# Scope & Sequence

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| Course Name: Business Information Management l **PEIMS Code:** 13011400 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 9-12.  **Prerequisites:** None.  **Recommended Prerequisite:** Touch System Data Entry.  **Recommended Corequisites:** Business Lab. |
| **Course Description:** In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.136. (c) Knowledge and skills** | |
| **Unit 1: Business Communication**  Students will begin the course by discussing effective communication, collaboration skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in classroom and workplace vignettes/scenarios that highlight integrity, professionalism, collaboration, and teamwork. Students will discuss successful methods of time management in small groups and/or in other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, teamwork, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Unit 2: Business Documents and Word Processing Technology**  Students will examine, discuss, and produce a variety of business documents. Students will be given multiple opportunities to move files, create directories, and save files in various formats. Students will demonstrate correct keyboarding, key pad, and touch system techniques, and will experience and demonstrate improvements in speed and accuracy throughout the unit and the course. Documents will show mastery of writing techniques such as proofreading and editing and documentation of sources. Student teams and/or individuals will compose business letters and/or memos to be sent other student teams and/or designated individuals describing how to insert and edit objects such as tables, graphics, hyperlinks, and footers into a document, and personalize, share, and distribute their letters using mail merge technology. Teams will review the business letters and memos for correct formatting, style, language, understandability, and/or other agreed upon criteria, and provide constructive feedback for improvement. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:  (A) move files in the computer operating system;  (B) create directories; and  (C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software.  (6) The student applies word-processing technology. The student is expected to:  (A) identify customary styles of business documents;  (B) improve touch-system skills using the keyboard and keypad to input data;  (C) use hardware and software needed to produce documents to address different computer applications;  (D) demonstrate writing techniques generating ideas and gathering information relevant to the topic and purpose while maintaining accurate records of outside sources;  (E) produce business documents, including business letters, resumes, research papers, and newsletters;  (F) edit a variety of written documents;  (G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document;  (H) prepare and distribute personalized correspondence using mail merge; and  (I) use online word-processing technologies to create, edit, and share documents. | |
| **Unit 3: Using Database Software**  Students will learn, explore, discuss, and summarize the principles of data analysis and the use of database tools to access information in database systems. Students will develop and demonstrate their data entry skills by entering and editing data into database forms and tables, retrieving data, formulating queries, importing and exporting databases, and creating and printing reports as assigned. Students will continue to develop professionalism and effective communication skills by following directions, completing tasks, and asking appropriate questions during presentations, activities, and discussions. | 20 periods  900 minutes | (6) The student applies word-processing technology. The student is expected to:  (B) improve touch-system skills using the keyboard and keypad to input data;  (7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:  (A) explain the principles of data analysis;  (B) explain the nature of tools that can be used to access information in the database system;  (8) The student applies data entry techniques to enter information in databases. The student is expected to:  (A) access information in the database system;  (B) build data in a data warehouse;  (C) enter and edit data into database tables and database forms for easy data entry; and  (D) import and export databases.  (9) The student uses commands to retrieve data and create reports from databases. The student is expected to:  (A) retrieve data from tables and queries;  (B) formulate queries; and  (C) create and print reports. | |
| **Unit 4: Creating a Database**  Students will define, explore, and discuss the principles and usefulness of data analysis and database software for business decision-making. Students will develop and demonstrate their knowledge of databases and database software in a project or assignment to analyze a company’s data requirements and design a database to meet the company’s requirements. Students will discuss/present/share their completed databases in small groups, class discussions, and/or brief presentations, including a demonstration of data retrieval, defining the fields and types of data included, and the relationships of tables in the databases. | 20 periods  900 minutes | (6) The student applies word-processing technology. The student is expected to:  (B) improve touch-system skills using the keyboard and keypad to input data.  (7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:  (C) choose appropriate software;  (D) define fields and type of data;  (E) create database structure;  (F) define relationships of tables;  (G) analyze company data requirements; and  (H) design a database to meet business requirements.  (8) The student applies data entry techniques to enter information in databases. The student is expected to:  (A) access information in the database system;  (B) build data in a data warehouse;  (C) enter and edit data into database tables and database forms for easy data entry.  (9) The student uses commands to retrieve data and create reports from databases. The student is expected to:  (A) retrieve data from tables and queries. | |
| **Unit 5: Data Mining**  Students will research, explore, and discuss data mining. Students will also create and/or use examples, charts, diagrams, and/or written explanations to present descriptive summaries of the different types of data mining tools and techniques. Students will research and interpret data mining findings using appropriate online technology, and discuss the potential usefulness of data mining for business as well as their findings and interpretations in small groups, class discussions, and/or brief presentations. | 15 periods  675 minutes | (10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:  (A) discuss the nature of data mining;  (B) describe data mining tools;  (C) demonstrate basic data mining techniques; and  (D) interpret data mining findings. | |
| **Unit 6: Spreadsheets**  Students will be given examples and opportunities to examine and discuss actual and/or simulated spreadsheets used for business budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies. Students will discuss the usefulness of spreadsheets for a variety of business situations as well as demonstrate the mathematical processes involved. Students will also create charts, graphics, and infographics using online spreadsheet technologies, and create, edit, and share their documents. Students will review and discuss the shared documents. | 25 periods  1125 minutes | (11) The student applies spreadsheet technology. The student is expected to:  (A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data;  (B) formulate and produce solutions to a variety of business problems such as budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies;  (C) create charts, graphs, and infographics using spreadsheet data; and  (D) use online spreadsheet technologies to create, edit, and share documents. | |
| **Unit 7: Presentations and Technology**  Students will view, discuss, and analyze the effectiveness of various examples of multimedia presentations as well as identify graphics, fonts, and special effects in the examples. Students will research, discuss, and determine the appropriate technology to deliver and share an effective presentation about the benefits and opportunities of a CTSO and/or other extracurricular student activities/organizations. Presentations will use text, graphics, and special effects, and show mastery of course knowledge, skills, and objectives. Students will correctly save documents in various and appropriate assigned formats, and share their presentations using online presentation technology. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (12) The student applies presentation management technology. The student is expected to:  (A) identify the guidelines for using graphics, fonts, and special effects in presentations;  (B) analyze the effectiveness of multimedia presentations;  (C) determine the appropriate technology to create and deliver an effective presentation;  (D) save documents in various formats such as template, video, and PDF to share or transport electronically;  (E) deliver an effective presentation; and  (F) use online presentation management technologies to create, edit, transport, and share documents. | |
| **Unit 8: Desktop Publishing**  Students will view, discuss, and identify various examples of technologies, styles, and standards of desktop publishing. Students will produce a variety of correctly edited business documents suitable to use in desktop publication(s), and their completed assignments/projects will include text, tables, graphics, and/or hyperlinks. | 15 periods  720 minutes | (6) The student applies word-processing technology. The student is expected to:  (C) use hardware and software needed to produce documents to address different computer applications;  (E) produce business documents, including business letters, resumes, research papers, and newsletters;  (F) edit a variety of written documents;  (G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document;  (13) The student applies desktop publishing technology. The student is expected to:  (A) identify technologies available for desktop publishing;  (B) identify customary standards and styles of desktop publishing; and  (C) create desktop publications importing text and graphics. | |
| **Unit 9: Information Systems and Management**  Students will identify, discuss, and explain the strategic role of information systems and information communication technology within an organization. Students will create and/or use examples, charts, diagrams, and/or written explanations to determine and discuss risks and rewards of developing a strategic role for information systems and information communication technology. Students will participate in classroom activities that demonstrate and discuss integrating information systems planning with business planning. Using appropriate research techniques and software applications, students will produce a brief, correctly formatted business report or memo that identifies requirements, needs, and issues in designing and developing information systems for various businesses, situations, and/or scenarios. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (2) The student coordinates information management and business management to aid in business planning. The student is expected to:  (A) explain the strategic role of information systems and information communication technology within an organization;  (B) determine risks and rewards of developing a strategic role for information systems and information communication technology; and  (C) integrate information systems planning with business planning.  (3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:  (A) identify the management information requirements and business needs of an organization; and  (B) explain issues involved in designing and developing systems for different environments.  (14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks. | |
| **Unit 10: Equipment and Supplies**  Students will research, identify, and discuss available software packages and the equipment, supplies, and maintenance needed. Students will then participate in various classroom/team/group activities such as workplace vignettes/scenarios involving situations with coworkers, supervisors, and clients to establish equipment and supplies maintenance systems and schedules and to troubleshoot simulated equipment and software issues. Students will then produce a document with an equipment maintenance system and schedule for an actual or simulated workplace. Students’ final drafts will have been edited and correctly revised to meet all course criteria and be appropriate for the intended audience. | 15 periods  720 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (4) The student analyzes available software packages for use in business settings. The student is expected to:  (A) determine equipment and supplies needed;  (B) establish equipment and supplies maintenance systems;  (C) schedule equipment maintenance;  (D) use equipment and supplies maintenance procedures; and  (E) use critical-thinking skills to troubleshoot equipment and software issues.  (14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks. | |