



# **School District of Marshfield Course Syllabus**

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**Course Name: Business & Information Technology Capstone**  
**Length of Course: Semester**  
**Credit: 1/2 Credit**

## **Program Goal:**

Empower learners to be college and career ready through standards-based experiences in the classroom and career-based learning experiences with business and industry partners. Design and implement educational experiences for creating a skilled, knowledgeable, and productive workforce. Learners will engage in competencies that enable them to stay up-to-date with evolving skills as they pursue careers directly out of high school, as technical school degree earners, or as university graduates. Our goal is to develop critical thinkers and collaborative problem solvers, providing connections to the issues and challenges facing our local, regional, and global economies.

## **Course Description:**

This course is designed for students interested in taking their BIT skills to the next level. Students will work with the teacher to decide on the pathway(s) they will complete. Students will be expected to work in small groups and create leadership and task-oriented guidelines to further their understanding of their chosen pathway. Projects will vary based upon student/team interest and will revolve around any number of Information Technology or Business/Marketing fields.

<b>Wisconsin Standards for Information &amp; Technology Literacy (ITL)</b>	
<b>Empowered Learner</b>	
<b>EL1:</b> Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.	
<b>Set goals and reflect.</b> EL1.a	1.a.7.h: Create and articulate personal learning goals and develop strategies leveraging the most effective digital tools to achieve those goals. 1.a.8.h: Utilize digital tools to reflect on the learning process, including successes, areas of improvement, and then make necessary revisions and adjust goals for future learning.
<b>Create personalized learning environment.</b> EL1.c	1.c.4.h: Prioritize digital tools to customize personalized learning environments in ways that maximize the learning process.
<b>EL2:</b> Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.	
<b>Understand and apply functions and operations.</b> EL2.a	2.a.4.h: Assess the fundamental concepts of digital tool operations, demonstrate the ability to choose, use and troubleshoot current digital tools.
<b>EL3:</b> Students are able to transfer knowledge to explore emerging technologies.	
<b>Transfer knowledge to emerging technology.</b> EL3.a	3.a.4.h: Investigate the creation of new technologies.
<b>Digital Citizen</b>	
<b>DC2:</b> Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
<b>Use information, media and digital resources in a responsible manner.</b> DC2.a	2.a.4.h: Assess the need for different information policies and user agreements in a variety of settings (i.e. workplace, school, government).
<b>Recognize the rights and responsibilities of intellectual freedom in a democratic society.</b> DC2.c	2.c.10.h: Understand the importance of equitable access to information and recommend strategies for ensuring others have equitable access to information, media, resources, and technology. 2.c.11.h: Demonstrate positive and responsible communications in digital communities.
<b>Knowledge Constructor</b>	
<b>KC1:</b> Students critically curate a variety of digital tools and diverse resources.	
<b>Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.</b> KC1.b	1.b.8.h: Select information that is related to a problem or question while using formats and genre most appropriate to the content. Establish criteria in judging the information in this process.

<b>Curate information from digital resources.</b> KC1.c	1.c.4.h: Locate, collect, and evaluate resources and curated collections from a variety of sources and organize content into themes in ways that are coherent and shareable to multiple audiences.
<b>Innovative Designer</b>	
<b>ID2:</b> Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.	
<b>Know and use a deliberate design process for generating ideas, testing theories, and creating innovative artifacts and solutions..</b> ID2.a	2.a.4.h: Select and use a deliberate design process for generating ideas, testing theories, and creating innovative artifacts.
<b>Computational Thinker</b>	
<b>CT1:</b> Students develop and employ strategies for understanding and solving problems.	
<b>Break problems into smaller parts, identify key information, and develop descriptive models.</b> CT1.c	1.c.4.h: Evaluate the problem solving process and algorithms of others, and synthesize this information to create the most effective and efficient way to solve an authentic problem.
<b>Creative Communicator</b>	
<b>CC1:</b> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.	
<b>Choose appropriate platforms and digital tools.</b> CC1.a	1.a.4.h: Evaluate and determine appropriate platforms and digital tools to create, communicate, and share content effectively with an authentic audience.
<b>Communicate effectively using a variety of digital tools.</b> CC1.c	1.c.4.h: Utilize digital tools to analyze, modify, and communicate complex ideas, data, and solutions to an authentic audience.
<b>Wisconsin Common Career Technical Standards (WCCTS)</b>	
<b>Creativity, Critical Thinking, Communication and Collaboration</b>	
<b>4C1:</b> Students will develop and analyze working knowledge of financial reports.	
<b>Develop original solutions, products and services to meet a given need.</b> 4C1.a	1.a.7.h: Develop original ways to solve a given problem. 1.a.8.h: Design a product or service that could fulfill a human need or desire.
<b>Work creatively with others to develop solutions, products and services.</b> 4C1.b	1.b.7.h: Incorporate the skills and experiences of others to develop a new solution to a problem.
<b>4C3:</b> Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.	
<b>Work collaboratively with others.</b> 4C3.b	3.b.9.h: Incorporate the use of technology to productively plan, implement and evaluate a solution, process or procedure.
<b>Career Development</b>	
<b>CD1:</b> Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	

<b>Identify person strengths, aptitudes and passions.</b> CD1.a	1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
<b>CD2:</b> Students will identify the connection between educational achievement and work opportunities in order to reach personal Wisconsin Standards for Career and Technical Education and career goals.	
<b>Assess attitudes and skills that contribute to successful learning in school and across the life span.</b> CD2.b	2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans. 2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.
<b>CD3:</b> Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	
<b>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.</b> CD3.a	3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.
<b>CD4:</b> Students will identify and apply employability skills.	
<b>Identify and demonstrate positive work behaviors and personal qualities needed to be employable.</b> CD4.a	4.a.6.h: Evaluate how self discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status. 4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status.
<b>Identify and exhibit traits for retaining employment.</b> CD4.c	4.c.4.h: Model behaviors that demonstrate reliability and dependability.
<b>Develop positive relationships with others.</b> CD4.d	4.d.5.h: Participate in cocurricular and community activities to enhance the school experience.
<b>Global and Cultural Awareness</b>	
<b>GCA1:</b> Students will propose solutions and initiatives related to global issues.	
<b>Explain how events in one part of the world affect nations, communities and individuals in other parts of the world.</b> GCA1.b	1.b.7.h: Predict how a recent global event could affect community and self.
<b>GCA2:</b> Students will assess the benefits and challenges of working in diverse settings and on diverse teams.	
<b>Work effectively with diverse individuals in a variety of settings and contexts.</b> GCA2.a	2.a.6.h: Collaborate with others in the presence of language, personality and cultural differences.
<b>Information, Media and Technology Skills</b>	
<b>IMT1:</b> Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	
<b>Choose appropriate sources of data and information for a given purpose.</b> IMT1.a	1.a.6.h: Justify the selection of various information sources for a given purpose.

	1.a.7.h: Explain the level of objectivity for a given source of information.
<b>IMT2:</b> Students will apply information literacy skills to access and evaluate media to design and produce media products.	
<b>Prepare media products in order to communicate a specific message.</b> IMT2.b	2.b.4.h: Create media products to communicate a given message to different audiences. 2.b.5.h: Compare and contrast the elements of media products and how each helps deliver a desired message.
<b>IMT3:</b> Students will use available information and communication technology to improve productivity, solve problems and create opportunities.	
<b>Select and use communication and information technology to help solve problems and provide opportunities.</b> IMT3.b	3.b.7.h: Use communication and information technology to effectively solve a given problem.
<b>Wisconsin Standards for Business &amp; Information Technology (BIT)</b>	
<b>Business Calculations</b>	
<b>BCA1:</b> Students will analyze and use appropriate operations to solve business and personal mathematical problems.	
<b>Analyze personal financial documents.</b> BCA1.b	1.b.11.h: Determine and evaluate loan payments, finance charges, simple and compound interest, reconcile bank statement, installment payments. 1.b.12.h: Compute gross and net earnings, payroll deductions, taxes, net pay.
<b>Use algebraic procedures.</b> BCA1.d	1.d.9.h: Generate equations using variable information.
<b>BCA3:</b> Students will analyze and explain statistical data in charts, tables and graphs.	
<b>Create and analyze spreadsheets.</b> BCA3.a	3.a.5.h: Construct formulas and equations. 3.a.6.h: Compare and contrast spreadsheet data for statistical analysis.
<b>Illustrate and evaluate graphical data.</b> BCA3.b	3.b.5.h: Examine and interpret tables, charts and graphs to make comparisons, predictions and inferences.
<b>Business Communications</b>	
<b>BC1:</b> Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	
<b>Practice efficient and effective spoken communication skills.</b> BC1.a	1.a.13.h: Ask questions with confidence to elicit more information.
<b>BC5:</b> Students will plan and write documents that are appropriate for the situation, purpose and audience.	
<b>Apply correct spelling, grammar, word and number usage and punctuation to a given situation.</b> BC5.a	5.a.12.h: Proofread and edit business documents to ensure they are clear, correct, concise and consistent.
<b>BC6:</b> Students will listen discriminately and respond appropriately to oral communication.	

<b>Demonstrate proper listening techniques.</b> BC6.a	6.a.11.h: Identify and overcome barriers to enhance active listening.
<b>Business Law and Ethics</b>	
<b>BLE6:</b> Students will analyze the role of personal integrity and ethical behavior in the workplace.	
<b>Demonstrate ethical work habits.</b> BLE6.c	6.c.8.h: Analyze the importance of respecting individual differences and treating people with fairness. 6.c.9.h: Assess methods that can be used to encourage ethical work habits such as integrity, punctuality and respect.
<b>BLE7:</b> Students will evaluate ways in which ethical concerns affect emerging technologies and their impact on society.	
<b>Determine ethical issues related to information systems, such as access, accuracy and privacy.</b> BLE7.a	7.a.13.h: Analyze ethical issues related to emerging business technologies.
<b>Foundations</b>	
<b>IT1:</b> Students will use an appropriate digital tool to meet personal and business needs.	
<b>Select and use appropriate features of a word processor to organize and effectively communicate information.</b> IT1.b	1.b.10.h: Enhance usability of documents using advanced tools such as bookmarks, section breaks, headers and footers.
<b>Select and use appropriate features of a spreadsheet program to organize and effectively communicate information.</b> IT1.c	1.c.6.h: Generate advanced formulas and functions to perform calculations. 1.c.8.h: Analyze data using various scenarios and goal-seeking to make business decisions. 1.c.9.h: Enhance user-friendliness of spreadsheets using conditional formatting, data validation and comments.
<b>Select and use appropriate features of presentation tools to communicate effectively.</b> IT1.d	1.d.5.h: Synthesize information by embedding spreadsheets and charts in a presentation. 1.d.7.h: Enhance usability of a presentation by using notes pages, comments, action buttons and custom shows.

<b>Key Vocabulary:</b>			
<b>Business/Finance Terms</b>			
Finance	Balance Sheet	Owner's Equity	Net Income
Debit/Credits	Cash Flow	Assets	Liabilities
Depreciation	Reconciliation	Public Accounting	Liquidity
Adjustments	Closing Entries	Accounting Cycle	Operating Expenses
Sarbanes-Oxley Act	Payroll	Cash Controls	GAAP
Ethics	Unlimited Liability	Franchise	SWOT Analysis
Product Line	Cascading Style Sheets	Human Resource Management	Cultural Diversity

<b>Information Technology/ Computer Science Terms</b>			
Formula	Tables	Navigation	Spreadsheet
Page Layout	Charts	SmartArt	Operating System
Clipboard	Taskbar	Storyboard	Links
Utility	HTML	tags	meta tags
serif fonts	sans serif fonts	intellectual property	copyright
algorithm	argument	array	assignment
bug	class	comment	constant
declaration	execute	function	instance
iterate	loop	method	procedure
syntax	type	variable	Image formats

## **Topics/Content Outline- Units and Themes:**

**Students may choose any combination of Pathways to earn course credit.**

### **Information Technology Pathway:**

- Microsoft Certifications
  - Word, Excel, PowerPoint (Core Level) (2 weeks)
  - Advanced Word Expert, Excel Expert or Master Level (2 weeks)
  - G-Metrix practice supported by teacher instruction
- Adobe Certifications (3-4 weeks each)
  - Web Authoring using Dreamweaver
  - Visual Design using Photoshop
  - Graphic Design and Illustration using Adobe Illustrator
  - Print & Digital Media using Adobe InDesign
  - Independent practice supported by teacher
- Language Survey (8-9 weeks)
  - Instructional Modules & Problem Solving
  - Problem-based Assessments Real-World Connections

### **Accounting/Finance Pathway:**

- Accounting Cycle Learn/Review (1.5 weeks)
- Quickbooks for Accounting (5 weeks)
- Accounting Simulation (Sole Proprietorship or Merchandising Corporation) (2 weeks)
- Business Plan (writing and implementing) (3-4 weeks)
- Operating a Small Business (2-3 weeks)

**Primary Resource(s):**

Microsoft Visual C#: An Introduction to Object-Oriented Programming, 7th Edition  
Cengage Learning  
ISBN: 978-1-33-710210-0  
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