# Scope & Sequence

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| Course Name: Business Information Management II **PEIMS Code:** 13011500 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10-12.  **Prerequisites:** Business Information Management I.  **Recommended Prerequisites:** Touch System Data Entry.  **Recommended Corequisites:** Business Lab. |
| **Course Description:** In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia 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  7875 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**  **130.137. (c) Knowledge and skills** | |
| **Unit 1: Business Communication**  Students will begin the course by discussing effective verbal and nonverbal communication, conflict resolution, collaboration skills, teamwork, professionalism, and the importance of demonstrating a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in diverse workplace vignettes/scenarios that highlight effective communication, active listening skills, professionalism, collaboration, and teamwork. Students will discuss successful methods of time management and task completion 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 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) show integrity by choosing the ethical course of action and 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.  (3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:  (A) employ verbal and active listening skills when obtaining and conveying information;  (E) communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors;  (F) apply strategies for communicating about issues in dealing with a diverse workforce such as sexual harassment and cultural differences; and  (G) demonstrate the ability to communicate and resolve conflicts within a diverse workforce. | |
| **Unit 2: Electronic Portfolios**  Students will successfully prepare and present their professional electronic portfolios as a course culmination activity. In this unit, students will examine exemplary examples of electronic portfolios and participate in discussions regarding contents, requirements, and grading criteria. Students will discuss planning, timelines, strategies, and necessary procedures for successful task completion by the end of the course. Students will also discuss the importance of editing and correctly revising documents to meet all criteria before presentation to an interested stakeholder and/or potential employer. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills 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;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (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.  (9) The student documents technical knowledge and skills. The student is expected to:  (A) prepare a professional electronic portfolio that includes information such as:  (i) attainment of technical skill competencies;  (ii) licensures or certifications;  (iii) recognitions, awards, and scholarships;  (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;  (v) sample letter of application;  (vi) abstract of key points of accomplishments;  (vii) resume;  (viii) samples of work; and  (ix) evaluation from a teacher; and  (B) present the portfolio to interested stakeholders. | |
| **Unit 3: Business Documents and Word Processing Technology**  Students will use word processing skills to create, edit, and share a formal business report on a topic such as sexual harassment, conflict resolution, or effective communication in diverse workplaces. Students will use and document appropriate and reliable materials, informational texts, and/or internet resources to prepare the report. Teams will review the reports for correct formatting, grammar, spelling, punctuation, and capitalization and other course criteria, and provide constructive feedback for improvement. | 25 periods  1125 minutes | (3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:  (A) employ verbal and active listening skills when obtaining and conveying information;  (B) record information needed to present a report on a given topic and use items such as tables of contents, indexes, tabs, footnotes, endnotes, captions, and/or building blocks;  (C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that convey information effectively using correct grammar, spelling, punctuation, and capitalization;  (D) use online word processing technologies to create, edit, and share documents;  (F) apply strategies for communicating about issues in dealing with a diverse workforce such as sexual harassment and cultural differences; and  (G) demonstrate the ability to communicate and resolve conflicts within a diverse workforce.  (4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks. The student is expected to:  (C) evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources; and  (D) reference sources of information. | |
| **Unit 4: Creating a Database**  Students will explore and discuss using advanced functions of database management and using database software for solving various business problems. Students will develop, demonstrate, and apply their knowledge of databases and database software in a project or assignment to analyze a specific problem or problems and design a database to solve the problem(s). Students will discuss/present/share their completed databases and problem solutions in small groups, class discussions, and/or brief presentations, including a demonstration of advanced functions of database management and how to interpret any included tables, charts, infographics and/or figures. | 25 periods  1125 minutes | (3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:  (A) employ verbal and active listening skills when obtaining and conveying information;  (4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks. The student is expected to:  (A) create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks;  (8) The student follows procedures of advanced data management. The student is expected to:  (A) design a database to solve business problems; and  (B) use advanced functions of database management such as updating queries, creating formulas, using built-in formulas, and creating custom format reports. | |
| **Unit 5: Spreadsheets**  Students will be given examples and opportunities to examine and discuss actual and/or simulated spreadsheets and financial statements used for comparisons and projections, predictions and forecasts, trend analyses, and charts or graphs. Students will discuss how to interpret and apply spreadsheet technologies for a variety of business situations and occupational tasks. Students will create their own financial statements in a simulated occupational task using online spreadsheet technologies, and edit and share their documents. Students will read, review, discuss, and interpret the shared documents. | 25 periods  1125 minutes | (4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks. The student is expected to:  (A) create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks;  (7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:  (A) recognize and apply spreadsheet items such as lookup tables, what-if and built-in functions, macros, and advanced charts, graphs, and functions; and  (B) create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs. | |
| **Unit 6: Presentations**  Students will view, discuss, and analyze the effectiveness of various examples of multimedia presentations. Students will research, discuss, determine, and apply the appropriate technology to create and deliver an effective oral presentation for an assigned topic and audience. Presentations will use appropriate support materials and demonstrate mastery of unit skills and objectives. Students will also share their presentations using online presentation technology. | 25 periods  1125 minutes | (5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:  (A) prepare oral presentations to provide information for specific purposes and audiences;  (B) identify support materials that will enhance an oral presentation;  (C) prepare support materials that will enhance an oral presentation;  (D) deliver an oral presentation that sustains listeners' attention;  (E) align presentation strategies to the intended audience;  (F) implement multimedia strategies for presentations; and  (G) use online presentation management technologies to create, edit, transport, and share documents.  (6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships. | |
| **Unit 7: Projects**  Students will be given examples of business projects to examine and discuss. Students will participate in classroom activities and/or discussions regarding project management processes, then successfully demonstrate and apply the processes from start to finish. Student projects will include items such as charts, tables, infographics, and/or figures as well as reliable, referenced sources. | 20 periods  900 minutes | (2) The student demonstrates project management processes to conduct a business project using emerging technologies. The student is expected to:  (A) initiate a project;  (B) plan a project;  (C) execute a project;  (D) monitor and control a project; and  (E) close a business project.  (3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:  (A) employ verbal and active listening skills when obtaining and conveying information;  (4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks. The student is expected to:  (A) create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks;  (B) use resources such as informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks;  (C) evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources; and  (D) reference sources of information. | |
| **Unit 8: Electronic Portfolio Presentations**  Students will successfully prepare and present professional electronic portfolios. Students’ final projects will have been edited and correctly revised to meet all course requirements and criteria, and will be suitable for presentation to an interested stakeholder and/or potential employer. Students will demonstrate appropriate professionalism and public relations skills as they present their portfolios in simulated employment or college interviews and/or workplace scenarios. | 25 periods  1125 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (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;  (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.  (6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships.  (9) The student documents technical knowledge and skills. The student is expected to:  (A) prepare a professional electronic portfolio that includes information such as:  (i) attainment of technical skill competencies;  (ii) licensures or certifications;  (iii) recognitions, awards, and scholarships;  (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;  (v) sample letter of application;  (vi) abstract of key points of accomplishments;  (vii) resume;  (viii) samples of work; and  (ix) evaluation from a teacher; and  (B) present the portfolio to interested stakeholders. | |