

# Chino Valley Unified School District

## Jr. High School Course Description

CONTACTS	
<b>1. School/District Information: Canyon Hills</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Charlie Hemsley Position/Title: Computer/Technology Teacher Phone: (909) 464-9938 E-mail: Charlie_hemsley@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Introduction to Business and Technology
<b>2. Transcript Title/Abbreviation:</b>	Intro to Business and Tech
<b>3. Transcript Course Code/Number:</b>	3171
<b>4. Subject Area/Category:</b>	Elective
<b>5. Grade level(s):</b>	7
<b>6. Is this course classified as a Career Technical Education course?</b>	Yes
<b>7. Date of Board Approval:</b>	June 11, 2015
<b>8. Brief Course Description:</b> This is a Project-Based Learning (PBL) course that will expose students to the Microsoft Office programs. Students will present a business plan to a selected audience based on the research about the problem (real-life simulated) that they are solving and incorporating programs of the Microsoft Office Suite – Word, Excel, Power Point, Publisher etc. Students will enhance their research, technical, collaboration critical thinking, and communication skills as a result of the course. Students will gain an understanding of the different components which comprise of digital citizenship as well the in-depth knowledge of the legal issues surrounding copyright, plagiarism, cyberbullying, and cyber safety.	
<b>9. Prerequisites:</b>	Proficient in typing.
<b>10. Context for Course:</b> Learning Microsoft Word, Excel, PowerPoint, and Publisher.	
<b>11. History of Course Development:</b> This course has evolved from the Introduction to Computers course, which covered many of the basic skills mostly taught in prior grades. These skills included typing, word processing, and Power Point; manipulating digital images and editing of text. The Intro to Business and Technology course will challenge students to the next higher level of thinking by providing a context for them to learn and apply skills. They will not only be using the Microsoft Office programs that many of them may be familiar with, but applying them in a business context.	
<b>12. Textbooks:</b>	Online sources only
<b>13. Supplemental Instructional Materials:</b>	Microsoft Office Suite; “How To” videos online
B. COURSE CONTENT	
<b>Course Purpose:</b> The main purpose of this course is to engage students in thinking and practice skills that represent the real world business model. One example could include using the PBL approach to start a business and all the details that would be needed to successfully run it. Students will advertise, keep a spreadsheet of expenses and a running total of income, start with a balance from a business loan, set up a small business making a product, write mock letters to our employees, and our customers.	
<b>Course Guide:</b> Using Microsoft Office: Create a business using MS Word to design a product and explain the need for this item; describe the cost for making this item and the profit made on the sales. Make a sales pitch for your business using Power Point	

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to obtain a loan, use a spreadsheet to set up the expenditures needed; lease of building for warehouse and office, employee cost. Assume a \$50K loan at 2% interest. Design a logo and a name that suits your company and choose a location. Set up business cards and business letters. Throughout the first eight weeks table of running a business, various problems will be thrown into the mix, such as a delivery truck breaking down and having extra expenses that create problems. Also, there will be perks that come along – another big business wants to add your product at bulk amounts; how do you compensate for the increase in production along with the promise of higher income? All business aspects will be researched and documented for a completed business portfolio.

In the first four weeks of class students will need to be proficient in using word processing, power point presentations, working with digital images and creating simple art designs.

Students will gain an understanding of the different components which comprise of digital citizenship as well the in-depth knowledge of the legal issues surrounding copyright, plagiarism, cyberbullying, and cyber safety.

#### **Instructional Methods and/or Strategies:**

Learning is driven by a real world situation that challenges students with open-ended problems. There is no “right answer” as to how to set up a business, for example, all problems/cases are context specific to running a business – for example using up the money too quickly by overstocking, over hiring and/or high wages, etc... Students will be self-directed and learn to collaborate with other business owners on how they are running their business. The teacher will be a facilitator and guide the learning process using inquiry and insight.

#### **Assessment Including Methods and/or Tools:**

Assessments will be based on certain technical benchmarks obtained. A rubric will show what level students are at according to: how organized is the portfolio, time and effort put into design of business, keeping accurate records for expenses, staying in the black, compensation for sudden changes and overall quality of the portfolio.