

**SECRETARIAL SCIENCE
ADMINISTRATIVE ASSISTING I
(SSAA I)**

**COURSE # 5016
CREDITS 12.5**

**Passaic County Technical Institute
2017**

I. COURSE DESCRIPTION

Secretarial Science and Administrative Assisting (SSAA) I – Grade 9

During the first year of the Secretarial Science - Administration Assisting program students are introduced to various topics that will become the baseline for this program. The first year will address topics in Computer Systems, Configurations, Software, Digital Citizenship, Basic Skills in Business, Introduction to Application and Software Administration, and an Introduction to Leadership Skills in Business.

Unit 1: Computer Systems, Configurations, and Software

Students will identify and discuss emerging technologies, identify the uses of fundamental business equipment and associated terminology. They will improve knowledge of equipment care, identify workplace injuries and prevention techniques and demonstrate competence when using various business equipment. In addition, they will learn how to communicate via video conferencing and teleconferencing and review the basic search techniques for various application software programs most commonly used in an office environment.

Unit 2: Digital Citizenship

Students will apply guidelines to use the computer safely, recognize threats to PC security and risky internet activities. Students will learn how to model proper management of copyrighted materials, evaluate the impact of internet social networks, and identify theft and internet purchasing activities utilizing meta search engines. Finally, at the end of this unit, they will create a personal digital portfolio.

Unit 3: Introduction to Application and Software Administration

This unit will introduce students to common application software administration such as opening, renaming, and saving a file using *Windows*, they will format business documents, generate reports, and identify the purpose of word processing, presentation, and spreadsheet applications of software programs. They will work with charts and graphs, customize PowerPoint presentations, use design themes, templates, apply transitions and animations; and learn how to deliver effective presentations. Lastly, they will be introduced to the access database management systems by creating tables, working with queries, creating forms and generating reports using this system.

Unit 4: Basic Skills in Business

In this unit, students will learn how to compose on the keyboard and acquire keyboarding techniques. In addition, they will improve their basic office skills in writing by applying capitalization rules, proper punctuation, proper grammar usage, and apply proper sentence structure in all common practices. They will learn how to identify proofreading symbols and identify basic communication skills in an office business environment.

Unit 5: Leadership Skills in Business I

Developing leadership skills is the foundation of success in business. This unit will identify the basic communication skills students need to acquire for success. This unit will introduce students to effective communication techniques and active listening skills. Students will learn how: to take proper notes, informed of conducting business at professional organizations, and understand their duties and responsibilities in the organization. They will also learn how to manage an organizational meeting.



PASSAIC COUNTY TECHNICAL INSTITUTE
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Wayne, NJ 07470

II. Career and Technical Education Curriculum Unit Planner

Content Area:	Secretarial Science & Administrative Assisting I	Grade(s)	9
Unit Plan Title:	Computer Systems, Configurations, and Software – Unit 1		
NJSLS Addressed in this unit			
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.</p> <p>8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.</p> <p>8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>9.3.12. BM.5: Implement systems, strategies and techniques used to manage information in a business.</p> <p>9.3.12.ADM.2: Access, evaluate and disseminate information for business decision making.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums.</p>			
Essential Questions (3-5)			
<p>How do you identify and utilize business equipment and peripherals?</p> <p>What are the traits of computer hardware, peripherals, and computer software?</p> <p>What are the best practices for keeping software and operating system running optimally?</p> <p>What are the basic uses of computer equipment?</p> <p>What workplace injuries are connected to the computer?</p> <p>What is the benefit of participating in teleconferencing and videoconferencing?</p> <p>What is the purpose of common Windows diagnostic utilities?</p> <p>How do you access the Device Manager, Task Manager, and System Information utilities?</p>			
Anchor Text			
<p><i>My Caert</i> Version 2.0 Curriculum, Content and Assessment for CTE</p> <p>Supplemental:</p> <p>“Century 21 Digital Information Management”, 10th Edition by Dr. Jack Hoggatt, Published 2014, Cengage Learning.</p>			
Short & Informational Texts (3-5)			
<p>“Memory,” TechTerms.com. Accessed April 16, 2010.</p>			

<http://www.techterms.com/definition/memory>

“CPU Benchmarks,” PassMark Software. Accessed April 16, 2010.

www.cpubenchmark.net

“Cleaning the Computer and Its Components,” Computer Hope®. Accessed Oct. 20, 2011. www.computerhope.com/cleaning.htm

Facts about Personal Computer by Steve Jobs

<http://www.ideafinder.com/history/inventions/compersonal.htm>

Expected Proficiencies of the Unit

Configure a PC

Discuss Emerging Technologies

Identify the Uses of Fundamental Business Equipment and Associated Terminology

Improve Knowledge of Equipment Care

Identify Workplace Injuries and Prevention Techniques

Demonstrate Competence when Using Various Business Equipment

Communicate via Videoconferencing and Teleconferencing

Conduct Keyword Searches with Wildcard Characters

Review Basic Search Techniques

Define Application Software

Formative & Summative Assessments

Formative:

Teacher generated quizzes and tests.

Game based learning online platforms:

www.Quizlet.com , and www.kahoot.com

Google.classroom learning tool.

Summative:

My Caert Lesson Assessments.

Teacher generated unit projects.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Game based learning online platforms:

www.Quizlet.com and www.kahoot.com

My Caert handout activities and PowerPoint.

Google classroom.

Canvas Learning Management System.

Handouts.

Suggested Time Frame:

5 weeks

Content Area:	Secretarial Science & Administrative Assisting I	Grade(s)	9
Unit Plan Title:	Digital Citizenship – Unit 2		
NJSLS Addressed in this unit			
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.</p> <p>8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.</p> <p>8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>9.3.12. BM.5: Implement systems, strategies and techniques used to manage information in a business.</p> <p>9.3.12.ADM.2: Access, evaluate and disseminate information for business decision making.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.9-10.4. Understand how word choice impacts meaning.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.5. Make strategic use of digital media.</p> <p>W.9-10.6. Choose and evaluate appropriate platform.</p> <p>W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p>			
Essential Questions (3-5)			
<p>What are the threats to PC security?</p> <p>What are risky Internet activities?</p> <p>What are the applications of copyright law for the Internet?</p> <p>How does social media impact future personal and business endeavors?</p> <p>What are the procedures and methods used to enhance cyber security?</p> <p>How can copyrighted materials be handled properly?</p> <p>How can you use a variety of digital tools and resources effectively?</p> <p>How can meta search engines be utilized?</p>			
Anchor Text			
<p><i>My Caert</i> Version 2.0 Curriculum, Content and Assessment for CTE.</p> <p>Supplemental:</p> <p>“Century 21 Digital Information Management”, 10th Edition by Dr. Jack Hoggatt, Published 2014, Cengage Learning.</p> <p>“Cyber Literacy for the Digital Age” by Lisa Mulka, © 2014 by BE Publishing.</p> <p><i>My Caert</i> Version 2.0 Curriculum, Content and Assessment for CTE.</p>			

Short & Informational Texts (3-5)

Avoiding Social Engineering and Phishing Attacks,” National Cyber Alert System.

Accessed June 22, 2009. www.us-cert.gov/cas/tips/ST04-014.html

“Staying Safe on Social Network Sites,” National Cyber Alert System.

Accessed June 22, 2009. <http://www.us-cert.gov/cas/tips/ST06-003.html>

Digital Citizenship, Using Technology Appropriately, Copyright 2017.

http://www.digitalcitizenship.net/Nine_Elements.html

Expected Proficiencies of the Unit

Apply guidelines to use the computer safely

Recognize threats to PC security

Recognize risky internet activities

Model proper management of copyrighted materials

Evaluate the impact of internet social networks

Identify theft and internet purchases

Utilize meta search engines

Create a personal digital portfolio

Formative & Summative Assessments

Formative:

Teacher generated quizzes and tests.

Game based learning online platforms:

www.Quizlet.com , and www.kahoot.com

Google.classroom learning tool.

Summative:

My Caert Lesson Assessments.

Teacher generated unit projects.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Digital portfolio creation at www.wix.com or Game based learning online platforms: www.Quizlet.com and www.kahoot.com

My Caert handout activities and PowerPoint.

Google classroom.

Canvas Learning Management System.

Handouts.

Suggested Time Frame:

5 weeks

Content Area:

SSAA - Secretarial Science & Administrative Assisting I

Grade(s)

9

Unit Plan Title:

Introduction to Application and Software Administration – Unit 3

NJSLS Addressed in this unit

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.

8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.

8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.12. E. Research and Information: Students apply digital tools to gather, evaluate, and use information.

8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

9.3.12. BM.5: Implement systems, strategies and techniques used to manage information in a business.

9.3.12.ADM.2: Access, evaluate and disseminate information for business decision making.

L.9-10.2. Know and use standard English spelling conventions.

LSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RI.9-10.4. Understand how word choice impacts meaning

RI.9-10.7. Analyze various perspectives as presented in different mediums.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats visually, evaluating the credibility and accuracy of each source.

W.9-10.6. Choose and evaluate appropriate platform.

Essential Questions (3-5)

How are basic business documents composed using online application programs?

What are common features and functions of word-processing programs?

How do you format a standard memo?

How is a business letter formatted?

How do you format an unbound and left-bound report?

What are the parts of an MLA and APA report?

What are the different letter components?

How is *Microsoft Excel* used to enter data, write and calculate formulas?

How can you incorporate a chart into an excel spreadsheet?

What are the functions of the parts of a *PowerPoint* slide?

How are transitions and animations used in PowerPoint to enhance the presentation?

How do you enter and manipulate data using an Access database system?

How queries are created using *Access* database system?

Anchor Text

My Caert Version 2.0 Curriculum, Content and Assessment for CTE

“Century 21 Digital Information Management”, 10th Edition by Dr. Jack Hoggatt, Published 2014, Cengage Learning.

Supplemental:

“Learn by Doing 2013 *Microsoft Excel*” by Martha McGuinness, © 2014 by BE Publishing.

“Learn by Doing 2013 *Microsoft PowerPoint*” by Martha McGuinness, © 2014 by BE Publishing.

“Formatting Business Documents” by Joy Tavano, © BE Publishing.

“Fundae Sundaes” a Word Processing Simulation by Joy Tavano, © BE Publishing.

Short & Informational Texts (3-5)

“Importance of Communication in the Workplace,” Buzzle.com. Accessed

Dec. 3, 2010. <http://www.buzzle.com/articles/importance-of-communication-in-the-workplace.html>

Active Listening Skills,” Taft Community College. Accessed Oct. 21, 2008.

<http://www.taft.cc.ca.us/lrc/class/assignments/actlisten.html>

Test your listening skills, MindTools

<https://www.mindtools.com/pages/article/listening-quiz.htm>

Skills you need, Helping You Develop Life Skills:

<https://www.skillsyouneed.com/learn/study-skills.html>

Expected Proficiencies of the Unit

Open, rename, and save files in a *Windows* program

Format business documents

Generate reports in standard report formats

Identify the purpose of spreadsheets

Create a simple spreadsheet using Text, formulas, numbers

Demonstrate formatting issues for all parts of the spreadsheet

Work with shapes and elements

Work with charts and graphs

Customize *PowerPoint* presentations

Enhance slide elements in a *PowerPoint* presentation

Use design themes and templates in a *PowerPoint* presentation

Apply transitions and animations in a *PowerPoint* presentation

Deliver effective presentations

Create tables using *Access* database management system

Create tables using *Access* database and design view

Work with queries in an *Access* database management system

Create forms and reports in an *Access* database

Formative & Summative Assessments

Teacher generated quizzes and tests.

Game based learning online platforms: www.Quizlet.com, and www.kahoot.com

Google.classroom learning tool.

My Caert Lesson Assessments.

Teacher generated unit projects.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

My Caert handout activities and *PowerPoint*.
Google classroom.
Canvas Learning Management System.
 Handouts.

Suggested Time Frame: 10 weeks

Content Area: Secretarial Science & Administrative Assisting I

Grade(s) 9

Unit Plan Title: Basic Skills in Business – Unit 4

NJSLS Addressed in this unit

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.

8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.

8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.12. E. Research and Information: Students apply digital tools to gather, evaluate, and use information.

8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

9.3.12. BM.5: Implement systems, strategies and techniques used to manage information in a business.

9.3.12. BM.6: Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.BM- ADM.2: Access, evaluate and disseminate information for business decision making.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writings.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.4. Understand how word choice impacts meaning.

Essential Questions (3-5)

What is the proper keyboarding technique?

What are the most common features of word processing programs?

What are the rules for capitalization, and how are they applied?

Why is it important to use punctuation correctly?

What is the difference between editing and proofreading?

How do you communicate, interact, and connect in a digital age?

Anchor Text

My Caert Version 2.0 Curriculum, Content and Assessment for CTE

“Century 21 Digital Information Management”, 10th Edition by Dr. Jack Hoggatt, Published 2014, Cengage Learning.

Short & Informational Texts (3-5)

“Capitalization,” GrammarBook.com. Accessed May 17, 2009.

<http://www.grammarbook.com/punctuation/capital.asp>

“Importance of Communication in the Workplace,” Buzzle.com. Accessed

Dec. 3, 2010. <http://www.buzzle.com/articles/importance-of-communication-in-the-workplace.html>

Active Listening Skills,” Taft Community College. Accessed Oct. 21, 2008.

<http://www.taft.cc.ca.us/lrc/class/assignments/actlisten.html>

Test your listening skills, MindTools

<https://www.mindtools.com/pages/article/listening-quiz.htm>

Skills you need, Helping You Develop Life Skills:

<https://www.skillsyouneed.com/learn/study-skills.html>

Personality test

<http://www.16personalities.com/>

Expected Proficiencies of the Unit

Apply keyboard technique, speed, and accuracy

Compose at the keyboard

Apply capitalization rules

Apply punctuation rules

Use grammar and punctuation

Apply sentence structure

Apply writing processes

Identify proofreading symbols

Identify basic communication skills

Formative & Summative Assessments

Formative:

Teacher generated quizzes and tests.

Game based learning online platforms: www.Quizlet.com and www.kahoot.com

Google.classroom learning tool.

Summative:

My Caert Lesson Assessments.

Teacher generated unit projects.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Power typing on a computer keyboard: www.powertyping.com.

Mavis Beacon online free. Teaches typing in two weeks. www.mavisbeaconfree.com.

Keyboarding techniques at www.utyping.com.

My Caert handout activities and *PowerPoint*.

Google classroom.

Canvas Learning Management System.

Handouts.

Suggested Time Frame:	10 weeks		
Content Area:	Secretarial Science & Administrative Assisting I	Grade(s)	9
Unit Plan Title:	Leadership Skills in Business I – Unit 5		
NJSLS Standard(s) Addressed in this unit			
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesis information in order to solve problems individually and collaborate and to create, and communicate knowledge.</p> <p>8.1.12. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts.</p> <p>8.1.12. C. Communications and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>8.1.12. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>8.1.12. E. Research and Information: Students apply digital tools to gather, evaluate, and use information.</p> <p>8.1.12. F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>9.2.8 .B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.3.12. BM.6: Implement, monitor and evaluate business processes to ensure efficiency and quality results.</p> <p>9.3.12. BM- ADM.2: Access, evaluate and disseminate information for business decision making.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>RI.9-10.4. Understand how word choice impacts meaning.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>W.9-10.6. Choose and evaluate appropriate platform.</p>			
Essential Questions (3-5)			
<p>How do you develop leadership skills in business?</p> <p>What are the different types of speaking styles?</p> <p>What are examples of professional organizations?</p> <p>What are the duties, responsibilities and benefits of membership in professional organizations?</p> <p>How do you communicate in a social network safely?</p> <p>How are meetings managed and organized effectively?</p>			
Anchor Text			
<p><i>My Caert</i> Version 2.0 Curriculum, Content and Assessment for CTE “Century 21 Digital Information Management”, 10th Edition by Dr. Jack Hoggatt, Published 2014, Cengage Learning.</p>			
Short & Informational Texts (3-5)			

Future Business Leaders of America. Accessed June 3, 2014. <http://www.fbla-pbl.org>
 “Importance of Communication in the Workplace,” Buzzle.com. Accessed Dec. 3, 2010.
<http://www.buzzle.com/articles/importance-of-communication-in-the-workplace.html>
 Active Listening Skills,” Taft Community College. Accessed Oct. 21, 2008.
<http://www.taft.cc.ca.us/lrc/class/assignments/actlisten.html>
 Test your listening skills, MindTools
<https://www.mindtools.com/pages/article/listening-quiz.htm>
 Skills you need, Helping You Develop Life Skills:
<https://www.skillsyouneed.com/learn/study-skills.html>
Personality test
<http://www.16personalities.com/>

Expected Proficiencies of the Unit

Identify basic communication skills
 Demonstrate effective communication techniques
 Demonstrate active listening techniques
 Demonstrate effective note-taking skills
 Be informed of student business organizations
 Identify community based professional business organizations
 Name the benefits of professional organizations
 Understand student organization officer duties and responsibilities
 Manage an organizational meeting

Formative & Summative Assessments

Formative:
 Teacher generated quizzes and tests.
 Game based learning online platforms: www.Quizlet.com and www.kahoot.com
 Google.classroom learning tool.
 Summative:
 My Caert Lesson Assessments.
 Teacher generated unit projects.

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

My Caert handout activities and PowerPoint.
 Google classroom.
 Canvas Learning Management System.
 Handouts.

Suggested Time Frame:	6 weeks
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III. Instructional Strategies:



Instructional strategies are based on instructional goals and student’s IEP (Individual Education Plan). A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

- Individualized Instruction
- Teacher Directed Instruction
- Differentiated Instructions
- Life Skill Applications
- Peer Tutoring
- Cooperative Learning Activities
- Interdisciplinary Collaboration projects
- Job Shadowing
- Collaborating with teammates to complete projects
- Watching and responding to videos and presentations
- Brainstorming

To determine whether the learning objectives have been met, a combination of formal and informal assessment methods is used.

Formal Assessment:

- Multiple-choice exam
- Calculations
- Short-answer assessments

IV. Scope and Sequence -Secretarial Science Administrative Assisting Grade 9

SKILLS TO BE LEARNED	I = Introduce D = Develop in Depth R = Reinforce M = Master
Configure a PC	I, R
Identify the Uses of Fundamental Business Equipment and Associated Terminology	I, R
Identify Workplace Injuries and Prevention Techniques	I
Demonstrate Competence when Using Various Business Equipment	I, R

Communicate via Videoconferencing and Teleconferencing	I, R, D
Conduct Keyword Searches with Wildcard Characters	I, R
Define Application Software	I, R
Apply guidelines to use the computer safely	I, R, D
Recognize Threats to PC Security	I, R, D
Recognize Risky Internet Activities	I, R, D
Model Proper Management of Copyrighted Materials	I, R
Evaluate the Impact of Internet Social networks	I, R, D
Identify Theft and Internet Purchases	I, R, D
Utilize Meta Search Engines	I, R, D
Create a personal digital portfolio	I, R, D
Open, Rename, and Save Files in a Windows Program	I, R, D
Format Business Documents	I, R
Create a Simple Spreadsheet Using Text, Formulas, Numbers	I, R
Work with shapes and elements	I, R
Work with charts and graphs	I, R, D
Customize PowerPoint Presentations	I, R
Use design themes and templates in a PowerPoint Presentation	I, R
Apply Transitions and Animations in a PowerPoint Presentation	I, R
Deliver effective Presentations	I, R
Create tables using Access database management system	I, R
Work with queries in an Access database management system	I, R

Create forms and reports in an Access database	I, R
Apply Keyboard Technique, Speed, and Accuracy	I, R, D
Apply Capitalization and Punctuation Rules	I, R, D
Apply Sentence Structure	I, R, D
Identify Proofreading Symbols	I, R, D
Identify Basic Communication Skills	I, R, D
Demonstrate Effective Communication Techniques	I, R, D
Demonstrate Active Listening Techniques	I, R, D
Demonstrate Effective Note-taking Skills	I, R, D, M
Be informed of Student Business Organizations	I, R, D, M
Understand Student Organization Officer Duties and Responsibilities	I, R, D, M

V. Complete List of Course Textbooks, Instructional Resources & Software:

My Caert Version 2.0 Curriculum, Content and Assessment for CTS

Business Math Using Excel 2E Sharon Burton, South-Western Cengage Learning ISBN: 0-538-73119-2

Business Skills Exercises, Barker 5th Edition, Cengage Learning ISBN-10: 1111572194

The Office Specialist.com, 2e student textbook, by BE Publishing ISBN 1-934422-27-4

Century 21 Digital Information Management, 10th Edition by Hoggatt/Shank/Smith, Published 2014, Cengage Learning. ISBN10: 1-111-57140-6

VI. Student Handout

COURSE DESCRIPTION

During the freshmen year, students enrolled in the Secretarial Science - Administration Assisting program will be introduced to various topics that will become the baseline for this program. The first year will address topics in Computer Systems, Configurations, and Software, Digital Citizenship, Basic Skills in Business, Introduction to Application and Software Administration and Introduction to Leadership skills in Business.

Unit 1: Computer Systems, Configurations, and Software

Students will identify and discuss emerging technologies, identify the uses of fundamental business equipment and associated terminology. They will improve knowledge of equipment care, identify workplace injuries and prevention techniques and demonstrate competence when using various business equipment. In addition, they will learn how to communicate via video conferencing and teleconferencing and review the basic search techniques for various application software programs most commonly used in an office environment.

Unit 2: Digital Citizenship

Students will apply guidelines to use the computer safely, recognize threats to PC security and risky internet activities. Students will learn how to model proper management of copyrighted materials, evaluate the impact of internet social networks, and identify theft and internet purchasing activities utilizing meta search engines. Finally, at the end of this unit, they will create a personal digital portfolio.

Unit 3: Introduction to Application and Software Administration

This unit will introduce students to common application software administration such as opening, renaming, and saving a file using the windows program, they will format business documents, generate reports, and identify the purpose of word processing, presentation and spreadsheet application software programs. They will work with charts and graphs, customize PowerPoint presentations, use design themes, templates, apply transitions and animations and learn how to deliver effective presentations. Lastly, they will be introduced to the access database management system by creating tables, working with queries, creating forms and generating reports using this system.

Unit 4: Basic Skills in Business

In this unit, students will learn how to compose on the keyboard and acquire keyboarding techniques. In addition, they will improve their basic office skills in writing by applying capitalization, punctuation, using grammar and proper sentence structure applied in common practices. They will learn how to identify proofreading symbols and identify basic communication skills in an office business environment.

Unit 5: Leadership Skills in Business I

Developing leadership skills is the foundation of success in business. This unit will identify the basic communication skills students will need to acquire the right skills in business. This unit will introduce students to effective communication techniques and active listening skills. Students will learn how to take effective notes, be informed about student business and professional organizations, and understand organization of their duties and responsibilities. They will also learn how to manage an organizational meeting.

Proficiencies

Upon successful completion of this course, the student will be able to:

1. Configure a PC
 2. Discuss Emerging Technologies
 3. Identify the Uses of Fundamental Business Equipment and Associated Terminology
 4. Identify Workplace Injuries and Prevention Techniques
 5. Demonstrate Competence when Using Various Business Equipment
 6. Communicate via Videoconferencing and Teleconferencing
 7. Conduct Keyword Searches with Wildcard Characters
 8. Define Application Software
 9. Apply guidelines to use the computer safely
 10. Recognize Threats to PC Security
 11. Recognize Risky Internet Activities
 12. Model Proper Management of Copyrighted Materials
 13. Evaluate the Impact of Internet Social networks
 14. Utilize Meta Search Engines
 15. Create a personal digital portfolio
 16. Open, Rename, and Save Files in a Windows Program
 17. Format Business Documents
 18. Create a Simple Spreadsheet Using Text, Formulas, Numbers
 19. Demonstrate Formatting Issues for all Parts of the Spreadsheet
 20. Work with shapes and elements
 21. Work with charts and graphs
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22. Customize PowerPoint Presentations
 23. Enhance slide elements in a PowerPoint Presentation
 24. Use design themes and templates in a PowerPoint Presentation
 25. Apply Transitions and Animations in a PowerPoint Presentation
 26. Deliver effective Presentations
 27. Create tables using Access database management system
 28. Create tables using Access database and design view
 29. Work with queries in an Access database management system
 30. Create forms and reports in an Access database
 31. Apply Keyboard Technique, Speed, and Accuracy
 32. Compose at the Keyboard
 33. Apply Capitalization Rules
 34. Apply Punctuation Rules
 35. Use Grammar and Punctuation
 36. Apply Sentence Structure
 37. Apply Writing Processes
 38. Identify Proofreading Symbols
 39. Identify Basic Communication Skills
 40. Demonstrate Active Listening Techniques
 41. Demonstrate Effective Note-taking Skills
 42. Be informed of Student Business Organizations
 43. Identify Community Based Professional Business Organizations
 44. Name the Benefits of Professional Organizations
 45. Understand Student Organization Officer Duties and Responsibilities
 46. Manage an Organizational Meeting
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