



**BUS 115**  
**Introduction to Business**  
**Term Fall 2017**

**INSTRUCTOR INFORMATION**

<b>Bradley Hughes</b>	<b>Phone:</b>	<b>303-340-1600</b>
	<b>School</b>	<b>Aurora Central High School, APS</b>
	<b>Office:</b>	<b>Room 616</b>
	<b>Office Hours:</b>	<b>7:20 AM – 3:00 PM by appointment, MTWRF</b>
	<b>Email:</b>	<b>bmhughes@aps.k12.co.us</b>
	<b>Best way to contact me:</b>	<b>Email, Remind 101 app</b>

**WHAT TO EXPECT FROM THIS CLASS**

Introduction to Business is part of the Business Core, a group of classes required for most Business degrees and certificates.

One of the primary learning objectives of this course is for each student to better develop his/her communication and critical inquiry skills. Interaction between individuals and within groups takes place in many ways. It is necessary that students be able to collect and organize their thoughts in such a manner that they are able to express ideas clearly and completely.

This course features a Book Review project designed to improve the student’s communication skills, both written and verbal, as well as provide the student with a better understanding of contemporary business concepts.

**COURSE INFORMATION**

**General Information**

**Course and Section Number:** BUS 115  
**Day(s):** MTWRF  
**Times:** TBD  
**Room:** Room 616

**Course Description**

Focuses on the operation of the American business system. Covers fundamentals of the economy, careers and opportunities, marketing, management, production, governmental regulations, tools of business and social responsibilities.

**Important Dates**

<b>Date Course Begins:</b>	<b>August 8, 2017</b>
<b>Date Course Ends:</b>	<b>December 20, 2017</b>
<b>Last Date to Drop With a Refund:</b> It is the student’s responsibility to contact CCA to request to be dropped from a class.	<b>Sept 8, 2017</b>
<b>Last Date to Withdraw (“W” Grade, No Refund) :</b> It is the student’s responsibility to contact CCA to request to be withdrawn from a class.	<b>Nov 27, 2017</b>

**Course Materials**

**Textbook:** Principles of Business, 7<sup>th</sup> Edition  
**Author:** Dlabay, Burros, Kleindl  
**Additional Materials:** APS ID Card, APS log-in information, Notebook, Pen/Pencil, Highlighter

**COF**

If you are a Colorado resident and did not sign-up for the Colorado Opportunity Fund (COF) through your CCA admissions application, you will need to sign-up online. The COF application is free and is a onetime application that covers costs associated with taking undergraduate courses, but you need to authorize COF each semester. The application can be found online at <https://cof.college-assist.org/>. Students that do not fill out the COF application will be required to personally pay for course costs.

**COURSE POLICIES****Attendance**

According to state law, it is the obligation of parents to ensure that every child under their care and supervision receives adequate education and, of compulsory attendance age, attends school.

Good attendance is of paramount importance to academic performance and overall success of students. Absences, whether excused or unexcused, are detrimental to the learning process. Regular attendance develops habits that are essential for success. It is the joint responsibility of students, parents/guardians and schools to ensure regular attendance. Excessive student absences may be symptomatic of problems, which necessitate joint efforts of the school, student, home and community agencies.

Students enrolled in the Aurora Public Schools are required to attend classes, unless excused for good reason, in accordance with the Colorado School Attendance Law (C.R.S. 22-33-101 and Article IX, Section 2 of the Colorado Constitution). Therefore, in cases of excessive absences, the district will utilize community agencies as well as Truancy court, in order to enforce regular attendance when student or parental/guardian responsibility has not been met.

**Course Conduct**

Aurora Central promotes a positive and productive learning environment. Not only do we believe that students must master academic content, but they should also acquire behavioral skills, which are necessary for their ultimate success. All social institutions, including schools and places of employment have rules, which establish the behavioral expectations of its participants. These rules must reflect the need to promote an environment that is safe and conducive to learning. When a student fails to follow established rules, discipline may be necessary. Discipline will include due process and be consistent, fair and help the student change or control his/her inappropriate behavior.

**Late Work**

Any work submitted after the specified due date requires instructor permission.

**Make-Up Work**

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

**Grading/Evaluation**

**AN IMPORTANT NOTE ABOUT GRADES:** The grade you achieve will bear a direct relationship to the effort you put into this class. The structure of this course will be divided among a variety of applications. Each student will receive a grade based on his/her performance in each of these applications. Students can expect to gain knowledge and exposure through reading assignments, interactive in-class discussions, current event articles, individual projects, and presentations.

**Overall Grading Scale:**

Points	Grade	Percentage
900-1,000	A	90 – 100% (superior)
800- 899	B	80 – 89% (above average)
700- 799	C	70 – 79% (average)
600-699	D	60 – 69% (below average)
Below 599	F	below 60% (not acceptable)

**Points will be earned from the following assignments:**

Assignment	Quantity	Total Points	Points per Assignment	Percentage of Grade
CCA Required Assessment - Research Paper Social Responsibility	<ul style="list-style-type: none"> <li>● Pre-Paper x 1</li> <li>● Rough draft x 1</li> <li>● Final paper x 1</li> </ul>		<ul style="list-style-type: none"> <li>● Pre-Paper = 4%</li> <li>● Rough draft = 6%</li> <li>● Final draft = 10%</li> </ul>	20%
Formative Assessments	<ul style="list-style-type: none"> <li>● Quizzes x 4</li> <li>● Graded Warm-Up x 5</li> <li>● Group Work x 5</li> <li>● Project check-in x 5</li> </ul>			15%
Summative Assessments	<ul style="list-style-type: none"> <li>● Exams x 2</li> <li>● Papers x 2</li> <li>● Projects x 2</li> </ul>			40%



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Other Assignments at discretion of course instructor	<ul style="list-style-type: none"> <li>Misc. Assignments</li> </ul>			25%
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**HOW TO BE SUCCESSFUL IN THIS CLASS**

**How to Come to Class Prepared**

**Students need writing utensils, note taking material, handouts, and their computer log-ins during every class.**

**What to Do During and After Class**

**Students are responsible to complete all work not completed during class and any assigned homework (individual or group).**

**D2L Instructional Technology**

Any technical issues with D2L can be resolved by calling CCA's IT help desk at 303-360-4900. If MyCCA is down, you can access D2L directly at <https://cca.desire2learn.com/>

**What to Do if You Miss Class**

**Students are responsible for reaching out to the instructor for instructions for missed classes.**

**Where You Can Get Help Outside of Class**

How I can help you: I can provide extra help outside of class by appointment.

How you can help yourself: Come prepared for class, complete assignments, check Infinite Campus for missing work, and ask questions.

How your classmates can help you: Class collaboration on assignments is encouraged because it provides alternate points of view, opinions, and methods of reaching solutions. Plagiarism is never permitted. Work completed in collaboration with others must still be written individually, in the student's own words.

**TENTATIVE SCHEDULE**  
*Instructors always have the right to change the syllabus if needed.*

Week/Date	What will be covered in class	Due Today	Homework
<b>Week 1</b> Aug 07 - 11	Introduction, Welcome, Expectations, Logistics, and Habits of Mind		
<b>Week 2</b> Aug 14 - 18	The Business Environment	Quiz	
<b>Week 3</b> Aug 21 - 25	Cont'd		
<b>Week 4</b> Aug 28 - 01	Making Ethical Decisions and Managing a Socially Responsible Business		
<b>Week 5</b> Sep 05 - 08	Cont'd	09/07/2017 Ethics Paper	



<b>Week 6 Sep 11 - 14</b>	Business Ownership		
<b>Week 7 Sep 18 - 22</b>	Cont'd		
<b>Week 8 Sep 25 - 29</b>	Business Management	Quiz Exam 1	
<b>Week 9 Oct 02 - 06</b>	<b>CCA Assessment Pre-Paper</b>	10/06/2017 Pre-Paper Draft #1	Pre-Paper Draft #1
<b>Week 10 Oct 09- 13</b>	Marketing Management	Project 1	
<b>Week 11 Oct 16 - 20</b>	Cont'd		
<b>Week 12 Oct 23 - 27</b>	<b>CCA Assessment Rough Draft</b>	10/27/2017 Rough Draft	Rough Draft
<b>Week 13 Oct 30 - 03</b>	Technology and Information	Quiz	
<b>Week 14 Nov 06 - 10</b>	Stock Market and Investing	11/01/2017 Manager Paper	
<b>Week 15 Nov 13 - 17</b>	Cont'd		
<b>Week 16 Nov 21 - 21</b>	Cont'd		
<b>Week 17 Nov 27 - 01</b>	Legal Environment and Government Regulations	Quiz Exam 2	
<b>Week 18 Dec 01 - 08</b>	<b>Final CCA Assessment Paper</b>	12/08/2017 Final Paper Due	Final Paper
<b>Week 18 Dec 11 - 20</b>	Finals	Project 2	

**COLLEGE WIDE POLICIES**

**General Learning  
Outcomes**

The Instructional Unit has identified the following lifelong/workplace skills that are the foundation for your course of study at CCA: Communication, Critical Inquiry, Intra/Interpersonal Responsibility, Quantitative Reasoning, Technology, and Aesthetic Perception. Of these skills, this course will focus

on Communication, Critical Inquiry, Intra/Interpersonal Responsibility, Quantitative Reasoning and Technology.

Successful students will have shown through in-class exercises and specific course assignments the ability to pursue and retain knowledge, comprehend the various significant levels of acquired knowledge (analyzing and identifying their various components), evaluate the significance of the knowledge, synthesize ideas from multiple sources, and apply what is learned to work and life situations.

#### E-Mail

All students enrolled in the Community College of Aurora are assigned a college email account, and this email account is the college's primary means of communication with students. To activate your e-mail account, go to [www.CCAurora.edu](http://www.CCAurora.edu) and access your account. To activate your account, login with your date of birth spelled out (no punctuation or spaces) as your password (ex: If your date of birth is February 14, 1992, your initial password is February141992).

#### Site Emergency

**It is critically important that parents provide the school with updated home and work telephone numbers, email address, as well as the mailing address, throughout the school year.** In addition, the school must have the name of an adult to contact in the event of an emergency, should we be unable to reach the parent. If no one can be reached, the police will be contacted. It is also important that parents review backup plans with their children in case the unexpected happens (early dismissal, parent delayed, etc.).

#### Accommodations

**In compliance with a federal law known as Section 504 of the Rehabilitation Act of 1973, the Aurora Public School District will provide to each protected student with a disability, without discrimination or cost to the student or family, those related supplementary support services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the person's abilities. In order to qualify as a protected student with a disability, the child must meet the following definition: he or she must be of school age with a physical or mental disability which substantially limits one or more life activities, (such as learning) or prohibits participation in or access to an aspect of the school program. In addition, one who in the past has had such a disability or is perceived by others as having such a disability may also be protected by law from discrimination on the basis of disability.**

**Even students who are not eligible to receive services under the traditional special education programs, which are provided pursuant to the Individuals with Disabilities Education Act, may be eligible to receive supplementary supports, services, and accommodations, if they fall within the definition of disability stated above.**

**In addition, the district does not discriminate in admission, treatment, employment or access to its programs or activities.**

**For further information about the evaluation procedures and provisions of services to students with disabilities, contact the district's coordinator of Section 504 Compliance in Health Services, at phone number 303-344-8060, ext. 28511, or write to the 504 Compliance Director, Aurora Public Schools, 15700 East 1st Ave., Aurora, CO 80011.**

**For specific information relating to special education services for students with disabilities under the Individuals With Disabilities Education Act, contact the Department of Exceptional Student Services at 15751 E. First Ave., Aurora, CO 80011, 303-340-0510.**

**Academic Dishonesty  
Policy****INSTRUCTIONAL POLICY ON ACADEMIC DISHONESTY:**

Academic dishonesty includes cheating and plagiarism. Cheating is the unauthorized use of assistance with intent to deceive an instructor or any other individual responsible for evaluating a student's work. Note the following examples:

- Submission of any materials not prepared by students but presented as their own.
- The unauthorized possession and/or use of notes, books, calculators/ cell phones or the soliciting of assistance from another student during an examination.
- Illegitimate possession or disposition of examination or test materials and/or answer keys to tests and examinations.

Plagiarism refers to the use of another person's work without giving proper credit to that person. A student must give proper credit through the use of appropriate citation format when (a) copying verbatim another person's work (i.e., words, phrases, sentences, or entire passages); (b) paraphrasing another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas); and (c) summarizing another's work (i.e., use of one's own words to condense longer passages into a sentence or two).

**CONSEQUENCES OF ACADEMIC DISHONESTY:** Students participating in academic dishonesty will immediately receive a 0 for the assignment without the possibility of making up the grade, and immediately be referred to Dean.

**Audio/Video  
Recording**

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the Office of Disability and Equity, a student may not record lectures or classroom discussions unless the class instructor has given written permission and all students in the class as well as guest speakers have been informed that audio/video recording may occur.

A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

**Notice of  
Non-Discrimination**

The Community College of Aurora (CCA) prohibits all forms of discrimination and harassment including those that violate federal and state law, or the State Board for Community Colleges and Occupational Education Board Policies 3-120 and 4-120. The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices or educational programs and activities. CCA will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

**COLORADO COMMUNITY COLLEGE SYSTEM COURSE REQUIREMENTS****Standard  
Competencies**

As part of the Colorado Community College System, the Community College of Aurora is required to cover the competencies according to system policy.

- I. Give students a macro view of business that is essential to such advanced and specialized courses as finance, marketing, management, and human relations.

- II. Provide students with meaningful, real-world-oriented information that can play a key role in their success both within and beyond the classroom.
- III. Give students an integrated view of the dynamic and exciting world of business.
- IV. Create an awareness of the varied career opportunities in business and aid in selecting a vocation or enhance the vocation already selected.
- V. Discuss social and ethical responsibilities of business.

**Topical Outline**

As part of the Colorado Community College System, the Community College of Aurora is required to cover the competencies according to system policy.

- I. The Business Environment
  - a. Your Future in Business Begins Now
  - b. Understanding Evolving Economic Systems and Competition
  - c. Competing in the Global Marketplace
- II. Making Ethical Decisions and Managing a Socially Responsible Business
- III. Business Ownership
  - a. Forms of Business Ownership
  - b. Entrepreneurship: Starting and Managing Your Own Business
- IV. Business Management
  - a. Management and Leadership in Today's Organization
  - b. Designing Organizational Structures
  - c. Managing Human Resources
  - d. Motivating Employees and Creating Self-Managed Teams
  - e. Understanding Labor-Management Relations
  - f. Achieving World-Class Operations Management
- V. Marketing Management
  - a. Understanding the Customer and Creating Goods and Services that Satisfy
  - b. Developing Quality Products at the Right Price
  - c. Distributing Products in a Timely and Efficient Manner
  - d. Using Integrated Marketing Communications to Promote Products
- VI. Technology and Information
  - a. Using Technology to Manage Information
  - b. Using the Internet for Business Success
  - c. Using Financial Information and Accounting
- VII. Stock Market and Investing
- VIII. Legal Environment and Government Regulations



Course Name	Instructor	Instructor E-mail & Availability
Intro to PC Applications	Bradley Hughes	<a href="mailto:bmhughes@aps.k12.co.us">bmhughes@aps.k12.co.us</a> Available by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
<a href="http://www.bradleymhughes.com">www.bradleymhughes.com</a>	1st Period 3rd Period 4th Period  Room 616	None

### Course Description

Introduces basic computer terminology, file management, and PC system components. Provides an overview of office application software including word processing, spreadsheets, databases, and presentation graphics. Includes the use of a web browser to access the Internet.

### Standards

#### I. Impact on Society

Achievement Standard: Assess the impact of information technology in a global society.

#### II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

#### III. Operating Systems and Utilities

Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.

#### IV. Input Technologies

Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

#### V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

#### VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

#### VII. Web Development and Design

Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.

#### VIII. Information Retrieval and Synthesis

Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

### Learning Outcomes by Quarter

#### Quarter 1

1. Define the basic hardware and software concepts associated with personal computers
2. Demonstrate the ability to utilize network and internet terminology
3. Navigate the operating system
4. Organize and manipulate file names, locations, and backups
5. Create, modify, use and print word processing documents, spreadsheets, relational databases and presentations
6. Apply formatting techniques to word processing documents, spreadsheets, databases and presentations
7. Use of Google Suite products including word processing, spreadsheets, presentations, forms, and file management.
8. Create, insert and modify visual elements (graphics, charts, tables, ClipArt, etc) in word processing documents, spreadsheets, databases and presentations
9. Create and format a word processing report
10. Use desktop publishing features e.g. columns, newsletter, web pages, etc.
11. Create and use mail merge

#### Quarter 2

12. Create and modify spreadsheet formulas and functions
13. Create, insert and modify spreadsheet charts
14. Make use of relative and absolute cell reference
15. Create publications for print using Adobe Photoshop CS6.

### Required Supplies

Note taking supplies (pen or pencil, paper, etc.), computer log-in information. If other supplies are required, students will be given a minimum of 3 days advance warning.

### Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

### School Policies

#### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

#### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from

the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class.

For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

#### TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

#### PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

#### NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

### Classroom Policies

Business classes at ACHS are designed to provide students with content knowledge to compete in their career or college environment, regardless what career path a student chooses. The skills learned in class are applicable to all fields of study. Students are expected to behave professionally in accordance to the ACHS handbook, be attentive in class, and actively participate. Additionally, students will model proper behavior for the workplace. Part of workplace expectations is taking responsibility for one's work and actions, and seeking help when needed. Students are expected to proactively check for missing assignments or low grades (below a 2.5), and provide a plan to me. Students requiring extra help should ask and/or set-up an appointment for help outside of class.

During group work, students are expected to contribute equally and fairly. Failure to contribute will result in a 0 grade for the assignment.

Class collaboration on assignments is encouraged because it provides alternate points of view, opinions, and methods of reaching solutions. Plagiarism, however, is never permitted. Work completed in collaboration with others must still be written individually, in the student's own words.

All students will participate in the Future Business Leaders of America (FBLA) club to enhance their learning and leadership skills. Students have the option to become a paid member, providing the opportunity to participate in outside FBLA events, and list FBLA on their resume/college applications.

# PC Applications Syllabus Review

**Tear off and return THIS PAGE only and return to Mr. Hughes (teacher) by Wednesday, August 16, 2017.**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_



Nombre del curso	de	InstructorE-mail y disponibilidad
Introducción a aplicaciones de PC	Bradley Hughes	<a href="mailto:bmhughes@aps.k12.co.us">bmhughes@aps.k12.co.us</a> disponibles con cita
supuesto sitio web del	evento Clase tiempos y Ubicación:	Requisitos previos
<a href="http://www.bradleymhughes.com">www.bradleymhughes.com</a>	primera Periodo 3er Periodo Periodo cuarta  habitación 616	Ninguno

### Descripción del curso

se presenta la terminología informática básica, gestión de archivos y componentes del sistema de PC. Proporciona una visión general de la aplicación de software de oficina que incluye el procesamiento de textos, hojas de cálculo, bases de datos y gráficos de presentación. Incluye el uso de un navegador web para acceder a Internet.

### Normas

#### I. Impacto en la Sociedad

Estándar Logro: Evaluar el impacto de la tecnología de la información en una sociedad global.

#### II. de hardware

Logro estándar: Describe el hardware actuales y emergentes; configurar, instalar y actualizar el hardware; diagnosticar problemas; y reparación de hardware.

#### III. Sistemas operativos y utilidades

estándar Logro: identificar, evaluar, seleccionar, instalar, usar, actualizar, personalizar y diagnosticar y solucionar problemas con varios tipos de sistemas operativos y utilidades.

#### IV. Tecnologías de entrada

estándar Logro: El uso de diversas tecnologías de entrada para entrar y manipular información de manera adecuada.

#### V. Productividad Software

Rendimiento Estándar: Identificar, evaluar, seleccionar, instalar, usar, actualizar y personalizar el software de productividad; diagnosticar y resolver problemas de software.

#### VI. Los medios interactivos

Logro estándar: Uso de software multimedia para crear proyectos de medios ricos.

#### VII. Desarrollo Web y Diseño

Estándar Logro: Diseñar, desarrollar, probar, implementar, actualizar y evaluar soluciones web.

#### VIII. Recuperación de información y síntesis

estándar de rendimiento: Reunir, evaluar, usar, cite, y difundir la información a partir de fuentes de tecnología.

### Resultados del aprendizaje por trimestre

#### Trimestre 1

1. Definir los conceptos básicos de hardware y software asociados con las computadoras personales
2. Demostrar la capacidad de utilizar la red Internet y terminología
3. Vaya al sistema operativo
4. Organizar y manipular archivos de nombres, lugares, y copias de seguridad
5. Crear, modificar, utilizar y documentos de texto, hojas de cálculo de impresión, bases de datos relacionales y presentaciones
6. Aplicar técnicas de formato a documentos de texto, hojas de cálculo, bases de datos y presentaciones
7. uso de productos paquete de Google, incluyendo el procesamiento de textos, spreadsheets, presentaciones, formularios y gestión de archivos.
8. Crear, insertar y modificar los elementos visuales (gráficos, tablas, tablas, imágenes, etc.) en el procesamiento de documentos de texto, hojas de cálculo, bases de datos y presentaciones
9. Crear y formatear una palabra de procesamiento de informes características
10. Uso de autoedición por ejemplo, columnas, boletín de noticias, páginas web, etc.
11. Crear y utilizar la combinación de correspondencia

#### Quarter 2

12. crear y modificar las fórmulas de hoja de cálculo y las funciones
13. Cree, insertar y modificar tablas de hoja de cálculo
14. Hacer uso de referencia de celda relativa y absoluta
15. crear publicaciones para impresión utilizando Adobe Photoshop CS6.

### Suministros necesarios

para tomar notas suministros (bolígrafo o un lápiz, papel, etc.), la computadora la información de inicio de sesión. Si se requieren otros suministros, los estudiantes recibirán un mínimo de 3 días de aviso por adelantado.

### con una ley

Los estudiantes se clasifican en una escala de 4 puntos para todas las asignaciones

Punto	de grado letra	Explicación
3,0-4,0	A	Además de la puntuación de rendimiento de 3.0, el estudiante demuestra en inferencias de profundidad y aplicaciones que van más allá de lo que se enseña.
2,5-2,99	B	no hay errores u omisiones importantes respecto a cualquiera de la información y / o procesos (simples o complejos) que se enseñaban explícitamente. Este nivel es el dominio
2,0-2,49	C	No hay grandes errores u omisiones con respecto a los detalles y procesos más simples, pero hay grandes errores u omisiones con respecto a las ideas y procesos más complejos.
1,0-1,99	D	Con ayuda, el estudiante demuestra una comprensión parcial de algunos de los detalles y procesos más simples y algunas de las ideas y procesos más complejos.
Por debajo de 1,0 o ninguna evidencia	F	Incluso con ayuda, el estudiante no puede demostrar la comprensión de los detalles simples.

### Las políticas escolares

#### SOLICITUDES DE TAREA

Los estudiantes que requieren las tareas debido a las ausencias justificadas extendidas (tres días o más) inicialmente deben ponerse en contacto con la oficina de asistencia. La oficina de asistencia notificará a los maestros y recoger las asignaciones de los maestros individuales. Las tareas deben estar listos para recoger a las 24 horas después de una solicitud ha sido hecha. Por favor llame a la oficina de asistencia para comprobar el estado de la tarea.

#### El trabajo de recuperación durante las ausencias

Cada vez que un estudiante falta a una clase por cualquier motivo, se espera que los estudiantes entren en contacto entre maestro y completar el trabajo de recuperación con el fin de lograr el objetivo de aprendizaje. Esto incluye excursiones, actividades escolares, suspensiones, sesiones de grupo, ausentismo, y similares. Se requiere el trabajo de recuperación y los estudiantes que han estado ausentes de la clase debe solicitar el trabajo de recuperación de la maestra más tardar en la próxima reunión de la clase. Los maestros determinan una cantidad razonable de tiempo para el trabajo de maquillaje cuando los estudiantes están ausentes, utilizando un dos días por cada directriz ausente un día.

Los maestros pueden proporcionar una experiencia de "alternativo" de aprendizaje para el trabajo de recuperación a cualquier estudiante que lo solicite al regresar a clase. Por ejemplo, un estudiante puede haber estado ausente de una clase en la que el objetivo de aprendizaje diaria se logra por medio de una discusión en clase. A la sola discreción del maestro, los estudiantes que estuvieron ausentes durante la discusión que se podrían asignar un ensayo escrito dos o tres páginas por tres o cuatro días después del regreso del estudiante a la clase como una experiencia 'alternativo' aprendizaje para ese objetivo.

Los maestros darán crédito académico para todos los trabajos de maquillaje que cumpla con las pautas anteriores. La única excepción es que los maestros tienen la opción de aplicar o no dar crédito académico para el trabajo de recuperación de una ausencia injustificada. Si la ausencia era injustificada, el maestro debe proporcionar retroalimentación, pero no está obligado a dar crédito por el trabajo.

#### POLÍTICA tarde

después de tres maestros tardanzas conferencia con el estudiante y el contacto casa. Después de 5 llegadas tarde los estudiantes pueden ser referidos al Centro de Aprendizaje y las consecuencias adicionales pueden ser asignados.

#### PASES

Los estudiantes que salgan del aula o están excusados de la clase debe tener un pase con la validación correcta por el profesor. Los funcionarios escolares pueden llamar a un estudiante que usa un Pase administrativo autorizado. Los estudiantes que están sin pases oficiales estarán sujetos a medidas disciplinarias. Los pases no se dan en los primeros 10 minutos o últimos 10 minutos de clase.

#### No académico TECNOLÓGICO DISPOSITIVOS

Escuelas Públicas de Aurora cree en proporcionar entornos que optimizan el aprendizaje y la enseñanza y son seguros, seguro y bien mantenido. Como tal, todos los dispositivos electrónicos personales \* no se ve ni se oye durante el día escolar en las áreas académicas del edificio de 7:30 am a 3:45 pm \* Los teléfonos celulares, iPods, auriculares, altavoces portátiles, MP3, tabletas, cámaras , etc. **Aurora central High School no es responsable de los dispositivos electrónicos perdidos, robados o dañados.** Esto incluye los dispositivos electrónicos que son confiscados por el personal. Aurora Central High School se reserva el derecho de no investigar dispositivos electrónicos perdidos, robados o dañados.

### Aulapolíticas

clasescomerciales en ACHS están diseñados para proporcionar a los estudiantes con el conocimiento del contenido de competir en su entorno carrera o universidad, sin importar qué carrera ruta elige un estudiante. Las habilidades aprendidas en clase son aplicables a todos los campos de estudio. Se espera que los estudiantes se comporten profesionalmente de acuerdo con el Manual de la ACHS, estar atento en clase, y participar activamente. Además, los estudiantes modelar el comportamiento apropiado para el lugar de trabajo. Parte de las expectativas del lugar de trabajo es asumir la responsabilidad por el trabajo de uno y acciones, y buscando ayuda cuando sea necesario. Se espera que los estudiantes para comprobar de forma proactiva para las tareas que faltan o calificaciones bajas (por debajo de un 2,5), y proporcionar un plan para mí. Los estudiantes que necesiten ayuda adicional deben preguntar y / o configurar una cita para ayuda fuera de la clase.

Durante el trabajo en grupo, se espera que los estudiantes que contribuyan por igual y de manera justa. La falta de contribuir dará lugar a un grado 0 en el trabajo.

La colaboración de clases en las tareas se anima, ya que proporciona puntos de vista alternativos, opiniones y métodos de soluciones de largo alcance. El plagio, sin embargo, nunca está permitido. Trabajo realizado en colaboración con los demás se tienen que escribir de forma individual, en las propias palabras del estudiante.

Todos los estudiantes participarán en los Futuros Líderes del Comercio de América del club (FBLA) para mejorar sus habilidades de aprendizaje y de liderazgo. Los estudiantes tienen la opción de convertirse en un miembro pagado, proporcionando la oportunidad de participar en eventos fuera de FBLA, y la lista de FBLA en sus aplicaciones de hoja de vida / universidad.

# Aplicaciones PC Syllabus revisión

**cortar y volver Sólo esta página y volver al Sr. Hughes (maestro) el miércoles, 16 de agosto de 2017.**

He leído cuidadosamente las expectativas de este curso y ponerse de acuerdo para apoyar los objetivos y las iniciativas del curso. Voy a aparecer, hablar, levantarse e ir más lejos de lo que pensé posible.

Nombre del estudiante: \_\_\_\_\_ (impresión)

Grado \_\_\_\_\_ Período \_\_\_\_\_

Firma del estudiante: \_\_\_\_\_

padre / tutor Nombre: \_\_\_\_\_

padre / tutor Firma: \_\_\_\_\_

padre / tutor Número de teléfono: \_\_\_\_\_

\_\_\_\_\_ padre / tutor por correo electrónico



Course Name	Instructor	Instructor E-mail & Availability
Financial Management	Bradley Hughes	<a href="mailto:bmhughes@aps.k12.co.us">bmhughes@aps.k12.co.us</a> Available by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
<a href="http://www.bradleymhughes.com">www.bradleymhughes.com</a>	7th Period  Room 616	None

### Course Description

The goal this class is to help students to become financially responsible, conscientious members of society. To reach that end, this course develops students understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities.

### Standards

NBEA FIN I. Personal Decision Making

Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

NBEA FIN III. Managing Finances and Budgeting

Achievement Standard: Develop and evaluate a spending/savings plan.

NBEA FIN IV. Saving and Investing

Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.

NBEA FIN VII. Using Credit

Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

### Learning Outcomes by Quarter

#### Quarter 1

- Psychology of Money
- Income
- Money Management
- Spending
- Saving and Investing

#### Quarter 2

- Credit
- Insurance
- Paying for College
- Identity Theft
- Taxes

**Quarter 3**

This class does not have a Quarter 3.

**Quarter 4**

This class does not have a Quarter 4.

### Required Supplies

Note taking supplies (pen or pencil, paper, etc.), computer log-in information. If other supplies are required, students will be given a minimum of 3 days advance warning.

### Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

### School Policies

#### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

#### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a

reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

#### TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

#### PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

#### NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

### Classroom Policies

Business classes at ACHS are designed to provide students with content knowledge to compete in their career or college environment, regardless what career path a student chooses. The skills learned in class are applicable to all fields of study. Students are expected to behave professionally in accordance to the ACHS handbook, be attentive in class, and actively participate. Additionally, students will model proper behavior for the workplace. Part of workplace expectations is taking responsibility for one's work and actions, and seeking help when needed. Students are expected to proactively check for missing assignments or low grades (below a 2.5), and provide a plan to me. Students requiring extra help should ask and/or set-up an appointment for help outside of class.

During group work, students are expected to contribute equally and fairly. Failure to contribute will result in a 0 grade for the assignment.

Class collaboration on assignments is encouraged because it provides alternate points of view, opinions, and methods of reaching solutions. Plagiarism, however, is never permitted. Work completed in collaboration with others must still be written individually, in the student's own words.

All students will participate in the Future Business Leaders of America (FBLA) club to enhance their learning and leadership skills. Students have the option to become a paid member, providing the opportunity to participate in outside FBLA events, and list FBLA on their resume/college applications.

# Financial Management Syllabus Review

**Tear off and return THIS PAGE only and return to Mr. Hughes (teacher) by Wednesday, August 16, 2017.**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_