Name of ROP/C?_____

☐ Combining two UC-approved semester VPA courses into a single, year-long VPA course
     Titles of previously-approved semester courses:_____

☐ Other. Explain:_____

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14. Is this course modeled after an UC-approved course from another school outside your district?   ☐ Yes   **X No**

If so, which school(s)? _____

Course title at other school_____

15. Pre-Requisites

Must be 9th grad freshman

16. Co-Requisites

May go to Health Ed. Or another 9 week class for second 9 weeks

17. Brief Course Description

The course designed to introduce students to business principles and practices. An introduction to keyboarding, word processing, spreadsheet application, presentation delivery, desktop publishing software programs and media skills. Units include personal budgeting, business document formatting, career exploration, goal setting, Internet searching, styles of learning including aptitude and interest inventories.

B. COURSE CONTENT
Please refer to instructions

18. Course Goals and/or Major Student Outcomes

Students will be able to demonstrate beginning skills in keyboarding, word processing, spreadsheet applications, presentation delivery, desktop publishing software programs and media skills.

19. Course Objectives

Students will acquire beginning skills in the application software in a business environment. Students will know how to use contemporary and emerging technological resources in diverse and changing personal, community and work place environments.

20. Course Outline

1. Goal Setting
2. Beginning Keyboarding Skills
3. Aptitude and Interest inventory
4. Format business documents
5. Budgeting concepts
6. Presentation skills
7. Research skills
8. Basic operating system fundamentals.

21. Texts & Supplemental Instructional Materials

MicroType 3.0, Digitools, Microsoft Office Suite, Freedom Writers Diary and Teacher's Guide, Internet Explorer Browser

22. Key Assignments

Introduction to Keyboarding – students use MicoType 3.0 to learn correct finger usage of the Qwerty Keyboard

Goal setting – students define goals and steps to achievement and possible blockages. Students set a personal 6 moth goal that is sealed and delivered at the end of the semester.
Interest inventory/Aptitude Test – Students do at least one assessment to help define strengths and learning styles.

Spreadsheet Applications/Personal Budgeting – students use a weekly allowance to spend in a personal budget for a moth. They then put the budget in a spreadsheet using formulas to add/subtract/divide/multiply expenditures for the month.

Internet Research – students use the Small Business Administration web site to complete a web quest assignment. Using IE students learn to do Internet searches.

Job Search – students use the Internet to do a job search for a career that they are assigned. They complete a report or brochure to include the qualifications/education needed, starting pay - hourly salary, physical and mental abilities needed, and a description of daily activities.

Family Budget – students are assigned a partner and they put both starting incomes together when planning their monthly budget to include standard percentages for housing, food, taxes, savings, transportation, medical/dental, insurance, clothing, and entertainment. Students shop for housing insurance and transportation within their budget amounts, assuming at all other categories have used the entire amount budgeted. Students make a major purchase from any money saved from housing, insurance and transportation.

Family Budget Presentation – students put together a presentation using presentation software to include each one's job information from their report/brochure, their family budget, where they found and how much they spent on housing, insurance and transportation. Also included is their major purchase with details on how they were able to budget the money for the purchase. All jobs searched will be presented so that entire class has an opportunity to learn about many different careers.

23. Instructional Methods and/or Strategies

Presentations using on overhead projector along with written requirements of each unit project are given. A software program that projects the demonstration and examples is also broadcast onto their computer screens. Rubrics are given out with the project criteria so that students have clearly defined criteria for determining the project grade.

24. Assessment Methods and/or Tools

Rubrics, observations, testing used for assessment.

C. HONORS COURSES ONLY
Please refer to instructions

25. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKBROUND INFORMATION
Please refer to instructions

26. Context for Course (optional)

27. History of Course Development (optional)