

Glenwood Community Schools

Business Computer Curriculum

Mission Statement

Our mission is to engage all students in a challenging, sequential, and differentiated business computer curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality business computer education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the business computer world.

A special thank you to the following individuals for their hard work and dedication who have served on the District Business Computer Subject Area Committee.

Julie Mount

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Glenwood Elementary School
Kindergarten Business Computer Curriculum

Course ID: BCT.K	Course Purpose: The student will demonstrate skills to access and use simple programs. The student will identify coins, needs, and wants.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.K.1	The student will identify basic technology hardware (printer, CPU, monitor, mouse, keyboard) and demonstrate the ability to use the hardware.			
	BCT.K.1.1	Name the different parts of a computer system.	TL3	
	BCT.K.1.2	Turn on the computer, log in, and use the mouse to drag and drop.	TL3	
	BCT.K.1.3	Find and identify home row on the keyboard.	TL3	
	BCT.K.1.4	Identify learning websites and apps on the Internet.	TL2	
	BCT.K.1.5	Use appropriate legal and ethical behavior with technology.	TL5	
BCT.K.2	The student will identify types of coins and differentiate between needs and wants.			
	BCT.K.2.1	Identify each type of coin.	FL2	
	BCT.K.2.2	Distinguish between needs and wants.	FL1	

Glenwood Elementary School
First Grade Business Computer Curriculum

Course ID: BCT.1	Course Purpose: The student will use the home row organization of the keyboard for productivity. The student will apply money skills and analyze needs and wants.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.1.1	The student will demonstrate the ability to use computer hardware and software for a purpose.			
	BCT.1.1.1	Name the different parts of a computer system.	TL3	
	BCT.1.1.2	Use home row on the keyboard correctly for keyboarding purposes.	TL3	
	BCT.1.1.3	Conduct research on the Internet and locate specific web sites.	TL4	
	BCT.1.1.4	Use appropriate legal and ethical behavior with technology.	TL5	
BCT.1.2	The student will examine the value of money and how it is used and identify personal needs and wants.			
	BCT.1.2.1	Define goals.	FL1	
	BCT.1.2.2	Identify value of coins.	FL2	
	BCT.1.2.3	Give examples of needs and wants.	FL1	
	BCT.1.2.4	Describe the exchange of goods and services.	FL2	
	BCT.1.2.5	Identify ways to borrow and the need to return.	FL3	
	BCT.1.2.6	Explain ways people can lose and protect possessions and consequences of loss.	FL4	
	BCT.1.2.7	Explain the value of saving.	FL5	

Glenwood Elementary School
Second Grade Business Computer Curriculum

Course ID: BCT.2	Course Purpose: The student will use the keyboard including stretches to create documents and use Internet sites. The student will create goals, identify saving and spending, and develop examples of needs and wants.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.2.1	The student will demonstrate the ability to produce a document using word processing software.			
	BCT.2.1.1	Use home row on the keyboard.	TL3	
	BCT.2.1.2	Use finger stretches and proper technique to build keyboarding speed and accuracy.	TL3	
	BCT.2.1.3	Use various formatting in word processing documents to build a final product.	TL1	
	BCT.2.1.4	Navigate on the Internet using various web addresses to locate information.	TL4	
BCT.2.2	The student will use the concept of money to establish goals and make responsible choices.			
	BCT.2.2.1	Develop individual and group financial goals.	FL1	
	BCT.2.2.2	Use and count combinations of coins up to \$1.00.	FL2	
	BCT.2.2.3	Describe the importance of their personal needs and wants.	FL1	
	BCT.2.2.4	Distinguish between various sources of income.	FL2	
	BCT.2.2.5	Compare and contrast saving versus spending.	FL2 AND FL6	
	BCT.2.2.6	Identify that credit represents money spent that is not available.	FL3	

Glenwood Elementary School
Third Grade Business Computer Curriculum

Course ID: BCT.3	Course Purpose: The student will use keyboard skills to investigate a topic and create documents and presentations. The student will analyze needs vs. wants in order to set goals.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.3.1	The student will produce a word processing document using original research.			
	BCT.3.1.1	Use the keyboard to develop keyboarding skills at 8-10 wpm with 90% accuracy and using proper techniques.	TL6	
	BCT.3.1.2	Investigate a problem/question using the Internet and create a word processing document.	TL4	
	BCT.3.1.3	Use presentation software to create a basic 1-2 slide presentation of original research.	TL2	
	BCT.3.1.4	Practice responsible use of technology systems, information, and software.	TL5	
BCT.3.2	The student will examine needs and wants and demonstrate responsible spending and saving.			
	BCT.3.2.1	Distinguish between short-term and long-term goals.	FL1	
	BCT.3.2.2	Create a basic financial goal.	FL1	
	BCT.3.2.3	Explain and give examples of needs and wants.	FL1	
	BCT.3.2.4	Recognize that an individual's actions and behaviors have consequences and impact the decisions of others.	FL6	
	BCT.3.2.5	Demonstrate responsible choices in spending and saving.	FL6	

Glenwood Elementary School
Fourth Grade Business Computer Curriculum

Course ID: BCT.4	Course Purpose: The student will use keyboarding skills to conduct original research and create documents and presentations. The student will identify debt and identity issues.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.4.1	The student will use technology tools to create documents/presentations relevant to their work.			
	BCT.4.1.1	Use the keyboard to develop keyboarding skills at 11-15 wpm with 90% accuracy and using proper techniques.	TL6	
	BCT.4.1.2	Gather information and research topics related to their class work.	TL4	
	BCT.4.1.3	Create a word processing document relevant to their work.	TL3	
	BCT.4.1.4	Use presentation software to share the information and research they have done.	TL3	
BCT.4.2	The student will examine personal identity and examine debt.			
	BCT.4.2.1	Describe what an identity is and how to protect it.	FL4	
	BCT.4.2.2	Analyze what it means to have a personal identity stolen.	FL4	
	BCT.4.2.3	Define the concept of debt.	FL3	

Glenwood Elementary School
Fifth Grade Business Computer Curriculum

Course ID: BCT.5	Course Purpose: The student will use keyboarding skills to conduct original research, create documents and presentations, and create spreadsheets with a graph. The student will identify insurance, investing, and career options.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.5.1	The student will demonstrate the use of word processing software, spreadsheets, and presentation software to present a technology created project.			
	BCT.5.1.1	Use the keyboard to develop keyboarding skills at 16-20 wpm with 90% accuracy and using proper techniques.	TL6	
	BCT.5.1.2	Gather information and research topics related to their class work.	TL4	
	BCT.5.1.3	Create a word processing document relevant to their work.	TL1	
	BCT.5.1.4	Create a simple spreadsheet that includes a graph of information.	TL3	
BCT.5.2	The student will examine debt, insurance, investing, and recognize career options available.			
	BCT.5.2.1	Identify an individual's responsibility for debt.	FL3	
	BCT.5.2.2	Describe what insurance is and why it is important.	FL4	
	BCT.5.2.3	Recognize career options available.	FL2	
	BCT.5.2.4	Identify various options for investing.	FL5	

Glenwood Community Middle School
Sixth Grade Business Computer Curriculum
Approved Date – August 2018

Course ID: BCT.6	Course Purpose: The student will demonstrate 21st Century Learning Skills including Touch Keyboarding and various productivity applications.
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Course Outcomes	Outcome Components	Description	Iowa Core	Transition
BCT.6.1	The student will investigate the District's Appropriate Use of Technology, Network Systems, and Internet Access policy related to technology and practice legal and ethical behavior.			
	BCT.6.1.1	Create documents that demonstrate adherence to copyright laws.	TL5	
	BCT.6.1.2	Demonstrate appropriate conduct when using technology.	TL5	
	BCT.6.1.3	Demonstrate the correct way to cite all resources in appropriate format as directed.	TL5	
BCT.6.2	The student will demonstrate grade level appropriate keyboarding skills.			
	BCT.6.2.1	Demonstrate keyboarding skills of 20-25 wpm.	TL6	
	BCT.6.2.2	Demonstrate keyboarding accuracy of 90% or greater.	TL6	
	BCT.6.2.3	Demonstrate proper technique while working towards wpm and accuracy goal.	TL6	
BCT.6.3	The student will demonstrate the use of technology concepts, systems, and operations to produce documents, charts, and multimedia presentations.			
	BCT.6.3.1	Describe how computers and multimedia work.	TL6	
	BCT.6.3.2	Create and edit documents.	TL1	
	BCT.6.3.3	Create a simple spreadsheet with integrated charts and/or graphs.	TL1	
	BCT.6.3.4	Develop multimedia presentations that demonstrate the use of word processing, spreadsheets, design graphics, multimedia, design elements, and Internet research.	TL1	

Glenwood Community Middle School MIDDLE
SCHOOL FINANCIAL LITERACY CURRICULUM
(Grades 7 & 8, taught as a combined Financial Lit/Computer Lit course)
Approved Date - June 2021

Iowa Core Social Studies 7th Grade Content Standards for Financial Literacy:

- SS.7.28.** Predict the relationship between financial goals and achievements. (21st century skills)
SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. (21st century skills)
SS.7.31. Explain how an investment differs from a savings account in potential risks and returns. (21st century skills)

Iowa Core Social Studies 8th Grade Content Standards for Financial Literacy:

- SS.8.26.** Discuss the components of a personal spending plan, including income, planned saving and expenses. (21st century skills)
SS.8.27. Calculate the cost of borrowing money for different types of goods. (21st century skills)
SS.8.28. Explain how investing may build wealth and help meet financial goals. (21st century skills)
SS.8.29. Identify ways insurance may minimize personal financial risk. (21st century skills)

SEVENTH GRADE FINANCIAL LITERACY			
Course Purpose:		The student will discover the connections between financial literacy and success in career and personal areas of life. Students will summarize the impact of identity theft, describe types and uses of insurance, compare needs and wants, set personal goals, and recognize ethical behaviors in business. While completing these tasks, the student will learn how to use popular office suite software and other digital tools to create documents and presentation aids (i.e. Google Office Suite)	
Course Outcome	Outcome Components	Description	IA Core Soc. St. & 21st Century Skills
FL.7.1	The student will categorize and prioritize personal wants and needs to set goals.		
	FL.7.1.1	Compare needs and wants, and classify whether expenditures are needs or wants.	SS.6.24 21.FL.1
	FL.7.1.2	Apply the goal setting process in various situations.	SS.7.28 21.FL.1
	FL.7.1.3	Examine and describe the relationship between goal setting and achievement.	SS.7.28 21.FL.1
FL.7.2	The student will determine various risks to personal identity; identify and justify strategies for ongoing protection.		
	FL.7.2.1	Identify ways personal identity can be stolen or compromised.	SS.6.28 21.FL.4
	FL.7.2.2	Identify strategies for identity protection and rate their effectiveness in different situations.	SS.6.28
	FL.7.2.3	Investigate and describe how to recover from fraud and identity theft.	SS.6.28
FL.7.3	The student will compare the effects of ethical and unethical behaviors on financial decision making and the community		
	FL.7.3.1	Examine legal and ethical principles relating to digital media in order to determine appropriate personal behavior in real life situations.	21.FL.6
	FL.7.3.2	Investigate and describe the impacts of personal financial habits on local, state, national, and international communities.	21.FL.6
	FL.7.3.3	Justify the importance of legal and ethical actions in financial behaviors.	21.FL.6
FL.7.4	The student will identify and compare factors to consider when making insurance based decisions.		
	FL.7.4.1	Examine the concept of risk and determine various ways to minimize risk.	SS.8.29 21.FL.4
	FL.7.4.2	Differentiate between different types of insurance protection.	SS.8.29

			21.FL.4
	FL.7.4.3	Identify ways insurance may minimize personal financial risk.	SS.8.29 21.FL.4

Computer Outcomes

FL.7.5	The student will demonstrate appropriate keyboarding skills.		
	FL.7.5.1	Demonstrate keyboarding skills of 25-30 wpm.	TL6
	FL.7.5.2	Demonstrate keyboarding accuracy of 95% or greater.	TL6
	FL.7.5.3	Demonstrate proper keyboarding technique.	TL6
FL.7.6	The student will create, edit, and format word processing documents correctly.		
	BCT.FL7.6.1	Create and edit documents utilizing appropriate fonts, formats, and spelling/grammar tools.	TL3
	BCT.FL7.6.2	Format a document with clip art, graphics, special characters and other objects.	TL3
	BCT.FL7.6.3	Create documents in word processing software such as: business letters, posters, brochures, reports, bibliographies, and tables.	TL3
FL.7.7	The student will use presentation software to create a visual aid that will be used to present information to others.		
	BCT.FL.7.1	Create and edit presentation slides utilizing appropriate fonts, formats, and spelling/grammar tools.	TL3
	BCT.FL.7.2	Format slides to include clip art, tables, special characters, and other objects.	TL3
	BCT.FL.7.3	Give an oral presentation using a visual aid that the student created using the presentation software.	TL3

Glenwood Community Middle School
MIDDLE SCHOOL FINANCIAL LITERACY CURRICULUM
(Grades 7 & 8, taught as a combined Financial Lit/Computer Lit course)
Approved Date - June 2021

EIGHTH GRADE FINANCIAL LITERACY			
Course Purpose:		The student will discover the connection between financial literacy and success in career and personal areas of life. The student will evaluate spending plans, uses of credit, and investing as means to attain personal financial goals. While completing these tasks, the student will learn how to use popular office suite software and other digital tools to create documents and spreadsheets.	
Course Outcome	Outcome Components	Description	IA Core Soc. St. & 21st Century Skills
FL.8.1	The student will develop a spending plan for financial independence.		
	FL.8.1.1	Create a budget to allocate income for spending, saving, and giving.	SS.6.25SS.8.26 21.FL.2
	FL.8.1.2	Compare various sources of compensation.	21.FL.2
	FL.8.1.3	Identify the distribution of resources.	SS.6.25SS.8.26 21.FL.2
	FL.8.1.4	Justify the importance of keeping accurate accounts.	SS.6.25SS.8.26 21.FL.2
FL.8.2	The student will examine appropriate uses of credit and evaluate its impact on personal financial security.		
	FL.8.2.1	Discover how external factors can influence spending decisions.	SS7.2
	FL.8.2.2	Differentiate and evaluate various types of credit and debit.	SS.6.26SS.8.27 21.FL.3
	FL.8.2.3	Outline responsible credit card management.	SS.6.26SS.8.27 21.FL.3
	FL.8.2.4	Calculate the cost of borrowing money.	SS.8.27 21.FL.3
	FL.8.2.5	Examine and summarize rights and responsibilities as consumers, and borrowers of money.	21.FL.3
FL.8.3	The student will compare possible options for investing and saving to attain individual financial goals.		
	FL.8.3.1	Define and differentiate between saving and investing.	SS.7.31 SS.8.28
	FL.8.3.2	Identify and investigate investment and saving options, including potential risks and returns.	SS.6.27 SS7.31
	FL.8.3.3	Examine the relationship between investment risk and return.	21.FL.5

Computer Outcomes

FL.8.4	The student will develop career awareness		
	FL.8.4.1	Complete the required components of the state-mandated "I Have a Plan" program (online)	TL3
	FL.8.4.2	Identify career options that interest the student.	TL3
	FL.8.4.3	Create an individualized four-year educational plan for high school and a report on the post-secondary requirements necessary to achieve the selected career.	TL3
FL.8.5	The student will create technology-rich documents using advanced word processing skills		

	FL.8.5.1	Apply advanced formatting and page layout features to improve the appearance of documents and materials.	TL3
	FL.8.5.2	Format a document with clip art, graphics, drawings, objects and other digital tools.	TL3
	FL.8.5.3	Create a web page that incorporates word processing skills.	TL3
FL8.6	The student will create spreadsheets for data collection and analysis.		
	FL.8.6.1	Create and edit a spreadsheet for the collection of data (i.e. no formulas or simple formulas)	TL3
	FL.8.6.2	Create and edit a spreadsheet using formulas, functions, and financial functions.	TL3
	FL.8.6.3	Use advanced features of the spreadsheet software, such as sorting/filtering, creating charts/graphs, etc.	TL1, TL3

Glenwood Community High School
Business Law I Curriculum
Approved Date – May 2018

Course ID: BCT.BL1	Course Purpose: The student will differentiate among the different types of law as it relates to them as members in society and in a business environment.
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.BL1.1	The student will interpret the relationship between ethics and the law.			
	BCT.BL1.1.1	Define the forms of ethical reasoning and compare to legal reasoning.		NBEA-1A
	BCT.BL1.1.2	Describe the relationship between ethics and law.		NBEA-1A
	BCT.BL1.1.3	Identify consequences of unethical and illegal conduct for the person (as well the business corporation, etc.)they are representing.		NBEA-1A
	BCT.BL1.1.4	Distinguish between an ethical lifestyle versus a legal lifestyle.		NBEA-1A
	BCT.BL1.1.5	Analyze a case by stating facts, finding the legal question, applying the law, and applying ethics to resolve the issue.		NBEA-1A
BCT.BL1.2	The student will classify characteristics of federal and state court systems, identify legal procedures for criminal and civil law and differentiate between crimes against people versus crimes against property.			
	BCT.BL1.2.1	Describe the powers and limitations of the federal government as stated in the US Constitution.		NBEA-1B
	BCT.BL1.2.2	Identify the basic freedoms guaranteed by the Bill of Rights and describe key Constitutional amendments beyond the Bill of Rights.		NBEA-1B
	BCT.BL1.2.3	Contrast the role of the national, state, and local court systems		NBEA-1C
	BCT.BL1.2.4	Define different types of business crimes.		NBEA-1F
	BCT.BL1.2.5	List and explain the procedures in a civil lawsuit and criminal case.		NBEA-1G
	BCT.BL1.2.6	Define litigation.		NBEA-1D
	BCT.BL1.2.7	Explain the rights of criminal defendants.		NBEA-1F
	BCT.BL1.2.8	Distinguish and illustrate between a tort and a crime.		NBEA-1G
	BCT.BL1.2.9	Describe the penalties available in criminal law and the remedies available in tort law.		NBEA-1E NBEA-1G
BCT.BL1.3	The student will explain what essential elements comprise a contract; and compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.			
	BCT.BL1.3.1	Differentiate between classes of contracts.		NBEA-2A
	BCT.BL1.3.2	Explain the elements of a contract and draw a conclusion on how the lack of any one element may invalidate the contract.		NBEA-2A
	BCT.BL1.3.3	Define the difference between unilateral and bilateral mistakes.		NBEA-2A
	BCT.BL1.3.4	Construct the elements necessary for an effective acceptance and the requirement for consideration.		NBEA-2A
	BCT.BL1.3.5	Describe breach of contract and the remedies available when a contract is breached.		NBEA-2A
	BCT.BL1.3.6	Investigate and compare the rights of minors and others with limited capacity in relation to contracts.		NBEA-2A

	BCT.BL1.3.7	Define marriage and construct an agreement as it would pertain to a legal marriage contract.		NBEA-9A
	BCT.BL1.3.8	Analyze the impact of laws pertaining to dissolution of the marriage contracts and construct a document as it pertains to the dissolution.		NBEA-9A
BCT.BL1.4	The student will describe, explain and illustrate the laws and agencies that protect consumers.			
	BCT.BL1.4.1	Define the Uniform Commercial Code and explain the use.		NBEA-2B
	BCT.BL1.4.2	Describe laws and agencies that protect consumers.		NBEA-2C
	BCT.BL1.4.3	Identify various types of warranties.		NBEA-2C
	BCT.BL1.4.4	Outline and determine when title and risk of loss pass in a sale of goods.		NBEA-2C
	BCT.BL1.4.5	Assess and connect special rules that apply to sales contracts that do not apply to other contracts that protect the consumer.		NBEA-2B
	BCT.BL1.4.6	Draw a conclusion on how warranties may be excluded or modified to protect the consumer.		NBEA-2B
BCT.BL1.5	The student will distinguish between real and personal property explaining the different types of rental relationships in addition to how these properties are purchased and sold.			
	BCT.BL1.5.1	Describe the different types of ownership of personal property.		NBEA-5A
	BCT.BL1.5.2	Define laws of patents, copyrights, and trademarks.		NBEA-5C
	BCT.BL1.5.3	List different types of rental relationships.		NBEA-5B
	BCT.BL1.5.4	Compare intellectual property to real property.		NBEA-5C
	BCT.BL1.5.5	Compare the rights and obligations of landlords and tenants.		NBEA-5B
	BCT.BL1.5.6	Describe how a title to real property can be transferred.		NBEA-5B

Glenwood Community High School
Business Law II Curriculum

Course Purpose: The student will understand the law and its concept of being and analyze how and why it changes to make society tolerant of progress.

Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.BL1.1	The student will compare and contrast the historical and constitutional foundations of the law in the United States.			
	BCT.BL1.1.1	Compare and contrast existing laws with blue laws.		NBL-2
	BCT.BL1.1.2	Contrast variances and similarities between Roman Civil Law and English Common Law systems.		NBL-1
	BCT.BL1.1.3	Verify the basis for the Constitutional laws and their amendments.		NBL-1
	BCT.BL1.1.4	Give examples of why different governments use different structures of laws and why they are most conducive to them.		NBL-5
BCT.BL1.2	The student will demonstrate the relationship between ethics and the law.			
	BCT.BL1.2.1	Distinguish the sources of law.		NBL-1
	BCT.BL1.2.2	Identify the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights.		NBL-1
	BCT.BL1.2.3	Contrast the role of the national, state, and local court systems		NBL-1
	BCT.BL1.2.4	Analyze cases by stating facts, finding the legal question, applying the law, and resolving the issue.		NBL-1
	BCT.BL1.2.5	Describe the importance of an ethical and legal lifestyle.		NBL-1
	BCT.BL1.2.6	Identify consequences of unethical and illegal conduct.		NBL-1
BCT.BL1.3	The student will distinguish and differentiate classifications of procedural law and substantive law.			
	BCT.BL1.3.1	Define litigation and describe methods for resolving disputes other than litigation		NBL-1
	BCT.BL1.3.2	Compare and contrast the differences in civil law and criminal law.		NBL-1
	BCT.BL1.3.3	Define differences in the ability to contract as a minor or an adult		
	BCT.BL1.3.4	Differentiate between and give examples of negligence and intentional torts.		NBL-1
	BCT.BL1.3.5	Describe the penalties available for criminal law and remedies available in tort law.		NBL-1
	BCT.BL1.3.6	Differentiate between laws for families, minors, and consumers.		NBL-9

	BCT.BL1.3.7	Determine how courts make law and explain the role of precedent in the legal system.		
BCT.BL1.4	The student will analyze the relationship among contract law and consumer law.			
	BCT.BL1.4.1	List all of the elements of a legal contract.		NBL-1
	BCT.BL1.4.2	Explain how offer and acceptance can create contractual rights and duties.		NBL-1
	BCT.BL1.4.3	Define and distinguish between different types of consideration and exceptions.		NBL-2
	BCT.BL1.4.4	Describe breach of contract and the remedies available.		NBL-4
	BCT.BL1.4.5	Explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent criminal actions with computers.		NBL-1
	BCT.BL1.4.6	Describe the legal rights and responsibilities of property acquisition.		
BCT.BL1.5	The student will compare and contrast legal roles in marriage, wills, and trusts.			
	BCT.BL1.5.1	Define marriage and explain rights and obligations involved with marriage.		NBL-2
	BCT.BL1.5.2	Defend the rights for and against the disillusion of a marital contract.		NBL-2
	BCT.BL1.5.3	Explain the need for a will and execution thereof as well as situations without wills.		NBL-5
	BCT.BL1.5.4	Compare testamentary capacity and testamentary intent.		NBL-2
	BCT.BL1.5.5	Identify the responsibilities of an executor and administrator of an estate.		NBL-1
BCT.BL1.6	The student will compare and contrast the methods of enforcement for violation of various laws			
	BCT.BL1.6.1	Debate rights of persons/students against bullying/harassment.		NBL-6
	BCT.BL1.6.2	Illustrate aspects of discrimination in the workplace and identify protected classes.		NBL-6
	BCT.BL1.6.3	Contrast enforcement of criminal and civil statutes.		NBL-10
	BCT.BL1.6.4	Give examples of proper protocol and use of the court system as a plaintiff or defendant.		NBL-2
	BCT.BL1.6.5	Summarize rights and responsibilities of a consumer in business transactions.		NBL-10
	BCT.BL1.6.6	Debate the rights of minors entering into contracts as well as violations against civil or criminal law.		
	BCT.BL1.6.7	Contrast ability to enforce computer laws compared to those of other media.		

Glenwood Community High School
Marketing I Curriculum
Approved Date – May 2018

Course ID BCT.M1	Course Purpose: The student will synthesize the functions of marketing including the basic marketing concepts, market segmentations, consumers and the role marketing plays in our society. The student will develop and apply skills as they relate the marketing mix, pricing and product development, as well as promotional concepts to marketing the product.
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.M1.1	The student will construct the rationale for marketing; explain, evaluate, and implement the marketing mix; and identify specific target markets.			
	BCT.M1.1.1	Identify markets for a product and/or service.		NBEA-4
	BCT.M1.1.2	Differentiate between consumer and industrial markets.		NBEA-1
	BCT.M1.1.3	Summarize the seven functions of marketing.		NBEA-1
	BCT.M1.1.4	Describe the marketing mix.		NBEA-4
	BCT.M1.1.5	Investigate and explain the economic benefits of marketing.		NBEA-1
	BCT.M1.1.6	Identify tools of market segmentation.		NBEA-2
	BCT.M1.1.7	Analyze variables in order to identify target markets.		NBEA-2
	BCT.M1.1.8	Implement the marketing mix to the target market.		NBEA-4
BCT.M1.2	The student will identify consumer behaviors and components of consumer decision making. The student will then evaluate the post purchase process, and describe social factors that affect consumer buying decisions			
	BCT.M1.2.1	Describe the stages in the consumer purchase decision process.		NBEA-2
	BCT.M1.2.2	Summarize the steps in the consumer buyer decision process.		NBEA-2
	BCT.M1.2.3	Describe the impact of consumer differences on buying decisions.		NBEA-2
	BCT.M1.2.4	Illustrate Maslow's Hierarchy according to buying motives.		NBEA-2
	BCT.M1.2.5	Differentiate between rational and emotional buying motives.		NBEA-2
	BCT.M1.2.6	Compare and contrast consumer problem-solving process.		NBEA-2
BCT.M1.3	The student will apply strategies for developing effective communications designed to stimulate target awareness, interest, desire and action (AIDA).			
	BCT.M1.3.1	Identify various media available for advertising.		NBEA-4
	BCT.M1.3.2	Compare and contrast different advertising appeals.		26NBE-
	BCT.M1.3.3	Differentiate between the types of promotion.		NBEA-4
	BCT.M1.3.4	Identify the various regulations of promotion.		NBEA-4
	BCT.M1.3.5	Describe the role of advertisement to communicate promotional messages to targeted audiences.		NBEA-4
	BCT.M1.3.6	Organize promotional activities to maximize their rate of return (profits).		NBEA-4
	BCT.M1.3.7	Create a promotional advertisement.		NBEA-4
BCT.M1.4	The student will interpret and apply a structured process for presenting their ideas in a convincing manner in an effort to persuade others to accept a point of view and effect a—sale.			
	BCT.M1.4.1	Interpret the role of personal selling in the promotional mix.		NBEA-4
	BCT.M1.4.2	Identify different ways companies use personal selling.		NBEA-4
	BCT.M1.4.3	Compare and contrast sales incentives used to motivate.		NBEA-4
	BCT.M1.4.4	Differentiate objections from excuses.		NBEA-4
	BCT.M1.4.5	Describe the importance of incentives.		NBEA-4
	BCT.M1.4.6	Analyze and summarize ethical issues involving personal selling.		NBEA-4

BCT.M1.5	The student will formulate a product to market; market the product using prior knowledge; and create a marketing plan.			
	BCT.M1.5.1	Identify new product for consumers focusing on needs, wants, and desires.		NBEA-4
	BCT.M1.5.2	Formulate strategies to position the product.		NBEA-5
	BCT.M1.5.3	Collect and construct marketing information to plan marketing and sales activities for the product.		NBEA-6
	BCT.M1.5.4	Create promotional materials.		NBEA-4
	BCT.M1.5.5	Create a marketing plan for the product.		NBEA-5
	BCT.M1.5.6	Collaborate to create a team presentation for an audience.		NBEA-6

Glenwood Community High School
Database Curriculum

Course ID: BCT.DB	Course Purpose: The student will create and maintain a database, query a database, create reports and forms. The student will demonstrate their ability to enhance the table's design and create custom reports.
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Course Outcomes	Outcome Component	Description	Iowa Core	Transition
BCT.DB.1	The student will build a database and define table relationships.			
	BCT.DB.1.1	Use correct terminology when discussing databases and components of databases.		
	BCT.DB.1.2	View and modify field data types and formatting.		
	BCT.DB.1.3	Define fields and specify a table's primary key.		
	BCT.DB.1.4	Modify the structure of a table.		
	BCT.DB.1.5	Import data from a worksheet.		
BCT.DB.2	The student will update and retrieve information from relational databases.			
	BCT.DB.2.1	Use correct terminology when discussing databases and retrieving information from databases.		
	BCT.DB.2.2	Find, modify, and delete records in a table.		
	BCT.DB.2.3	Create a query based on multiple tables.		
	BCT.DB.2.4	Perform calculations in a query using aggregate functions and record group calculations.		
BCT.DB.3	The student will create custom forms based on tables and queries in relational databases.			
	BCT.DB.3.1	Use correct terminology when discussing forms and queries in relational databases.		
	BCT.DB.3.2	Modify the form design in Layout view.		
	BCT.DB.3.3	Add a picture; change the color, line type, and position of items on a form.		
	BCT.DB.3.4	Maintain table data using a form, preview and print selected form records.		
	BCT.DB.3.5	Create a form with a main form and a sub form.		
	BCT.DB.3.6	Use form tools and create custom forms.		
	BCT.DB.3.6	Create custom reports.		
BCT.DB.4	The student will create custom reports based on tables and queries in relational databases.			
	BCT.DB.4.1	Use correct terminology when discussing reports and queries in relational databases.		
	BCT.DB.4.2	Modify the report design in Layout view.		
	BCT.DB.4.3	Add a picture; change the color, line type, and position of items on a report.		
	BCT.DB.4.4	Preview and print reports.		
	BCT.DB.4.5	Create a report with a main report and a sub report.		
	BCT.DB.4.6	Use report tools and create custom reports.		
BCT.DB.5	The student will convert database files into formats that are compatible with other software applications.			
	BCT.DB.5.1	Use correct terminology when discussing sharing, integrating, and analyzing data in a database.		
	BCT.DB.5.2	Export a table to an HTML document and view the document.		
	BCT.DB.5.3	Import a CSV file as a table.		

	BCT.DB.5.4	Import and export XML files.		
	BCT.DB.5.5	Link data from a worksheet to various database objects.		

Glenwood Community High School
Financial Literacy Curriculum
Approved Date – January 2019 &
Adjustment December 2021

Course Purpose: The student will create personal budgets and saving/spending plans. The student will compare and contrast different forms of investment and their inherent risks.

CURRICULUM OVERVIEW (by topic)

Outcome	Topic	Standards
1	Financial and Career Goals	SS-FL.9-12.13 SS-FL.9-12.14 SS-FL.9-12.15 SS-FL.9-12.17 SS-FL.9-12.18
2	Saving and Spending Plans	SS-FL.9-12.16 SS-FL.9-12.17 SS-FL.9-12.18
3	Personal and Financial Assets	SS-FL.9-12.18 SS-FL.9-12.19 SS-FL.9-12.20
4	Debt and Use of Credit	SS-FL.9-12.21 SS-FL.9-12.22
5	Risk Management Tools	SS-FL.9-12.20 SS-FL.9-12.23 SS-FL.9-12.24
6	Saving, Investing, and Asset building	SS-FL.9-12.13 SS-FL.9-12.17 SS-FL.9-12.22

Course Outcomes	Outcome Components	Description
SS.FL.1	The student will evaluate the role goals play in financial success and assess the impact of goalsetting on personal financial success.	
	SS.FL.1.1	Explain why an early start (goal setting) is important to lifetime financial success.
	SS.FL.1.2	Appraise the costs and benefits of their potential choices (opportunity costs).
	SS.FL.1.3	Analyze goals; short, medium and long-term, to plan for future expenses;planned and unplanned.
	SS.FL.1.4	Differentiate between needs and wants within the constraints of a budget.
SS.FL.2	The student will develop a realistic spending plan and select appropriate financial instruments tomaintain financial independence.	
	SS.FL.2.1	Choose an appropriate investment vehicle for someone with a specified timehorizon and risk tolerance.
	SS.FL.2.2	Define and explain specialized banking terminology.
	SS.FL.2.3	Assess the opportunity costs of purchasing decisions.

	SS.FL.2.4	Create a budget to live on given an annual income with expenses.
SS.FL.3	The student will explain how to manage personal and financial assets.	
	SS.FL.3.1	Apply check writing protocol: write checks correctly, record transactions, checks,debits and automatic withdrawals.
	SS.FL.3.2	Identify financial instruments; apply proper endorsements.
	SS.FL.3.3	Assess personal finance accounts with bank statements and reconcile them.
SS.FL.4	The student will evaluate the impact of debt and use of credit on a consumer's financial health.	
	SS.FL.4	The student will evaluate the impact of debt and use of credit on a consumer's financial health.
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	SS.FL.4	The student will evaluate the impact of debt and use of credit on a consumer's financial health.
SS.FL.5	The student will apply risk management options, types of insurance, and identity protection to aspending plan.	
	SS.FL.5.1	Explain how insurance costs; home, auto, life, and health can or should beapplied to your spending plan.
	SS.FL.5.2	Examine ways to protect personal identity.
	SS.FL.5.3	Evaluate the types of insurances available for their appropriate use.
	SS.FL.5.4	Analyze a budget according to the 70-20-10 rule to balance a budget (spending plan).
SS.FL.6	The student will apply the principles of saving, investing and asset building to personal financialgoals.	
	SS.FL.6.1	Identify an appropriate investment vehicle for someone with a specified timehorizon and risk tolerance.
	SS.FL.6.2	Apply the principles of wealth building to future financial goals.
	SS.FL.6.3	Apply the decision making process to evaluate investment choices.
	SS.FL.6.4	Compute the "Rule of 72" to estimate the amount of time to double an investment.

Glenwood Community High School
Digital Design Curriculum

Course ID: BCT.DD	Course Purpose: The student will assemble projects that contain images, video, and audio that they created using digital tools. The student will select the appropriate tools to use for the projects and demonstrate knowledge of the different formats available.
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.DD.1	The student will apply proper ethical principles as they relate to the creation and use of digital media.		TL-4	NIT-5
	BCT.DD.1.1	Use correct terminology when discussing issues involving ethics, copyright, fair use, and Creative Commons.		
	BCT.DD.1.2	Examine the history and evolution of copyright law in order to justify how the law applies to the digital media they create and use.		
	BCT.DD.1.3	Differentiate fair use from copyright.		
	BCT.DD.1.4	Compare copyright law to the Creative Commons guidelines.		
	BCT.DD.1.5	Debate the societal impacts from piracy of software, music, and other digital works.		
	BCT.DD.1.6	Describe the main points of the Acceptable Use Policy (AUP) used in the district.		
BCT.DD.2	The student will take digital pictures, edit them, and use them in the creation of original digital projects.		TL-1	NIT-6
	BCT.DD.2.1	Use correct terminology when discussing taking, editing, and using digital images.		
	BCT.DD.2.2	Show proper techniques when taking a digital picture.		
	BCT.DD.2.3	Demonstrate examples of the proper picture composition rules.		
	BCT.DD.2.4	Use photo editing software to modify and enhance digital images.		
	BCT.DD.2.5	Convert digital images to different file formats in order to use the images in specific applications.		
	BCT.DD.2.6	Create original projects from digital images that the student has taken and modified.		
BCT.DD.3	The student will record digital audio, edit the audio using digital tools, and use the audio tracks in the creation of digital projects.		TL-1	NIT-6
	BCT.DD.3.1	Use correct terminology when discussing recording, editing, and using digital audio.		
	BCT.DD.3.2	Describe the elements needed to record good quality digital audio.		
	BCT.DD.3.3	Record raw audio in a digital format.		
	BCT.DD.3.4	Use audio editing software to modify digital audio.		
	BCT.DD.3.5	Convert digital audio files to different file formats in order to use the audio in specific applications.		
	BCT.DD.3.6	Create original projects from digital audio that the student has recorded and edited.		
BCT.DD.4	The student will record digital video, edit the video using digital tools, and use the video clips in the creation of digital projects.		TL-1	NIT-6
	BCT.DD.4.1	Use correct terminology when discussing recording, editing, and using digital video.		

	BCT.DD.4.2	Describe the elements needed to record good quality digital video.		
	BCT.DD.4.3	Record raw video in a digital format.		
	BCT.DD.4.4	Use video editing software to modify digital video.		
	BCT.DD.4.5	Convert digital video files to different file formats in order to use the video clips in specific applications.		
	BCT.DD.4.6	Create original projects from digital video that the student has recorded and edited.		

Glenwood Community High School
Java Game Development Curriculum

Course ID: BCT.JGD	Course Purpose: The student will create games that demonstrate the different aspects of programming as it applies to game development.	Course Prerequisites: Programming I
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.JGD.1	The student will create applets and applications using the Java programming language.		TL-1, T3	NIT-11
	BCT.JGD.1.1	Use correct symbols and terminology when creating Java applets and applications.		
	BCT.JGD.1.2	Analyze existing games to develop a set of design guidelines to follow when creating original games.		
	BCT.JGD.1.3	Contrast Java Applets and Java Applications.		
	BCT.JGD.1.4	Compile Java source code into executable files.		
BCT.JGD.2	The student will develop Java applets and applications that incorporate graphics into the game.		TL-1	NIT-11
	BCT.JGD.2.1	Use correct symbols and terminology when incorporating graphics into applets and applications.		
	BCT.JGD.2.2	Differentiate between the different types of graphics that can be used in Java game development.		
	BCT.JGD.2.3	Create games that incorporate animation.		
BCT.JGD.3	The student will develop Java applets and applications that use sound to enhance the game experience.		TL-1	NIT-11
	BCT.JGD.3.1	Use correct symbols and terminology when incorporating sound into applets and applications.		
	BCT.JGD.3.2	Describe the different types of audio files that can be used in the Java development environment.		
	BCT.JGD.3.3	Create games that use sound effects to enhance the game experience.		
	BCT.JGD.3.4	Create games that incorporate background music into the game.		
BCT.JGD.4	The student will create Java applets and applications that use the keyboard and mouse for user input.		TL-1	NIT-11
	BCT.JGD.4.1	Use correct symbols and terminology when capturing keyboard and mouse input in applets and applications.		
	BCT.JGD.4.2	Create code that captures and analyzes input from the keyboard for use within applications.		
	BCT.JGD.4.3	Create code that captures and analyzes mouse movement for use within applications.		
	BCT.JGD.4.4	Create code that captures and analyzes mouse button events for use within applications.		
BCT.JGD.5	The student will work in development teams to create an original Java game.		TL-2	
	BCT.JGD.5.1	Work cooperatively in teams to develop an original game concept.		
	BCT.JGD.5.2	Complete assigned job responsibilities on schedule for the group project.		
	BCT.JGD.5.3	Constructively participate in problem solving discussions for timely completion of the project.		

	BCT.JGD.5.4	Present the game concept and demonstrate the game to an audience.		
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Glenwood Community High School
Mobile App Development Curriculum

Course ID: BCT.MAD	Course Purpose: The student will investigate the differences between mobile and desktop applications. The student will create mobile applications using various methods.	Course Prerequisites: Programming I
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.MAD.1	The student will use various tools and methods in order to create apps tailored for use on mobile devices.		TL-1, TL-3	NIT-11
	BCT.MAD.1.1	Use correct symbols and terminology when creating apps for mobile devices.		
	BCT.MAD.1.2	Compare and contrast popular mobile app development tools.		
	BCT.MAD.1.3	Differentiate between the different types of apps created for mobile devices (Web apps, Hybrid apps, & Native apps).		
BCT.MAD.2	The student will create application interfaces that take into account the features and limitations of mobile devices.		TL-1, TL-4	NIT-11
	BCT.MAD.2.1	Use correct symbols and terminology when creating apps interfaces for mobile devices.		
	BCT.MAD.2.2	Design and develop a user interface that effectively displays text.		
	BCT.MAD.2.3	Design and develop a user interface that effectively displays images or graphics.		
	BCT.MAD.2.4	Design and develop a user interface that effectively displays buttons and other object controls.		
BCT.MAD.3	The student will create mobile applications that incorporate complex structures.		TL-1, TL-4	NIT-11
	BCT.MAD.3.1	Use correct symbols and terminology when creating apps with complex structures.		
	BCT.MAD.3.2	Create apps that use and display lists.		
	BCT.MAD.3.3	Create apps that use array structures for temporary data storage.		
	BCT.MAD.4.4	Create apps that use XML and other file types for permanent data storage.		
BCT.MAD.4	The student will create an original app for a mobile device.		TL-1, TL-4	NIT-11
	BCT.MAD.4.1	Develop a concept for a mobile app.		
	BCT.MAD.4.2	Solve problems that arise in the creation of the app.		
	BCT.MAD.4.3	Present a summary of the development process and demonstrate the app.		

Glenwood Community High School
PC Support Curriculum

Course ID: BCT.PC	Course Purpose: The student will demonstrate knowledge of basic computer repair and maintenance by troubleshooting, repairing, upgrading, and maintaining PC hardware. The student will install and manage a major computer operating system (OS).
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.PC.1	The student will identify and differentiate the various components that are commonly found in a desktop personal computer system.		TL-6	NIT-2
	BCT.PC.1.1	Use correct terminology when discussing computer components in a desktop computer system.		
	BCT.PC.1.2	Explain and diagram how PC components communicate with each other.		
	BCT.PC.1.3	Compare and contrast the different processes that the computer completes during the boot sequence.		
	BCT.PC.1.4	Distinguish common PC components and their functions from legacy components and components from different computer platforms.		
BCT.PC.2	The student will identify and differentiate the functions and interactions of various subsystems within a desktop personal computer system.		TL-6	NIT-2
	BCT.PC.2.1	Use correct terminology when discussing computer subsystems in a desktop computer system.		
	BCT.PC.2.2	Describe the different computer subsystems and their functions.		
	BCT.PC.2.3	Classify different devices and components into the correct subsystems.		
	BCT.PC.2.4	Show how the components within a subsystem communicate with each other and how subsystems work together in the operation of the computer system.		
	BCT.PC.2.5	Compare and contrast the main system board (a.k.a. motherboard) with other subsystems in the computer.		
BCT.PC.3	The student will troubleshoot common PC hardware problems and perform the correct procedures to repair the problems.		TL-3, TL-4, TL-6	NIT-2
	BCT.PC.3.1	Use correct terminology when discussing computer troubleshooting and repair.		
	BCT.PC.3.2	Identify common problems through beep codes, the POST test, and error messages.		
	BCT.PC.3.3	Describe Electro-Static Discharge (ESD), its dangers to electronic equipment, and the procedures used to minimize it when working on PC components.		
	BCT.PC.3.4	Identify the tools commonly used in PC repair and describe their proper use and function.		
	BCT.PC.3.5	Demonstrate correct procedures to safely install or replace PC components on the desktop personal computer system.		

BCT.PC.4	The student will diagnose and correct common software issues relating to the operating system installed on the computer.		TL-3, TL-4, TL-6	NIT-3
	BCT.PC.4.1	Use correct terminology when discussing computer operating systems.		
	BCT.PC.4.2	Describe and use software tools to diagnose software problems.		
	BCT.PC.4.3	Diagnose and repair common problems in the interactions between the hardware components and the operating system.		
	BCT.PC.4.4	Research and fix software problems based on identified common symptoms.		
BCT.PC.5	The student will correctly construct a desktop computer system from components and install an operating system.		TL-6	NIT-2
	BCT.PC.5.1	Use correct terminology when discussing computer assembly and software installation.		
	BCT.PC.5.2	Research hardware and software components that are compatible.		
	BCT.PC.5.3	Construct a personal computer using proper tools and safety techniques.		
	BCT.PC.5.4	Verify that the computer is built correctly for proper operation and correct any defects or errors in construction.		
	BCT.PC.5.5	Install a common operating system on the computer.		
BCT.PC.6	The student will install and troubleshoot PC peripherals such as printers or scanners.		TL-6	NIT-2
	BCT.PC.6.1	Use correct terminology when discussing computer peripherals.		
	BCT.PC.6.2	Research peripheral hardware that are compatible with computer systems.		
	BCT.PC.6.3	Connect a common peripheral (such as a printer) and install the correct drivers so the peripheral works with the computer system.		
	BCT.PC.6.4	Troubleshoot and repair common problems dealing with peripheral devices connected to a computer system.		
BCT.PC.7	The student will identify, differentiate, and use the various components and protocols needed to correctly set up a small network of devices.		TL-6	NIT-2
	BCT.PC.7.1	Use correct terminology when discussing computer networking.		
	BCT.PC.7.2	Research, then choose the best network physical and logical topologies for various networking scenarios.		
	BCT.PC.7.3	Use common network hardware to construct a small network of computers (and possibly peripheral devices).		
	BCT.PC.7.4	Troubleshoot and repair common problems dealing with networked computers and other devices.		

Glenwood Community High School
Programming I Curriculum

Course ID: BCT.P1	Course Purpose: The student will make applications to solve problems using appropriate syntax rules as well as best practices in the creation of their applications. The student will develop proper internal and external documentation for their applications.
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.P1.1	The student will use an Integrated Development Environment to create and execute applications.		TL-6	NIT-11
	BCT.P1.1.1	Use correct symbols and terminology when using an IDE to create applications in programming.		
	BCT.P1.1.2	Apply different program controls when available in the IDE and change the control properties when creating applications.		
	BCT.P1.1.3	Contrast the different areas of the IDE (e.g. Design Window, Code Window, Toolbox, Properties Window, Solution Explorer, etc.) and describe the uses of each area.		
BCT.P1.2	The student will implement various decision structures in the programs they create.		TL-4, TL-6	NIT-11
	BCT.P1.2.1	Use correct symbols and terminology when creating and discussing decision structures in programming.		
	BCT.P1.2.2	Contrast the different forms of decision structures and justify the use of each type in program code.		
	BCT.P1.2.3	Identify, evaluate, and construct program code that uses a Boolean comparison to control the flow of the programcode.		
	BCT.P1.2.4	Identify, evaluate, and construct program code that use a list of choices for comparison to control the flow of the program code.		
	BCT.P1.2.5	Identify, evaluate, and construct program code that utilizes nested decision structures.		
BCT.P1.3	The student will implement various looping structures in the programs they create.		TL-4, TL-6	NIT-11
	BCT.P1.3.1	Use correct symbols and terminology when creating and discussing looping structures in programming.		
	BCT.P1.3.2	Contrast the different forms of looping structures and justify the use of each type in program code.		
	BCT.P1.3.3	Identify, evaluate, and construct program code that uses a definite looping structure.		
	BCT.P1.3.4	Identify, evaluate, and construct program code that uses an indefinite looping structure.		
	BCT.P1.3.5	Identify, evaluate, and construct program code that utilizes nested looping structures.		
BCT.P1.4	The student will apply the proper code structures to modularize and re-use their code in different programs.		TL-4,T 6	NIT-11
	BCT.P1.4.1	Use correct symbols and terminology when creating and discussing procedures and code reuse in programming.		
	BCT.P1.4.2	Contrast modularization code structures and justify the use of each type in the program code.		

	BCT.P1.4.3	Modify existing program code to take advantage of code modularization and re- use.		
	BCT.P1.4.4	Create a "code library" of functions and procedures and integrate the code into new applications.		
BCT.P1.5	The student will implement various built-in mathematical and business functions in the programs they create.		TL-4, TL-6	NIT-11
	BCT.P1.5.1	Use correct symbols and terminology when creating and discussing mathematical and business functions in programming.		
	BCT.P1.5.2	Create programs that use functions to calculate and format numerical output.		
	BCT.P1.5.3	Create programs that use functions to solve business calculations such as Present Value, Future Value, and Monthly Payments.		
	BCT.P1.5.4	Create programs that use trigonometric functions, logarithms, and exponential functions.		

Glenwood Community High School
Programming II Curriculum

Course ID: BCT.P2	Course Purpose: The student will integrate the skills mastered in Programming I with the advanced skills mastered in this course to create applications to solve more complex problems that require advanced structures and objects available in the programming language.	Course Prerequisites: Programming I
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.P2.1	The student will implement array structures in the programs they create.		TL-1, TL-4	NIT-11
	BCT.P2.1.1	Use correct symbols and terminology when creating and discussing arrays and array structures in programming.		
	BCT.P2.1.2	Modify existing code to use array variables for more efficient and understandable programs.		
	BCT.P2.1.3	Design and implement program code to store and display similar data in array variables.		
	BCT.P2.1.4	Compare regular arrays with multi-dimensional and dynamic arrays.		
BCT.P2.2	The student will add sound, color, and graphics to enhance the programs they create.		TL-1, TL-4	NIT-11
	BCT.P2.2.1	Use correct symbols and terminology when discussing and using sound, color, and graphics in programming.		
	BCT.P2.2.2	Create applications that use color to enhance the user's experience and understanding when interacting with the program.		
	BCT.P2.2.3	Create applications that use images to enhance the user's experience and understanding when interacting with the program.		
	BCT.P2.2.4	Create applications that use sound to enhance the user's experience and understanding when interacting with the program.		
	BCT.P2.2.5	Contrast the code needed to draw objects within the program with the code needed to load image files and be able to identify which is the best option for different situations.		
BCT.P2.3	The student will create and use custom objects and object classes for more efficient programming code.		TL-1, TL-4	NIT-11
	BCT.P2.3.1	Use correct symbols and terminology when discussing and using classes in programming.		
	BCT.P2.3.2	Create objects using correct structure and code.		
	BCT.P2.3.3	Design and create class objects using the correct form and elements.		
	BCT.P2.3.4	Apply the rules of encapsulation to custom objects and classes.		
BCT.P2.4	The student will create applications that use external files for data input and storage.		TL-1, TL-4	NIT-11
	BCT.P2.4.1	Use correct symbols and terminology when discussing and using external files in programming.		

	BCT.P2.4.2	Verify whether or not a data file already exists in a certain location.		
	BCT.P2.4.3	Create and use a text file for data input into an application.		
	BCT.P2.4.4	Apply the correct code syntax for reading files as input data streams.		
	BCT.P2.4.5	Apply the correct code syntax for writing files as output data streams.		
BCT.P2.5	The student will create applications that use various algorithms to sort data and search for specific items within a group of data.		TL-1, TL-4	NIT-11
	BCT.P2.5.1	Use correct symbols and terminology when discussing and using sorting and searching algorithms in programming.		
	BCT.P2.5.2	Create applications that use the bubble sort algorithm to sort unsorted data.		
	BCT.P2.5.3	Create applications that use the selection sort algorithm to sort unsorted data.		
	BCT.P2.5.4	Create applications that use the insertion sort algorithm to sort unsorted data.		
	BCT.P2.5.5	Create applications that use the binary search method to search through a sorted group of data.		

Glenwood Community High School
Web Design Curriculum

Course ID: BCT.WD	Course Purpose: The student will develop and maintain Web sites using popular Web page authoring software.
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Course Outcomes	Outcome Components	Description	Iowa Core	National Standards
BCT.WD. 1	The student will create Web pages using Web design software.		TL-1, TL-6	NIT-7
	BCT.WD.1.1	Use correct terminology when discussing the creation of Web pages using Web Design Software.		
	BCT.WD.1.2	Design and create Web pages using the tool sand commands available within Web design software.		
	BCT.WD.1.3	Deduce how the HTML elements and attributes are used in a Web page by comparing the source code with the Web page as displayed in a browser.		
	BCT.WD.1.4	Find, modify, and use image files from different sources when creating Web pages.		
BCT.WD. 2	The student will create various types of links from a Web page to other Web resources.		TL-4, TL-6	NIT-7
	BCT.WD.2.1	Use correct terminology when discussing the different kinds of links and the creation of links on a Web page.		
	BCT.WD.2.2	Create links on Web pages to external locations.		
	BCT.WD.2.3	Create links on Web pages to other pages within the same Web site or Web folder.		
	BCT.WD.2.4	Create links on Web pages to other types of documents and files.		
	BCT.WD.2.5	Create links on a Web page to another location within the same Web page.		
BCT.WD. 3	The student will design Web pages with complex structures.		TL-4, TL-6	NIT-7
	BCT.WD.3.1	Use correct terminology when discussing complex structures that can be added to Web pages.		
	BCT.WD.3.2	Design and use Web pages that contain forms.		
	BCT.WD.3.3	Design and use Web pages that contain image maps.		
	BCT.WD.3.4	Design and use Web pages that contain tables.		
BCT.WD. 4	The student will design and create dynamic and interactive Web pages.		TL-4	NIT-7
	BCT.WD.4.1	Use correct terminology when discussing dynamic and interactive Web pages.		
	BCT.WD.4.2	Find, modify, and use existing scripts written in JavaScript or another scripting language.		
	BCT.WD.4.3	Design and create Web pages that contain multimedia elements like audio, video, and animations.		

Glenwood Community High School
Accounting I Curriculum
Approved Date – May 2018

Course ID: BCT.A1	Course Purpose: The student will learn to keep financial records for a proprietorship and a corporation.
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Course Outcomes	Outcome Components	Description	National Standards
BCT.A1.1	The student will discuss and describe the accounting profession in terms of career opportunities, skills and ethics.		
	BCT.A1.1.1	Identify careers that utilize basic accounting knowledge.	NBEA-1
	BCT.A1.1.2	Summarize the role accounting plays in a business.	NBEA-1
	BCT.A1.1.3	Compare ethical/unethical behaviors in the practice of accounting.	NBEA-1
	BCT.A1.1.4	Describe the difference between accounting and bookkeeping.	NBEA-5
BCT.A1.2	The student will apply the accounting process to complete the accounting cycle and demonstrate the procedures for a proprietorship.		
	BCT.A1.2.1	Define accounting terms relating to starting a business as a proprietorship.	NBEA-4
	BCT.A1.2.2	Classify accounts as assets, liabilities or owner's equity and differentiate the parts of the accounting equation.	NBEA-2
	BCT.A1.2.3	Distinguish between accrual basis and cash basis accounting systems.	NBEA-4
	BCT.A1.2.4	Demonstrate the relationships of assets, liabilities and owner's equity in the accounting cycle.	NBEA-4
	BCT.A1.2.5	Prepare and record transactions in a general journal and prove/reconcile the journal.	NBEA-5
BCT.A1.3	The student will create financial statements for a proprietorship		
	BCT.A1.3.1	Apply the use of accounting terms related to financial statements.	NBEA-2
	BCT.A1.3.2	Record transactions for accounts receivable, accounts payable, and long/short term debt.	NBEA-4
	BCT.A1.3.3	Compare criteria used to determine revenue recognition and how to record revenue-related transactions	NBEA-4
	BCT.A1.3.4	Compare criteria used to determine expense recognition and how to record expense-related transactions.	NBEA-4
	BCT.A1.3.5	Construct and record equity-related transactions.	NBEA-4
	BCT.A1.3.6	Create income statements and balance sheets from the working papers as it relates to a proprietorship.	NBEA-5
BCT.A1.4	The student will differentiate between a proprietorship and a corporation as it pertains to accounting.		
	BCT.A1.4.1	Define accounting terms as they relate to a corporation.	NBEA-4
	BCT.A1.4.2	Explain the process to become a corporation.	NBEA-5
	BCT.A1.4.3	Describe the purpose of journals and ledgers and their relationship.	NBEA-5
	BCT.A1.4.4	Demonstrate the procedure to prepare purchase and sales journals for a corporation.	NBEA-5
	BCT.A1.4.5	Interpret and construct the double-entry system of accounting to record business transactions.	NBEA-5
	BCT.A1.4.6	Compare and analyze the accounting process between corporations and proprietorship.	NBEA-5
BCT.A1.5	The student will process payroll and payroll taxes and identify differences between taxable income and income for financial reporting.		

	BCT.A1.5.1	Calculate net pay for the employees.	NBEA-7
	BCT.A1.5.2	Identify permanent and temporary differences in net income and taxable income.	NBEA-7
	BCT.A1.5.3	Construct tax records and forms including a W-2.	NBEA-7
	BCT.A1.5.4	Connect strategies to analyze minimizing taxable income.	NBEA-7

Glenwood Community High School
Accounting II Curriculum
Approved Date – May 2018

Course ID: BCT.A2	Course Purpose: The student will create advanced monetary documents to plan, summarize and analyze information from these to prepare a business for future financial stability.
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Course Outcomes	Outcome Components	Description	National Standards
BCT.A2.1	The student will investigate the role accountants play in business and society as it pertains to today.		
	BCT.A2.1.1	Describe current and historical regulatory environment of the accounting profession.	NBEA-1
	BCT.A2.1.2	Explain the need for a code of ethics in accounting and the ethical responsibilities required of accountants.	NBEA-1
	BCT.A2.1.3	Investigate the areas of specialization within the accounting profession and careers as required today and report their findings.	NBEA-1
	BCT.A2.1.4	Demonstrate ethical conduct and decision making skills in a business scenario.	NBEA-1
BCT.A2.2	The student will compare and construct steps to acquire capital for growth of a company and plan and complete accounting procedures for notes and equity.		
	BCT.A2.2.1	Determine the initial valuation of short/long-term debt and its impact on the financial statement and record transactions.	NBEA-4
	BCT.A2.2.2	Explain how operating results, capital contributions, and distribution of earnings affect equity for the various types of ownership.	NBEA-4
	BCT.A2.2.3	Identify and describe different classes of stock.	NBEA-4
	BCT.A2.2.4	Explain how the acquisition and sale of a company's own stock affects the financial statements and record transactions.	NBEA-4
	BCT.A2.2.5	Compare and contrast debt and equity financing and explain the impact on the financial statements.	NBEA-3
BCT.A2.3	The student will plan and apprise complete accounting procedures for plant assets and depreciation and inventories.		
	BCT.A2.3.1	Record transactions pertaining to buying plant assets, paying property taxes and disposal of assets.	NBEA-4
	BCT.A2.3.2	Calculate depreciation using various straight-line and accelerated methods and journalize.	NBEA-4
	BCT.A2.3.3	Determine the impact on the financial statements when assets are sold, disposed or rendered obsolete.	NBEA-4
	BCT.A2.3.4	Explain the difference between the periodic and perpetual inventory methods.	NBEA-4
	BCT.A2.3.5	Complete accounting procedures to adjust inventory.	NBEA-4
	BCT.A2.3.6	Estimate inventory for expense coverage for next fiscal period.	NBEA-4
	BCT.A2.3.7	Assess how accounting information is used to allocate resources in the business and in the personal decision making process.	NBEA-1
BCT.A2.4	The student will complete end-of-fiscal period work in the accounting cycle.		
	BCT.A2.4.1	Calculate and record accruals for revenues, notes receivable, expenses and notes payable.	NBEA-5
	BCT.A2.4.2	Calculate and record deferrals for revenue and expenses.	NBEA-5
	BCT.A2.4.3	Calculate and record end of the year adjustment entries.	NBEA-5
	BCT.A2.4.4	Prepare end of the year financial statements.	NBEA-5
BCT.A2.5	The student will apply the accounting cycle and prepare financial statements for a partnership.		

	BCT.A2.5.1	Use accounting terms to describe the financial cycle of partnerships.	NBEA-4
	BCT.A2.5.2	Describe the advantages and disadvantages of a partnership.	NBEA-2
	BCT.A2.5.3	Explain how a partnership's financials differ from other business operations.	NBEA-2
	BCT.A2.5.4	Journalize entries to record investments and withdrawals by partners.	NBEA-4
	BCT.A2.5.5	Prepare a distribution of net income statement for a partnership.	NBEA-5
	BCT.A2.5.6	Prepare an owner's equity statement.	NBEA-5
BCT.A2.6	The student will analyze the monthly accounting of a business to create the financial statements for the end of the month.		
	BCT.A2.6.1	Identify the framework in the recording of transactions and completing financial statements.	NBEA-4
	BCT.A2.6.2	Complete steps in the accounting cycle in order to prepare the financial statements.	NBEA-5
	BCT.A2.6.3	Draw conclusions from the monthly accounting cycle to prepare the financial statements.	NBEA-2
	BCT.A2.6.4	Assess the financial condition of the company by interpreting and analyzing the financial statements	NBEA-3

Computer/Technology Course Vocabulary

<u>Vocabulary</u>	<u>Definition</u>
Application	A program or software.
Arrow Keys	The keys on the keyboard used to move the cursor up, down, left, or right.
Browser	Software needed to be able to view information on the internet.
Cell	The intersection of each row and column in a spreadsheet. Example: Cell B5, Cell A202
Click	Point to something on the screen and press the left mouse button.
Clip art	Drawings you can add to your documents, including cartoons, maps, symbols, and flags.
Computer	A programmable usually electronic machine that can store, get back again, and work with data.
Copyright Laws	Law that exist to protect those who create a new idea or product.
CPU	Central Processing Unit– The part of the computer that does most of the data processing. (The "brain" of the computer.)
Cursor	The line or arrow that follows your mouse movement.
Desktop	The screen you see first when your computer is turned on.
Format	Changing the way text looks on the page.
Graphic	Images/pictures created, edited, and/or published using a computer.
Hard Copy	A printed copy of computer output.
Hard drive (or Hard disk)	The place inside your computer where programs and files are stored.
Hardware	The physical parts of the computer, the parts you can touch.
Home Page	An introductory screen on a web site, used to welcome visitors. A home page can include special text or graphics.
Home Row	The place where you rest your fingers on the keyboard while typing.
Html	A type of file format that is used to save web pages that will be display in a browser.
Icon	Symbols or pictures you can click on to perform an action.
Input	This is how you get information into the computer.
Internet	A communications system that connects computers and computer networks all over the world
Ipad	A tablet computer that uses a touch screen as the input.
Keyboard	Input device – Where you type and enter numbers.
Landscape	The page setup permits a document to be printed in a horizontal position.
Laptop	A portable computer that can be taken with you wherever you go.
Log out	The process of signing out of a computer after you are done using it without turning the computer off.

Login	The process of signing in to a computer using a username and password s you use the computer.
Menu	A list of things you can do in a program.
Menu Bar	The place at the top of the screen, you can click on the words and see other menus of things you can do.
Monitor	Output device – The computer's screen where you can see everything you are doing.
Mouse	Input device – The tool you can use to move the cursor on the screen to tell the computer what to do.
Network	A system of connected computers that allows a sharing of files and equipment.
Online Safety	Precautions taken to protect personal information and images from being misused by others.
Open	The process of opening a file so it can be used.
Output Device	A way to get information out of the computer, i.e., printing.
Portrait	The default page setup that prints the document vertically.
Printer	Output device – Gives you a paper copy of what you are doing on the computer.
Programs	Another word for software or applications.
Save	To store information on a hard drive, CD, or flash drive for later use.
Screen	Output device – The actual part you are looking at when working on the computer.
Shut down	The correct method of turning off a computer when you are finished using it.
Software	The programs or instructions that tell the computer what to do.
Spreadsheet	Organizes information into rows and columns and often uses math and numbers.
Text	Words on a page, in a spreadsheet or database.
Tool Bars	The bars across the top of the screen that have icons you can click on to do different things.
Virus	A computer program designed to damage computer files.
Web address	Universal Resource Locator (URL) Example: www.cms.k12.nc.us
Word Processing	Using keyboarding skills to produce documents such as letters, reports, manuals, and newsletters.

Financial Literacy Course Vocabulary

<u>Vocabulary</u>	<u>Definition</u>
Borrow	Using something with the purpose of returning it.
Career	What you choose for your work or job.
Credit	Money spent that is not available.
Debt	An obligation to pay what you owe.
Finances	Managing your money and how you spend it.
Goal	Something you want to achieve.
Goods	Something you can use or consume.
Identity	Your distinct personality
Income	Money you make from work you do.
Insurance	Provides protection against loss.
Investing	Using your money for a potential financial gain.
Long-term goal	Goals that are achieved much further in the future.
Need	The basics of life we cannot live without.
Saving	Putting your money aside for future use.
Services	Tasks somebody performs for you.
Short-term goal	Goals that can be achieved in the near future.
Spending	Pay money to buy goods or services.
Want	The items, activities, or services that increase one's quality of life. We can survive without these things.