



## **TEKS ALIGNMENT & SUGGESTED PACING GUIDE**

# **Business Information Management I**



***TEKS COVERAGE: 100%***

**iCEV Business, Marketing, Finance, IT & Media Site**

# TABLE OF CONTENTS

<b>I. SUGGESTED PACING GUIDE W/ TEKS SUMMARY</b>				4
<b>II. TEKS BY LESSON</b>				4 - 34
Workplace Technology	4-6	Microsoft® Excel Basics		19-20
Introduction to Computers	7-8	Microsoft® Access Basics		21-23
Keyboarding Basics	9	Data Mining Basics		24
Internet Basics	N/A	Microsoft® Publisher Basics		25
Web Ethics & Safety	N/A	Business Reports & Newsletters		26
Operating Systems & Networking	10-11	Management of Energy, Money & Tasks		27-28
Windows Operating Systems Basics	12	Employability Skills		29-30
Microsoft® Word Basics	13	Written Communication Practices		31
Business Letters & Memos	14	Public Speaking Basics		32
Cover Letters & Résumés	15	Teamwork & Collaboration		33
Microsoft® PowerPoint® Basics	16-17	Workplace Issues		34
Presentation Strategies & Tactics	18			
<b>III. ENTIRE TEKS CORRELATION INSTRUMENT</b>				35 - 51

Lesson Title	TEKS	Days of Teaching*
<b>Module 1: Introduction to Technology</b>		
Workplace Technology	2.A.i; 2.A.ii; 2.B.i; 2.B.ii; 2.B.iii; 2.B.iv; 2.C.i; 3.A.i; 3.A.ii; 3.B.i; 3.B.ii; 4.A.i; 4.A.ii; 6.I.i; 6.I.ii; 6.I.iii; 11.D.i; 11.D.ii; 11.D.iii; 12.F.i; 12.F.ii; 12.F.iii; 12.F.iv; 14.A.i	6
Introduction to Computers	3.A.i; 3.A.ii; 3.B.i; 3.B.ii; 4.A.i; 4.A.ii; 4.B.i; 4.B.ii; 4.C.i; 4.D.i; 4.D.ii; 4.E.i; 4.E.ii; 6.C.i; 6.C.ii	5
Keyboarding Basics	6.B.i; 6.B.ii; 6.C.i	3
Internet Basics	iCEV Exclusive	5
Web Ethics & Safety	iCEV Exclusive	9
<b>Module 2 : Operating Systems</b>		
Operating Systems & Networking	3.A.i; 3.A.ii; 3.B.i; 3.B.ii; 4.A.i; 4.A.ii; 4.B.i; 4.B.ii; 4.C.i; 4.D.i; 4.D.ii; 4.E.i; 4.E.ii	4
Windows Operating Systems Basics (Units 1 through 5)	5.A.i; 5.B.i	7
<b>Module 3: Word Processing</b>		
Microsoft® Word Basics (Units 1 through 14)	5.C.i; 6.A.i; 6.C.i; 6.C.ii; 6.D.ii; 6.D.iii; 6.D.iv; 6.E.iii; 6.F.i; 6.G.i; 6.G.ii; 6.H.i; 6.H.ii; 14.A.i	42
Business Letters & Memos	6.A.i; 6.E.i	4
Cover Letters & Résumés	6.A.i; 6.E.ii	4
<b>Module 4: Digital Presentations</b>		
Microsoft® PowerPoint® Basics (Units 1 - 9)	12.A.i; 12.A.ii; 12.A.iii; 12.B.i; 12.C.i; 12.C.ii; 12.D.i; 12.E.i; 14.A.i	35
Presentation Strategies & Tactics	12.B.i; 12.C.i; 12.C.ii; 12.E.i	5
<b>Module 5: Spreadsheet Applications</b>		
Microsoft® Excel Basics (Units 1 - 11)	11.A.i; 11.A.ii; 11.A.iii; 11.A.iv; 11.A.v; 11.B.i; 11.B.ii; 11.C.i; 11.C.ii; 11.C.iii; 14.A.i	45
<b>Module 6: Database Applications</b>		
Microsoft® Access Basics (Units 1 - 10)	7.A.i; 7.B.i; 7.C.i; 7.D.i; 7.D.ii; 7.E.i; 7.F.i; 7.G.i; 7.H.i; 8.A.i; 8.B.i; 8.C.i; 8.C.ii; 8.C.iii; 9.A.i; 9.A.ii; 9.B.i; 9.C.i; 9.C.ii; 14.A.i	40
Data Mining Basics	10.A.i; 10.B.i; 10.C.i; 10.D.i	5
<b>Module 7: Desktop Publishing</b>		
Microsoft® Publisher Basics	13.A.i; 13.B.i; 13.B.ii; 13.C.i; 13.C.ii; 14.A.i	28
Business Reports & Newsletters	6.A.i; 6.E.iv	4
<b>Module 8: Career Preparation</b>		
Management of Energy, Money & Tasks	1.D.i; 1.F.i; 1.F.ii; 1.F.iii; 1.F.iv; 1.F.v	6
Employability Skills	1.A.i; 1.B.i; 1.C.i; 1.C.ii; 1.D.i; 1.F.i; 1.F.ii; 1.F.iii; 1.F.iv; 1.F.v	5
Written Communication Practices	1.A.ii; 6.D.i; 6.D.ii; 6.D.iii; 6.D.iv	15
Public Speaking Basics	1.A.i	6
Teamwork & Collaboration	1.B.i	5
Workplace Issues	1.E.i; 1.E.ii; 1.E.iii	4

\* *Days of Teaching* identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

## Workplace Technology

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) explain the strategic role of information systems within an organization	Workplace Technology
(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	(ii) explain the strategic role of information communication technology within an organization	Workplace Technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(i) determine risks of developing a strategic role for information systems	Workplace Technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(ii) determine rewards of developing a strategic role for information systems	Workplace Technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iii) determine risks of developing a strategic role for information communication technology	Workplace Technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iv) determine rewards of developing a strategic role for information communication technology	Workplace Technology
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(C) integrate information systems planning with business planning	(i) integrate information systems planning with business planning	Workplace Technology

(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	(i) identify the management information requirements of an organization	Workplace Technology
(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	(ii) identify the business needs of an organization	Workplace Technology
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Workplace Technology
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Workplace Technology
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Workplace Technology
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Workplace Technology
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(i) use online word-processing technologies to create documents	Workplace Technology
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(ii) use online word-processing technologies to edit documents	Workplace Technology
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(iii) use online word-processing technologies to share documents	Workplace Technology
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(i) use online spreadsheet technologies to create documents	Workplace Technology

(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(ii) use online spreadsheet technologies to edit documents	Workplace Technology
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(iii) use online spreadsheet technologies to share documents	Workplace Technology
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(i) use online presentation management technologies to create documents	Workplace Technology
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(ii) use online presentation management technologies to edit documents	Workplace Technology
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iii) use online presentation management technologies to transport documents	Workplace Technology
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iv) use online presentation management technologies to share documents	Workplace Technology
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Workplace Technology

## Introduction to Computers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) identify the management information requirements of an organization	Introduction to Computers
(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	(ii) identify the business needs of an organization	Introduction to Computers
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Introduction to Computers
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems	Introduction to Computers

(4) The student analyzes available software packages for use in business settings. The student is expected to:	(C) schedule equipment maintenance	(i) schedule equipment maintenance	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(i) use critical-thinking skills to troubleshoot equipment issues	Introduction to Computers
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(ii) use critical-thinking skills to troubleshoot software issues	Introduction to Computers
(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	(i) use hardware needed to produce documents to address different computer applications	Introduction to Computers
(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	(ii) use software needed to produce documents to address different computer applications	Introduction to Computers



## Keyboarding Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) improve touch-system skills using the keyboard to input data	Keyboarding Basics
(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	(ii) improve touch-system skills using the keypad to input data	Keyboarding Basics
(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	(i) use hardware needed to produce documents to address different computer applications	Keyboarding Basics

## Operating & Systems Networking

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) identify the management information requirements of an organization	Operating Systems & Networking
(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	(ii) identify the business needs of an organization	Operating Systems & Networking
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Operating Systems & Networking
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Operating Systems & Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Operating Systems & Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Operating Systems & Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems	Operating & Systems Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems	Operating & Systems Networking

(4) The student analyzes available software packages for use in business settings. The student is expected to:	(C) schedule equipment maintenance	(i) schedule equipment maintenance	Operating & Systems Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures	Operating & Systems Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures	Operating & Systems Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(i) use critical-thinking skills to troubleshoot equipment issues	Operating & Systems Networking
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(ii) use critical-thinking skills to troubleshoot software issues	Operating & Systems Networking

## Windows Operating Systems Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) move files in the computer operating system	Windows Operating Systems Basics
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(B) create directories	(i) create directories	Windows Operating Systems Basics

## Microsoft® Word Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats	Microsoft® Word Basics
(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	(i) use hardware needed to produce documents to address different computer applications	Microsoft® Word Basics
(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	(ii) use software needed to produce documents to address different computer applications	Microsoft® Word Basics
(6) The student applies word-processing technology. The student is expected to:	(F) edit a variety of written documents	(i) edit a variety of written documents	Microsoft® Word Basics
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(i) insert objects into a document	Microsoft® Word Basics
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(ii) edit objects	Microsoft® Word Basics
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(i) prepare personalized correspondence using mail merge	Microsoft® Word Basics
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(ii) distribute personalized correspondence using mail merge	Microsoft® Word Basics
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Word Basics

## Business Letters & Memos

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Business Letters & Memos
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(i) produce business documents, including business letters	Business Letters & Memos

## Cover Letters & Résumés

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Cover Letters & Résumés
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(ii) produce business documents, including resumes	Cover Letters & Résumés

## Microsoft® PowerPoint® Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) identify the guidelines for using graphics in presentations	Microsoft® PowerPoint® Basics
(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	(ii) identify the guidelines for using fonts in presentations	Microsoft® PowerPoint® Basics
(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	(iii) identify the guidelines for using special effects in presentations	Microsoft® PowerPoint® Basics
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations	Microsoft® PowerPoint® Basics
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(i) determine the appropriate technology to create an effective presentation	Microsoft® PowerPoint® Basics
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(ii) determine the appropriate technology to deliver an effective presentation	Microsoft® PowerPoint® Basics
(12) The student applies presentation management technology. The student is expected to:	(D) save documents in various formats such as template, video, and PDF to share or transport electronically	(i) save documents in various formats to share or transport electronically	Microsoft® PowerPoint® Basics
(12) The student applies presentation management technology. The student is expected to:	(E) deliver an effective presentation	(i) deliver an effective presentation	Microsoft® PowerPoint® Basics



<p>(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.</p>	<p>(A) integrate multiple learned software applications to efficiently accomplish workplace tasks</p>	<p>(i) integrate multiple learned software applications to efficiently accomplish workplace tasks</p>	<p>Microsoft® PowerPoint® Basics</p>
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## Presentation Strategies & Tactics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations	Presentation Strategies & Tactics
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(i) determine the appropriate technology to create an effective presentation	Presentation Strategies & Tactics
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(ii) determine the appropriate technology to deliver an effective presentation	Presentation Strategies & Tactics
(12) The student applies presentation management technology. The student is expected to:	(E) deliver an effective presentation	(i) deliver an effective presentation	Presentation Strategies & Tactics

## Microsoft® Excel Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) perform mathematical processes, including percentages	Microsoft® Excel Basics
(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	(ii) perform mathematical processes, including decimals	Microsoft® Excel Basics
(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	(iii) perform mathematical processes, including order of operations principle	Microsoft® Excel Basics
(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	(iv) perform mathematical processes, including estimation	Microsoft® Excel Basics
(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	(v) perform mathematical processes, including prediction of patterns of data	Microsoft® Excel Basics

(11) The student applies spreadsheet technology. The student is expected to:	(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	(i) formulate solutions to a variety of business problems	Microsoft® Excel Basics
(11) The student applies spreadsheet technology. The student is expected to:	(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	(ii) produce solutions to a variety of business problems	Microsoft® Excel Basics
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(i) create charts using spreadsheet data	Microsoft® Excel Basics
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(ii) create graphs using spreadsheet data	Microsoft® Excel Basics
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(iii) create infographics using spreadsheet data	Microsoft® Excel Basics
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Excel Basics

## Microsoft® Access Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) explain the principles of data analysis	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(B) explain the nature of tools that can be used to access information in the database system	(i) explain the nature of tools that can be used to access information in the database system	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(C) choose appropriate software	(i) choose appropriate software	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(i) define fields	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(ii) define type of data	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(E) create database structure	(i) create database structure	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(F) define relationships of tables	(i) define relationships of tables	Microsoft® Access Basics

(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(G) analyze company data requirements	(i) analyze company data requirements	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(H) design a database to meet business requirements	(i) design a database to meet business requirements	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(A) access information in the database system	(i) access information in the database system	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(B) build data in a data warehouse	(i) build data in a data warehouse	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(i) enter data into database tables for easy data entry	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(ii) enter data into database forms for easy data entry	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(iii) edit data	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(i) import databases	Microsoft® Access Basics
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(ii) export databases	Microsoft® Access Basics

(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	(i) retrieve data from tables	Microsoft® Access Basics
(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	(ii) retrieve data from queries	Microsoft® Access Basics
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(B) formulate queries	(i) formulate queries	Microsoft® Access Basics
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(i) create reports	Microsoft® Access Basics
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(ii) print reports	Microsoft® Access Basics
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Access Basics

## Data Mining Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) discuss the nature of data mining	Data Mining Basics
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(B) describe data mining tools	(i) describe data mining tools	Data Mining Basics
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(C) demonstrate basic data mining techniques	(i) demonstrate basic data mining techniques	Data Mining Basics
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(D) interpret data mining findings	(i) interpret data mining findings	Data Mining Basics



## Microsoft® Publisher Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(13) The student applies desktop publishing technology. The student is expected to:	(A) identify technologies available for desktop publishing	(i) identify technologies available for desktop publishing	Microsoft® Publisher Basics
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(i) identify customary standards of desktop publishing	Microsoft® Publisher Basics
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(ii) identify customary styles of desktop publishing	Microsoft® Publisher Basics
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(i) create desktop publications importing text	Microsoft® Publisher Basics
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(ii) create desktop publications importing graphics	Microsoft® Publisher Basics
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Publisher Basics

## Business Reports & Newsletters

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iv) produce business documents, including newsletters	Business Reports & Newsletters
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Business Reports & Newsletters

## Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(i) demonstrate time-management skills by prioritizing tasks	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(ii) demonstrate time-management skills by following schedules	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely	Management of Energy, Money & Tasks

<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(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</p>	<p>(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency</p>	<p>Management of Energy, Money &amp; Tasks</p>
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(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</p>	<p>(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results</p>	<p>Management of Energy, Money &amp; Tasks</p>

## Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) communicate effectively with others using oral skills	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Employability Skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(i) demonstrate time-management skills by prioritizing tasks	Employability Skills

<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(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</p>	<p>(ii) demonstrate time-management skills by following schedules</p>	<p>Employability Skills</p>
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(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</p>	<p>(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely</p>	<p>Employability Skills</p>
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(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</p>	<p>(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency</p>	<p>Employability Skills</p>
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(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</p>	<p>(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results</p>	<p>Employability Skills</p>

## Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(ii) communicate effectively with others using writing skills	Written Communication Practices
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iii) demonstrate writing techniques by generating ideas relevant to the purpose	Written Communication Practices
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(i) demonstrate writing techniques by generating ideas relevant to the topic	Written Communication Practices
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(ii) demonstrate writing techniques by gathering information relevant to the topic, while maintaining accurate records of outside sources	Written Communication Practices
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iv) demonstrate writing techniques by gathering ideas relevant to the purpose, while maintaining accurate records of outside sources	Written Communication Practices

## Public Speaking Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(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	(i) communicate effectively with others using oral skills	Public Speaking Basics



## Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Teamwork & Collaboration

## Workplace Issues

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Workplace Issues
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Workplace Issues
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations	Workplace Issues

**Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 130. Texas Essential Knowledge and Skills for Career &amp; Technical Education</b>
<b>Subchapter</b>	<b>Subchapter D. Business Management and Administration</b>
<b>Course</b>	<b>§130.136. Business Information Management I (One Credit), Adopted 2015.</b>
<b>Publisher</b>	<b>CEV Multimedia, Ltd.</b>
<b>Program Title</b>	<b>iCEV Business, Marketing, Finance, IT &amp; Media Site</b>
<b>Program ISBN</b>	<b>9781614592129</b>
<b>TEKS Coverage (%)</b>	<b>100.00%</b>

**(a) General requirements.** This course is recommended for students in Grades 9-12. Recommended prerequisite: Touch Systems Data Entry. Recommended corequisite: Business Lab. Students shall be awarded one credit for successful completion of this course.

**(b) Introduction.**

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
- (3) 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.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(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	(i) communicate effectively with others using oral skills	Employability Skills	Project- Model Communication
(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	(i) communicate effectively with others using oral skills	Public Speaking Basics	Activity- Audience Mix Up Teacher Instruction Sheet; Activity- Communication Circle Teacher Instruction Sheet; Project- City Council; Project- City Council Teacher Instruction Sheet
(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	(ii) communicate effectively with others using writing skills	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Frontloading; Project- Informative Pamphlet; Project- Venn Diagram
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Teamwork & Collaboration	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Editor's Marks; Project- Frontloading; Project- Informative Pamphlet; Project- Venn Diagram
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Employability Skills	Activity - Knots
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Employability Skills	Project - Interview

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Employability Skills	Project - Interview
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Management of Energy, Money & Tasks	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Management of Energy, Money & Tasks	Management of Energy, Money & Tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Workplace Issues	Activity- Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity- Defining Workplace Policies & Procedures; Activity- Federal Laws for Safety; Project- Creating an Employee Handbook; Student Handout- Employee Rights & Responsibilities in the Workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Workplace Issues	Activity- Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity- Defining Workplace Policies & Procedures; Activity- Federal Laws for Safety; Project- Creating an Employee Handbook; Student Handout- Employee Rights & Responsibilities in the Workplace; Student Handout- Employer Rights and Responsibilities in the Workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(iii) comply with all applicable regulations	Workplace Issues	Activity- Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity- Defining Workplace Policies & Procedures; Activity- Federal Laws for Safety; Project- Creating an Employee Handbook; Student Handout- Employee Rights & Responsibilities in the Workplace
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(i) demonstrate time-management skills by prioritizing tasks	Employability Skills	Activity - Skills Flashcards
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(i) demonstrate time-management skills by prioritizing tasks	Management of Energy, Money & Tasks	Project - Managing Tasks; Activity- Budget; Activity- Opportunity Cost; Project- Work-Life Balance

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(ii) demonstrate time-management skills by following schedules	Employability Skills	Activity - Skills Flashcards
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(ii) demonstrate time-management skills by following schedules	Management of Energy, Money & Tasks	Project - Managing Tasks; Activity- Budget; Activity- Opportunity Cost; Project- Work-Life Balance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely	Employability Skills	Activity - Skills Flashcards
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely	Management of Energy, Money & Tasks	Project - Managing Tasks; Activity- Budget; Activity- Opportunity Cost; Project- Work-Life Balance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency	Employability Skills	Activity - Skills Flashcards
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency	Management of Energy, Money & Tasks	Project - Managing Tasks; Activity- Budget; Activity- Opportunity Cost; Project- Work-Life Balance
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results	Employability Skills	Activity - Skills Flashcards
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results	Management of Energy, Money & Tasks	Project - Managing Tasks; Activity- Budget; Activity- Opportunity Cost; Project- Work-Life Balance

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(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	(i) explain the strategic role of information systems within an organization	Workplace Technology	Project- Technology in the Workplace; Vocabulary Handout
(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	(ii) explain the strategic role of information communication technology within an organization	Workplace Technology	Project- Technology in the Workplace; Vocabulary Handout
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(i) determine risks of developing a strategic role for information systems	Workplace Technology	
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(ii) determine rewards of developing a strategic role for information systems	Workplace Technology	Project- Technology in the Workplace; Vocabulary Handout
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iii) determine risks of developing a strategic role for information communication technology	Workplace Technology	Project- Technology in the Workplace; Vocabulary Handout
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iv) determine rewards of developing a strategic role for information communication technology	Workplace Technology	Project- Technology in the Workplace; Vocabulary Handout
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(C) integrate information systems planning with business planning	(i) integrate information systems planning with business planning	Workplace Technology	Project- Technology in the Workplace; Vocabulary Handout
(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	(i) identify the management information requirements of an organization	Workplace Technology	Project- Technology in the Workplace
(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	(i) identify the management information requirements of an organization	Introduction to Computers	Project- Computer Selection
(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	(i) identify the management information requirements of an organization	Operating Systems & Networking	Project- Network Building; Vocabulary Handout
(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	(ii) identify the business needs of an organization	Workplace Technology	Project- Technology in the Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(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	(ii) identify the business needs of an organization	Introduction to Computers	Project- Computer Selection
(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	(ii) identify the business needs of an organization	Operating Systems & Networking	Project- Network Building; Vocabulary Handout
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Workplace Technology	Project- Technology in the Workplace
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Introduction to Computers	Project- Computer Selection
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Operating Systems & Networking	Project- Network Building; Vocabulary Handout
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Workplace Technology	Project- Technology in the Workplace
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Introduction to Computers	Project- Computer Selection
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Operating Systems & Networking	Project- Network Building; Vocabulary Handout
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Workplace Technology	Project- Technology in the Workplace
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Introduction to Computers	Project- Computer Selection
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Operating Systems & Networking	Project- Network Building; Vocabulary Handout
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Workplace Technology	Project- Technology in the Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Introduction to Computers	Activity- Software Applications; Activity- Software Applications Answer Key; Project- Computer Selection; Project- Special Input & Output Devices
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Operating Systems & Networking	Project- Network Building; Vocabulary Handout
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems	Introduction to Computers	
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems	Introduction to Computers	
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(C) schedule equipment maintenance	(i) schedule equipment maintenance	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(C) schedule equipment maintenance	(i) schedule equipment maintenance	Introduction to Computers	
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures	Introduction to Computers	
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures	Introduction to Computers	
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(i) use critical-thinking skills to troubleshoot equipment issues	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(i) use critical-thinking skills to troubleshoot equipment issues	Introduction to Computers	



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(ii) use critical-thinking skills to troubleshoot software issues	Operating & Systems Networking	Project- Computer Maintenance Plan
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(ii) use critical-thinking skills to troubleshoot software issues	Introduction to Computers	
(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	(i) move files in the computer operating system	Windows Operating Systems Basics	Project- Customizing the Desktop & Taskbar; Project- Customizing the Start Screen; Project- Customizing Windows 8; Vocabulary Handout
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(B) create directories	(i) create directories	Windows Operating Systems Basics	Project- Customizing the Desktop & Taskbar; Project- Customizing the Start Screen; Project- Customizing Windows 8; Vocabulary Handout
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats	Microsoft® Word Basics	Project- Business Contact List; Project- Business Letterhead; Project- Proofing Business Partnership Report; Project- Marketing Plan; Project- New Employee Packet
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Business Letters & Memos	Activity- Parts & Types of Memos; Activity- Parts & Types of Memos Answer Key; Activity- Parts of a Business Letter; Activity- Parts of a Business Letter Answer Key
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Cover Letters & Résumés	Project- My Cover Letter & Résumé Teacher Instruction Sheet
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Microsoft® Word Basics	Project- Business Contact List; Project- Business Letter ; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Thank You Letter; Project-
(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	(i) improve touch-system skills using the keyboard to input data	Keyboarding Basics	Activity- Keyboarding Cheat Sheet; Project- Practice Typing
(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	(ii) improve touch-system skills using the keypad to input data	Keyboarding Basics	Activity- Keyboarding Cheat Sheet; Project- Practice Typing
(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	(i) use hardware needed to produce documents to address different computer applications	Introduction to Computers	Activity- Internal Components; Activity- Internal Components Answer Key; Project- Special Input & Output Devices
(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	(i) use hardware needed to produce documents to address different computer applications	Microsoft® Word Basics	Project- Business Contact List; Project- Business Letter ; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Thank You Letter; Project- Travel Itinerary & Costs
(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	(i) use hardware needed to produce documents to address different computer applications	Keyboarding Basics	Activity- Keyboarding Cheat Sheet; Project- Practice Typing

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(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	(ii) use software needed to produce documents to address different computer applications	Introduction to Computers	Activity- Software Application; Activity- Software Application Answer Key
(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	(ii) use software needed to produce documents to address different computer applications	Microsoft® Word Basics	Project- Business Contact List; Project- Business Letter ; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Thank You Letter; Project- Travel Itinerary & Costs
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(i) demonstrate writing techniques by generating ideas relevant to the topic	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Frontloading
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(ii) demonstrate writing techniques by gathering information relevant to the topic, while maintaining accurate records of outside sources	Written Communication Practices	Activity- Blog; Activity- Letter; Activity- Letter Answer Key; Project- Frontloading
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iii) demonstrate writing techniques by generating ideas relevant to the purpose	Written Communication Practices	Activity- Get Cited; Activity- Who's Your Source; Project- Historical Figure Essay; Project- Poster
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iv) demonstrate writing techniques by gathering ideas relevant to the purpose, while maintaining accurate records of outside sources	Written Communication Practices	Activity- Blog Activity- Letter; Activity- Letter Answer Key; Project- Frontloading
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(i) produce business documents, including business letters	Business Letters & Memos	Activity- Parts of a Business Letter; Activity- Parts of a Business Letter Answer Key; Project- Business Letter; Vocabulary Handout
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(ii) produce business documents, including resumes	Cover Letters & Résumés	Project- My Cover Letter & Résumé Teacher Instruction Sheet; Vocabulary Handout
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iv) produce business documents, including newsletters	Business Reports & Newsletters	Project- School Newsletter; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student applies word-processing technology. The student is expected to:	(F) edit a variety of written documents	(i) edit a variety of written documents	Microsoft® Word Basics	Project- Business Contact List; Project- Business Letter ; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Thank You Letter; Project- Travel Itinerary & Costs
(6) The student applies word-processing technology. The student is expected to:	(F) edit a variety of written documents	(i) edit a variety of written documents	Microsoft® Word Basics	Project- Business Letter; Project- Business Letter Distribution; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Information Request Letter; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Proofing Business Partnership Report; Project- Thank You Letter
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(i) insert objects into a document	Microsoft Word Basics	Project- Business Letter; Project- Business Letter Distribution; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Information Request Letter; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Proofing Business Partnership Report; Project- Thank You Letter
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(i) insert objects into a document	Microsoft® Word Basics	
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(ii) edit objects	Microsoft® Word Basics	Project- Business Letter; Project- Business Letter Distribution; Project- Business Letterhead; Project- Business Partnership Plan; Project- Business Partnership Plan Outline; Project- Business Partnership Report; Project- Company Picnic Plans; Project- E-mail & Internet Usage Policy; Project- Fax Cover Sheet & Business Memo; Project- Information Request Letter; Project- Job Description; Project- Marketing Plan; Project- Meeting Agenda; Project- New Employee Packet; Project- Proofing Business Partnership Report; Project- Thank You Letter
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(i) prepare personalized correspondence using mail merge	Microsoft® Word Basics	Project - Business Envelope Mailing Labels Instructions; Vocabulary Handout
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(ii) distribute personalized correspondence using mail merge	Microsoft® Word Basics	Project - Business Envelope Mailing Labels Instructions; Vocabulary Handout
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(i) use online word-processing technologies to create documents	Workplace Technology	Project- Online Software
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(ii) use online word-processing technologies to edit documents	Workplace Technology	Project- Online Software
(6) The student applies word-processing technology. The student is expected to:	(I) use online word-processing technologies to create, edit, and share documents	(iii) use online word-processing technologies to share documents	Workplace Technology	Project- Online Software

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(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	(i) explain the principles of data analysis	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(B) explain the nature of tools that can be used to access information in the database system	(i) explain the nature of tools that can be used to access information in the database system	Microsoft® Access Basics	Cheat Sheet- Microsoft Access 2013; Vocabulary Handout; Project- Database Design; Project- Database Proposal
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(B) explain the nature of tools that can be used to access information in the database system	(i) explain the nature of tools that can be used to access information in the database system	Cheat Sheet- Microsoft Access 2013; Vocabulary Handout; Project- Database Design; Project- Database Proposal	Microsoft® Access Basics
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(C) choose appropriate software	(i) choose appropriate software	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(i) define fields	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(ii) define type of data	Microsoft® Access Basics	

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(E) create database structure	(i) create database structure	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(F) define relationships of tables	(i) define relationships of tables	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(G) analyze company data requirements	(i) analyze company data requirements	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(H) design a database to meet business requirements	(i) design a database to meet business requirements	Microsoft® Access Basics	
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(A) access information in the database system	(i) access information in the database system	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(B) build data in a data warehouse	(i) build data in a data warehouse	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(i) enter data into database tables for easy data entry	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(ii) enter data into database forms for easy data entry	Microsoft® Access Basics	
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(iii) edit data	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(i) import databases	Microsoft® Access Basics	Project- Importing Contact Address List; Vocabulary Handout
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(ii) export databases	Microsoft® Access Basics	Project- Exported Business Contact Phone Book; Vocabulary Handout

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(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	(i) retrieve data from tables	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(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	(ii) retrieve data from queries	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Backing Up the Database; Project- Business Contact Information Form; Project- Business Contact Phone Book; Project- Business Contact Table; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Classroom Contact Information Form; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Database Proposal; Project- Employee Application Database; Project- Employee Evaluation Form; Project- Filtering & Sorting the Mail List; Project- Formatting Business Contact Table; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(B) formulate queries	(i) formulate queries	Microsoft® Access Basics	Project- Atomsville Media Database; Project- Business Contact Phone Book; Project- Career Cluster Database; Project- Career Cluster Exploration; Project- Charity Event Database; Project- Company Awards Banquet Finances; Project- Company Promotional Items Database; Project- Database Design; Project- Inventory Database Design; Project- Mailing List Query; Vocabulary Handout
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(i) create reports	Microsoft® Access Basics	Project- Business Contact Phone Book; Project- Employee Evaluation Form; Vocabulary Handout
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(ii) print reports	Microsoft® Access Basics	Project- Business Contact Phone Book; Project- Employee Evaluation Form; Vocabulary Handout
(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	(i) discuss the nature of data mining	Data Mining Basics	Project- Data Mining Software; Project- Data Mining Techniques; Activity- Data Mining Case Study; Answer Key; Activity- Business Questions; Activity- Business Questions Answer Key
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(B) describe data mining tools	(i) describe data mining tools	Data Mining Basics	Project- Data Mining Software; Project- Data Mining Techniques; Activity- Data Mining Case Study; Answer Key; Activity- Business Questions; Activity- Business Questions Answer Key
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(C) demonstrate basic data mining techniques	(i) demonstrate basic data mining techniques	Data Mining Basics	Project- Data Mining Software; Project- Data Mining Techniques; Activity- Data Mining Case Study; Answer Key; Activity- Business Questions; Activity- Business Questions Answer Key

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(D) interpret data mining findings	(i) interpret data mining findings	Data Mining Basics	Project- Data Mining Software; Project- Data Mining Techniques; Activity- Data Mining Case Study; Answer Key; Activity- Business Questions; Activity- Business Questions Answer Key
(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	(i) perform mathematical processes, including percentages	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(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	(ii) perform mathematical processes, including decimals	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(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	(iii) perform mathematical processes, including order of operations principle	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(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	(iv) perform mathematical processes, including estimation	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(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	(v) perform mathematical processes, including prediction of patterns of data	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(11) The student applies spreadsheet technology. The student is expected to:	(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	(i) formulate solutions to a variety of business problems	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(11) The student applies spreadsheet technology. The student is expected to:	(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	(ii) produce solutions to a variety of business problems	Microsoft® Excel Basics	Project- Bonus Calculator; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Future Budget Project- Order of Operations; Project- Partnership Media Plan Calculations; Project- Payroll Converter; Project- Stock Market Portfolio; Cheat Sheet- Microsoft Excel 2013
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(i) create charts using spreadsheet data	Microsoft® Excel Basics	Project- Media Plan Charts & Graphs; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Stock Market Portfolio; Project- Travel Plan; Cheat Sheet- Microsoft Excel 2013



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(ii) create graphs using spreadsheet data	Microsoft® Excel Basics	Project- Media Plan Charts & Graphs; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Stock Market Portfolio; Project- Travel Plan; Cheat Sheet- Microsoft Excel 2013
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(iii) create infographics using spreadsheet data	Microsoft® Excel Basics	Project- Media Plan Charts & Graphs; Project- Charity Donations; Project- Company Picnic Finances; Project- Currency Converter; Project- Stock Market Portfolio; Project- Travel Plan; Cheat Sheet- Microsoft Excel 2013
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(i) use online spreadsheet technologies to create documents	Workplace Technology	Project- Online Software
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(ii) use online spreadsheet technologies to edit documents	Workplace Technology	Project- Online Software
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(iii) use online spreadsheet technologies to share documents	Workplace Technology	Project- Online Software
(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	(i) identify the guidelines for using graphics in presentations	Microsoft® PowerPoint® Basics	Project- Company Style Guide Presentation; Project- Social Media Marketing Presentation
(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	(ii) identify the guidelines for using fonts in presentations	Microsoft® PowerPoint® Basics	Project- Company Style Guide Presentation; Project- Social Media Marketing Presentation
(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	(iii) identify the guidelines for using special effects in presentations	Microsoft® PowerPoint® Basics	Project- Design; Vocabulary Handout
(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	(iii) identify the guidelines for using special effects in presentations	Microsoft® PowerPoint® Basics	Project- Company Style Guide Presentation; Project- Social Media Marketing Presentation
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations	Presentation Strategies & Tactics	Project- Presentation Tips; Student Handout- Multimedia Presentation Tips
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations	Microsoft® PowerPoint® Basics	Student Handout- Creating Effective Multimedia Presentations
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations	Microsoft® PowerPoint® Basics	Student Handout- Creating Effective Multimedia Presentations
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(i) determine the appropriate technology to create an effective presentation	Microsoft® PowerPoint® Basics	Project- Business Intent Presentation; Project- Business Partnership Plan Draft; Project- Business Partnership Plan Effects; Project- Business Partnership Presentation
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(i) determine the appropriate technology to create an effective presentation	Presentation Strategies & Tactics	Project- Presentation Tips
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(ii) determine the appropriate technology to deliver an effective presentation	Microsoft® PowerPoint® Basics	Project- Business Intent Presentation; Project- Business Partnership Plan Draft; Project- Business Partnership Plan Effects; Project- Business Partnership Presentation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(ii) determine the appropriate technology to deliver an effective presentation	Presentation Strategies & Tactics	Project- Presentation Tips
(12) The student applies presentation management technology. The student is expected to:	(D) save documents in various formats such as template, video, and PDF to share or transport electronically	(i) save documents in various formats to share or transport electronically	Microsoft® PowerPoint® Basics	Project- Business Intent Presentation; Project- Business Partnership Presentation ; Project- Career Cluster Intent Presentation; Project- Company Style Guide Presentation; Project- Employee Safety Presentation
(12) The student applies presentation management technology. The student is expected to:	(E) deliver an effective presentation	(i) deliver an effective presentation	Presentation Strategies & Tactics	
(12) The student applies presentation management technology. The student is expected to:	(E) deliver an effective presentation	(i) deliver an effective presentation	Microsoft® PowerPoint® Basics	Project- Employee Safety Presentation; Project- Business Intent Presentation; Project- Career Cluster Intent Presentation
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(i) use online presentation management technologies to create documents	Workplace Technology	Project- Online Software
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(ii) use online presentation management technologies to edit documents	Workplace Technology	Project- Online Software
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iii) use online presentation management technologies to transport documents	Workplace Technology	Project- Online Software
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iv) use online presentation management technologies to share documents	Workplace Technology	Project- Online Software
(13) The student applies desktop publishing technology. The student is expected to:	(A) identify technologies available for desktop publishing	(i) identify technologies available for desktop publishing	Microsoft® Publisher Basics	Project- Company Style Guide; Project- Atomsville Tourism Brochure; Project- Business Cards; Project- Company Newsletter
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(i) identify customary standards of desktop publishing	Microsoft® Publisher Basics	Project- Company Style Guide; Project- Atomsville Tourism Brochure; Project- Business Cards; Project- Company Newsletter
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(ii) identify customary styles of desktop publishing	Microsoft® Publisher Basics	Project- Company Style Guide; Project- Atomsville Tourism Brochure; Project- Business Cards; Project- Company Newsletter
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(i) create desktop publications importing text	Microsoft® Publisher Basics	Project- Company Style Guide; Project- Atomsville Tourism Brochure; Project- Business Cards; Project- Company Newsletter
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(ii) create desktop publications importing graphics	Microsoft® Publisher Basics	Project- Company Style Guide; Project- Atomsville Tourism Brochure; Project- Business Cards; Project- Company Newsletter
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Workplace Technology	Project- Technology in the Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Word Basics	Project- Dream Vacation Plan Integration; Project- Event Plan Integration; Project- New Business Plan Integration
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Excel Basics	Project- Dream Vacation Plan Integration; Project- Event Plan Integration; Project- New Business Plan Integration
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Access Basics	Project- Dream Vacation Plan Integration; Project- Event Plan Integration; Project- New Business Plan Integration
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® PowerPoint® Basics	Project- Dream Vacation Plan Integration; Project- Event Plan Integration; Project- New Business Plan Integration
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Microsoft® Publisher Basics	Project- Dream Vacation Plan Integration; Project- Event Plan Integration; Project- New Business Plan Integration