

SCOPE AND SEQUENCE

				Revision Date:	
Course Title:	Business Computer Information Systems I	AISD Course #:	BU1252-2252	PEIMS #:	12011200
Grade Level:	10-12	Prerequisites:	Keyboarding or placement test		
Description:	BCIS I prepares students to apply technology skills to personal/workplace business situations focused on word processing, spreadsheet, database, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies. This course is recommended for students with an introductory level of computer knowledge. Students complete the course with an intermediate level skill in word processing, spreadsheet, PowerPoint presentations, and database applications. BCIS is approved for one technology applications graduation credit. 1.0 credit				
State Textbook:					
CTE Purchased Textbook:					
Supplemental and/or Multimedia Materials:					
Required Training and/or Additional Notes:					

1st Six Weeks

TEKS	CONCEPT or ACTIVITY
<p>(3) The student applies word processing technology. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify customary styles of business documents; (B) improve the touch-system skill using the keyboard and keypad to input data; (C) utilize hardware and software flexibility needed to produce documents to address different computer applications; (D) demonstrate basic writing techniques; (E) edit a variety of written documents; and (F) produce business documents, including: <ul style="list-style-type: none"> (i) business letters; 	<p>Word Processing</p> <ul style="list-style-type: none"> Intro to basic concepts Extend keyboarding skills to increase speed and accuracy Create, edit & format business/personal documents including letters and memos Demonstrate the proper use of templates in document processing Introduction to tables

2nd Six Weeks

TEKS	CONCEPT or ACTIVITY
<p>(4) The student applies spreadsheet technology. The student is expected to:</p> <ul style="list-style-type: none"> (A) perform correct mathematical processes, including: <ul style="list-style-type: none"> (i) addition, subtraction, multiplication, and division; (ii) percentages and decimals; (iii) order of operations principle; (iv) estimation; and (v) prediction of patterns of data; and (B) formulate and produce solutions to a variety of business problems, such as: <ul style="list-style-type: none"> (i) budget, personal, and business; (ii) payroll; 	<p>Spreadsheets</p> <ul style="list-style-type: none"> Introduce basic concepts Create, edit & format simple spreadsheets Demonstrate the proper use of functions and formulas Apply formatting to text and number Demonstrate the proper use of charts

- (iii) inventory;
- (iv) invoices;
- (v) balance sheets;
- (vi) profit-loss statements;
- (vii) income tax preparation;
- (viii) charts and graphs; and
- (ix) conversion of foreign currencies.

3rd Six Weeks

TEKS

CONCEPT or ACTIVITY

- (7) 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;
 - (C) create desktop publications importing text and graphics; and
 - (D) create an instructional manual.

- Desktop Publishing**
- Introduce design concepts
 - Prepare flyers, newsletters, and brochures
 - Apply advanced enhancements

- (8) 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; and
 - (C) determine the appropriate technology to create and deliver an effective presentation.

- Presentations**
- Create , edit and enhance presentations
 - Deliver presentations

4th Six Weeks

TEKS

CONCEPT or ACTIVITY

- (3) The student applies word processing technology. The student is expected to:
- (F) produce business documents, including:
 - (ii) business reports, integrating charts, and graphics;
 - (iii) research papers;
 - (iv) statistical data tables;
 - (v) newsletters; and
 - (vi) resumes.

- Intermediate Word Processing**
- Create, edit, format and calculate tables
 - Produce Mail Merge documents
 - Design reports and outlines
 - Incorporate advanced formatting features

5th Six Weeks

TEKS

CONCEPT or ACTIVITY

<p>(5) The student applies database technology. The student is expected to:</p> <p>(A) differentiate the nature and interrelationships of fields, records, and files in databases;</p> <p>(B) perform data management procedures, including:</p> <ul style="list-style-type: none"> (i) locate, sort, and organize data; (ii) search and query data; (iii) retrieve data; and (iv) export and import data; and <p>(C) produce and analyze business reports.</p>	<p>Database</p> <p>Introduce relational database concepts Create tables, queries, forms and reports Use queries to sort and select records</p>
<p>See TEKS for Spreadsheets and Word Processing</p>	<p>Advanced Spreadsheets and Word Processing Advanced topics not previously covered.</p>
6th Six Weeks	
TEKS	CONCEPT or ACTIVITY
<p>All Previous TEKS above plus:</p>	<p>Integrated Simulation Selected projects to that integrate skills and knowledge acquired the previous five weeks. These projects will emphasize critical thinking skills.</p>
Through Out The Year	
TEKS	CONCEPT or ACTIVITY
<p>(1) The student develops skills for success in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (A) locate and interpret written information; (B) incorporate supplementary resources and references; (C) demonstrate active listening through oral and written feedback; (D) demonstrate productive work habits and attitudes, for example, dependability and punctuality; and (E) organize ideas logically and sequentially. <p>(2) The student selects appropriate technology to address business needs. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and explain the functions of various types of technology, hardware, and software used in business; (B) explore functions of emerging technologies; and (C) list available hardware and software most appropriate for specific tasks. <p>(6) The student exchanges information via telecommunications technology with appropriate supervision. The student is expected to:</p>	<p>General Concepts Through out the school year, material is incorporated into the lessons so these TEKS are covered. We do not have a specific unit on each of them.</p>

- (A) identify and describe the different components of the telecommunications industry;
- (B) send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies;
- (C) evaluate telecommunications methods for specific business needs, including:
 - (i) cost (locally, nationally, and internationally);
 - (ii) convenience; and
 - (iii) availability; and
- (D) model acceptable telecommunications ethics and etiquette and follow guidelines and laws.

(9) The student identifies the concepts of a computer network. The student is expected to:

- (A) describe the components necessary to establish a network;
- (B) describe the factors influencing the selection of a networking system; and
- (C) compare the resources available on various types of networks.

(10) The student analyzes computer operating systems and emerging technologies. The student is expected to:

- (A) describe various types of operating systems, environments, and utilities;
- (B) compare the functions and features of different operating systems, environments, and utilities; and
- (C) demonstrate operating system commands.

§120.23. Business Computer Information Systems I (One-Half to One Credit).

- (a) General requirements. The prerequisite for this course is Keyboarding, one-half credit or equivalent, as described in §120.26(a) of this title (relating to Keyboarding (One-Half to One Credit)). This course is recommended for students in Grades 9-10.
- (b) Introduction. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or postsecondary education. Students apply technical skills to address business applications of emerging technologies.
- (c) Knowledge and skills.
- (1) The student develops skills for success in the workplace. The student is expected to:
 - (A) locate and interpret written information;
 - (B) incorporate supplementary resources and references;
 - (C) demonstrate active listening through oral and written feedback;
 - (D) demonstrate productive work habits and attitudes, for example, dependability and punctuality; and
 - (E) organize ideas logically and sequentially.
 - (2) The student selects appropriate technology to address business needs. The student is expected to:
 - (A) identify and explain the functions of various types of technology, hardware, and software used in business;
 - (B) explore functions of emerging technologies; and
 - (C) list available hardware and software most appropriate for specific tasks.
 - (3) The student applies word processing technology. The student is expected to:
 - (A) identify customary styles of business documents;
 - (B) improve the touch-system skill using the keyboard and keypad to input data;
 - (C) utilize hardware and software flexibility needed to produce documents to address different computer applications;
 - (D) demonstrate basic writing techniques;
 - (E) edit a variety of written documents; and
 - (F) produce business documents, including:
 - (i) business letters;

- (ii) business reports, integrating charts, and graphics;
- (iii) research papers;
- (iv) statistical data tables;
- (v) newsletters; and
- (vi) resumes.

(4) The student applies spreadsheet technology. The student is expected to:

(A) perform correct mathematical processes, including:

- (i) addition, subtraction, multiplication, and division;
- (ii) percentages and decimals;
- (iii) order of operations principle;
- (iv) estimation; and
- (v) prediction of patterns of data; and

(B) formulate and produce solutions to a variety of business problems, such as:

- (i) budget, personal, and business;
- (ii) payroll;
- (iii) inventory;
- (iv) invoices;
- (v) balance sheets;
- (vi) profit-loss statements;
- (vii) income tax preparation;
- (viii) charts and graphs; and
- (ix) conversion of foreign currencies.

(5) The student applies database technology. The student is expected to:

(A) differentiate the nature and interrelationships of fields, records, and files in databases;

- (B) perform data management procedures, including:
 - (i) locate, sort, and organize data;
 - (ii) search and query data;
 - (iii) retrieve data; and
 - (iv) export and import data; and
 - (C) produce and analyze business reports.
- (6) The student exchanges information via telecommunications technology with appropriate supervision. The student is expected to:
- (A) identify and describe the different components of the telecommunications industry;
 - (B) send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies;
 - (C) evaluate telecommunications methods for specific business needs, including:
 - (i) cost (locally, nationally, and internationally);
 - (ii) convenience; and
 - (iii) availability; and
 - (D) model acceptable telecommunications ethics and etiquette and follow guidelines and laws.
- (7) 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;
 - (C) create desktop publications importing text and graphics; and
 - (D) create an instructional manual.
- (8) 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; and
 - (C) determine the appropriate technology to create and deliver an effective presentation.

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- (A) describe the components necessary to establish a network;
 - (B) describe the factors influencing the selection of a networking system; and
 - (C) compare the resources available on various types of networks.
- (10) The student analyzes computer operating systems and emerging technologies. The student is expected to:
- (A) describe various types of operating systems, environments, and utilities;
 - (B) compare the functions and features of different operating systems, environments, and utilities; and
 - (C) demonstrate operating system commands.

Source: The provisions of this §120.23 adopted to be effective September 1, 1998, 22 TexReg 4985.