Course Outline

Job Title:
Computer Operator

Career Pathway:
Business Management

Industry Sector:
Business and Finance

O*NET-SOC CODE:
43-9061.00

CBEDS Title:
Business Communications

CBEDS No.:
4623

75-45-90

Microsoft Office Specialist [MOS]/2: Excel (Core/Expert Levels)

Credits: 5   **Hours:** 90

Course Description:
This competency-based course is the second in a sequence of two designed to meet the Microsoft Office Specialist (MOS) certification requirements. It provides students with technical instruction and practical experience in two levels of Excel training – core and expert. Instruction includes an introduction, resource management, business math, entrepreneurship, and reviews of workplace safety and employability skills. Emphasis is placed on working with cells and files, formatting worksheets, page setup and printing, working with worksheets and workbooks and using charts and objects for the core level. The expert level emphasizes the use of templates and multiple workbooks, formatting numbers, printing workbooks, working with toolbars, using macros, displaying and formatting data, using analysis tools, and collaborating with workgroups. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires successful completion of the Microsoft Office Specialist [MOS]/1: Word (Core/Expert Levels) (75-45-80) course.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.wearedace.org

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS   **LOCATION**

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 7-19

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 21

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for   pp. 7-19
the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES   pp. 21-22

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

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APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Business and Finance Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

Business and Finance
Pathway Standards

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- Human Resources Specialist
- Education Administrator
- Purchasing Agent
- Office Manager
- Chief Financial Officer

A1.0   Explain entrepreneurship and the fundamentals of developing a new business.

A2.0   Plan, organize, secure, and manage resources of a project to achieve specific goals.

A3.0   Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.

A4.0   Apply economic concepts as they relate to business.

A5.0   Analyze financial data in order to make short-term and long-term decisions.

A6.0   Explain the importance of risk management and regulatory compliance in business.

A7.0   Utilize information and technology tools to conduct business effectively and efficiently.

A8.0   Construct a Marketing Plan.

COMPETENCY-BASED COMPONENTS
for the <u>Microsoft Office Specialist [MOS]/2: Excel (Core/Expert Levels)</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. INTRODUCTION AND SAFETY Review, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local industry standards. (2 hours)	1. Review the scope and purpose of the course. 2. Review classroom policies and procedures. 3. Review the importance of prioritizing work. 4. Review classroom and workplace first aid and emergency procedures. 5. Review the different occupations in the Finance and Business Industry Sector which have an impact on the role of the office computer operator. 6. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing office computer operators. 7. Review software copyright laws as they pertain to computers. 8. Review the definition of *ergonomics*. 9. Review and demonstrate sound ergonomic practices in organizing one's workspace. 10. Review the causes, effects, and preventive measures for repetitive strain injuries. 11. Review and demonstrate correct typing technique and posture. 12. Review and demonstrate proper keyboard and monitor angle. 13. Review the benefits of periodic breaks to stretch and relax. 14. Review and demonstrate a variety of stretches involving the wrists, neck and shoulders. 15. Review and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it. 16. Review the comparisons of keyboard equivalent commands to mouse movements. 17. Pass the safety test with 100% accuracy.	**Career Ready Practice:** 1, 2, 4, 5, 6, 7, 8, 10, 11, 12 **CTE Anchor:** Communications: 2.6 Career Planning and Management: 3.4, 3.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.2, 6.3, 6.5, 6.7 Responsibility and Flexibility: 7.3, 7.4 7.6, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7 Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2 **CTE Pathway:** B9.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

B. **RESOURCE MANAGEMENT**
 	
Understand, apply, and evaluate the basic principles of resource management in an office.
 	
(1 hour)
	a. Define the following:
	  a. resources
	  b. management
	  c. sustainability
	b. Describe the management of the following resources in an office:
	  a. time
	  b. materials
	  c. personnel
	c. List specific examples of effective management of the following resources in an office:
	  a. time
	  b. materials
	  c. personnel
	d. Describe the following benefits of effective resource management in an office:
	  a. profitability
	  b. sustainability
	  c. company growth
	5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.
		Career Ready Practice:
		1, 4, 9, 10, 11
		
		CTE Anchor:
		Communications:
		5.2, 5.3, 5.4
		Technical Knowledge and Skills:
		10.1
		
		CTE Pathway:
		B2.3

C. **BUSINESS MATH** Understand, apply, and evaluate the basic mathematical principles and procedures required in an office.	1. Describe and demonstrate reading and writing numbers in words and figures using accurate place values. 2. Describe and demonstrate the procedures for rounding off whole numbers. 3. Describe and demonstrate the procedures for adding whole numbers to find the sum. 4. Describe and demonstrate the procedures for subtracting whole numbers to find the difference. 5. Describe the procedures for rounding off decimals. 6. Learn the numeric keyboard on the calculator and apply addition, subtraction, and decimal procedures. 7. Compute money problems using addition, subtraction, and decimals. 8. Describe and demonstrate the procedures for multiplying whole numbers to find the product. 9. Describe and demonstrate the procedures for dividing whole numbers to find the quotient. 10. Multiply and divide numbers that contain decimals. 11. Learn the numeric keyboard on the calculator and apply multiplication and division procedures. 12. Compute multiplication and division of decimal and money problems. 13. Solve multiplication and division word problems using the problem-solving steps. 14. Compute the average (mean) of a group of numbers. 15. Explain the parts of a fraction. 16. Describe the types of fractions.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Communications: 2.4 Problem and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Demonstration and Application: 11.1 **CTE Pathway:** B3.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	17. Convert improper fractions to whole or mixed numbers, mixed numbers to improper fractions, common fractions to decimals, and decimals to fractions. 18. Reduce common fractions to lowest terms. 19. Solve fraction word problems using the problem-solving steps. 20. Describe and demonstrate the conversion of percents to decimals. 21. Describe and demonstrate the conversion of decimals to percents. 22. Describe and demonstrate the conversion of common fractions to percents. 23. Describe and demonstrate the conversion of percents to common fractions. 24. Find the percentage in a mathematical problem when given the rate and the base. 25. Find the rate in a mathematical problem when given the percentage and base. 26. Find the base in a mathematical problem when given the percentage and rate. 27. Calculate percent of increase and decrease. 28. Distinguish between increase and decrease problems. 29. Figure percentage distribution problems. 30. Solve percentage word problems using the problem-solving steps. 31. Describe how to estimate reasonable answers to problems before solving them. 32. Retrieve information from a postage rate table, a payroll deduction table, and a sales table to solve problems. 33. Count coins and currency, complete cash report. 34. Use a federal income tax table to identify withholding tax for employees. 35. Solve word problems relating to measurements and table. 36. Read and interpret data from a line graph, a bar graph, and a pie graph. 37. Describe mean, median, and mode from ungrouped data. 38. Solve word problems relating to graphs.	

D. WORKING WITH CELLS
 	
Understand, apply, and evaluate the commands and functions necessary in working with cells.
	1. Describe and demonstrate the following techniques:
	    a. using UNDO and REDO
	    b. clearing cell content
	    c. entering text, dates, and numbers
	    d. exiting cell content
	    e. gong to a specific cell
	    f. inserting and deleting selected cells
	    g. using CUT, COPY, PASTE, PASTE SPECIAL, and MOVE for selected cells
	    h. using FIND and REPLACE
	    i. clearing cell format
	    j. working with series (AUTOFILL)
	    k. creating Hyperlinks
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A7.2

E. WORKING WITH FILES
 	
Understand, apply, and evaluate the commands and functions necessary in working with files.
 	
(5 hours)
	1. Describe and demonstrate the following file management techniques:
	    a. use Save
	    b. use Save As (different name, location, format)
	    c. locate and open an existing workbook
	    d. use template to create a new workbook
	    e. use the Office Assistant
	2. Create three folders for different purposes.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice: 1,4
		
		CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1, 11.5
		
		CTE Pathway: A7.2

F. FORMATTING WORKSHEETS
 	
Understand, apply, and evaluate the commands and functions necessary in formatting worksheets.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	    a. applying font styles (typeface size, color, and styles)
	    b. applying number formats (currency, percent, dates, and comma)
	    c. modifying size of rows and columns
	    d. modifying alignment of cell content
	    e. adjusting the decimal place
	    f. using the FORMAT PAINTER
	    g. applying AUTOFORMAT
	    h. applying cell borders and shading
	    i. merging cells
	    j. rotating text and changing indents
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice: 1, 4
		
		CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1, 11.5
		
		CTE Pathway: A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

G. PAGE SETUP AND PRINTING
 	
Understand, apply, and evaluate the commands and functions necessary to work in page setup and printing.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	   a. previewing and printing worksheets and workbooks
	   b. changing page orientation
	   c. setting page margins and centering
	   d. inserting and removing page breaks
	   e. setting print and clear print area
	   f. setting up headers and borders
	   g. setting print and opinions (gridlines, print quality, row, and column headings)
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

H. WORKING WITH WORKSHEETS AND WORKBOOKS
 	
Understand and evaluate the commands and functions necessary in working with worksheets and workbooks.
 	
(8 hours)
	1. Describe and demonstrate the following techniques:
	   a. inserting and deleting rows and columns
	   b. hiding and revealing rows and columns
	   c. freezing and unfreezing rows and columns
	   d. changing the ZOOM setting
	   e. moving between worksheets in a workbook
	   f. checking spelling
	   g. renaming a worksheet
	   h. inserting and deleting a worksheet
	   i. moving and copying worksheets
	   j. working with formulas and functions
	   k. entering a range within a formula by dragging
	   l. entering formulas in a cell and using the formula bar
	   m. revising formulas
	   n. using references (absolute and relative)
	   o. using AUTOSUM
	   p. using PAST FUNCTION to insert a function
	   q. using basic functions (Average, Sum, Count, Min, Max)
	   r. entering functions by using the FORMULA PALETTE
	   s. using date functions (NOW and DATE)
	   t. using financial functions (FV and PMT)
	   u. using logical functions (IF)
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
I. USING CHARTS AND OBJECTS Understand, apply, and evaluate the commands and functions necessary in using charts and objects. (5 hours)	1. Describe the different chart types. 2. Preview and print charts. 3. Describe and demonstrate the use of Chart Wizard to create a chart. 4. Modify three charts. 5. Insert, move, and delete three objects (pictures). 6. Pass all assignments with a minimum score of 80%.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A7.2
J. CORE LEVEL EVALUATION Understand and evaluate the simulated MOS Certification Test for Excel (Core Level). (5 hours)	1. Pass the timed simulated MOS Certification Test for Excel (Core Level) with a minimum score of 80%.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Problem Solving and Critical Thinking: 5.2, 5.4 **CTE Pathway:** A7.2

K. USING TEMPLATES
 	
Understand, apply, and evaluate the commands and functions necessary in using templates.
	1. Describe and demonstrate the following techniques:
	  a. applying templates
	  b. editing templates
	2. Create five templates for different purposes.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A7.2

L.   USING MULTIPLE WORKBOOKS
 	
Understand, apply, and evaluate the commands and functions necessary in using multiple workbooks.
 	
(2 hours)
	1. Describe and demonstrate the following techniques:
	    a. using a workspace
	    b. linking workbooks
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice: 1, 4
		
		CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4
		Health and Safety: 6.3, 6.6
		Technical Knowledge and Skills: 10.1, 10.3
		Demonstration and Application: 11.1, 11.5
		
		CTE Pathway: A7.2

M.   FORMATTING NUMBERS
 	
Understand, apply, and evaluate the various commands and functions necessary in formatting numbers.
 	
(2 hours)
	1. Describe and demonstrate the following techniques:
	    a. applying number formats (accounting, currency, and number
	    b. using conditional formatting
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice: 1, 4
		
		CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4
		Health and Safety: 6.3, 6.6
		Technical knowledge and Skills: 10.1, 10.3
		Demonstration and Application: 11.1, 11.5
		
		CTE Pathway: A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

N. PRINTING WORKBOOKS
 	
Understand, apply, and evaluate the various commands and functions necessary in printing workbooks.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	  a. previewing and printing multiple worksheets
	  b. working with named ranges
	  c. adding and deleting a named range
	  d. using a named range in a formula
	  e. using Lookup Functions (VLOOKUP)
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

O. WORKING WITH TOOLBARS
 	
Understand, apply, and evaluate the various commands and functions necessary in working with toolbars.
 	
(4 hours)
	1. Describe and demonstrate the following techniques:
	  a. hiding and displaying toolbars
	  b. customizing a toolbar
	  c. assigning a macro to a command button
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

P. USING MACROS
 	
Understand, apply, and evaluate the various commands and functions necessary in using macros.
 	
(4 hours)
	1. Describe and demonstrate the following techniques:
	   a. recording macros
	   b. running macros
	   c. assigning a macro to a command button
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

Q. AUDITING A WORKSHEET Understand, apply, and evaluate the various commands and functions necessary in auditing a worksheet. (2 hours)	1. Describe and demonstrate working with the Auditing toolbar. 2. Pass all assignments with a minimum score of 80%.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.6 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

R. DISPLAYING AND FORMATTING DATA
 	
Understand, apply, and evaluate the various commands and functions necessary in displaying and formatting data.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	   a. applying conditional formats
	   b. performing single and multi-level sorts
	   c. using data forms
	   d. using subtotaling
	   e. applying data filter
	   f. extracting data
	   g. querying databases
	   h. using data validation
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

S. USING ANALYSIS TOOLS
 	
Understand, apply, and evaluate the various commands and functions necessary in using analysis tools.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	   a. using PIVOT TABLE
	   b. using GOAL SEEK
	   c. working with SCENERIOS
	   d. using SOLVER
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

T. COLLABORATING WITH WORKGROUPS
 	
Understand, apply, and evaluate the various commands and functions necessary in collaborating with workgroups.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	  a. creating, editing, and removing a comment
	  b. applying and removing worksheet and workbook protection
	  c. changing workbook properties
	2. Create three shared workbooks.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

U. EXPERT LEVEL EVALUATION Understand and evaluate the simulated MOS Certification test for Excel (Expert Level). (5 hours)	1. Pass the timed simulated MOS Certification test for Excel (Expert Level) with a minimum score of 80%.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Problem Solving and Critical Thinking: 5.2, 5.4 **CTE Pathway:** A7.2

V. EMPLOYABILITY SKILLS REVIEW
 	
Review, apply, and evaluate the employability skills required for a computer operator.
	1. Review employer requirements for the following:
	  a. punctuality
	  b. attendance
	  c. attitude toward work
	  d. quality of work
	  e. teamwork
	  f. timeliness
	  g. communication skills
	2. Review the employers identified through traditional and internet sources.
	3. Finalize a résumé.
	4. Review the importance of filling out a job application legibly, with accurate and complete information.
		Career Ready Practice:
		1, 2, 3
		
		CTE Anchor:
		Communications:
		2.3, 2.4
		Career Planning and Management:
		3.2, 3.3, 3.4, 3.5, 3.9
		Technology:
		4.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	5. Complete sample job application forms correctly. 6. Review the importance of enthusiasm on a job. 7. Review the importance of appropriate appearance on a job. 8. Review the importance of the continuous upgrading of job skills. 9. Review the importance of customer service as a method of building permanent relationships between the organization and the customer.	Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.5 **CTE Pathway:** B9.2, B9.3
W. ENTREPRENEURIAL SKILLS Understand the process in becoming an entrepreneur.	1. Define entrepreneurship. 2. Identify the necessary characteristics of successful entrepreneurs. 3. Describe the contributions of entrepreneurs to the computer industry. 4. Explain the purpose and components of a business plan. 5. Examine personal goals prior to starting a business. 6. Evaluate sources of monetary investment in a business opportunity. 7. Describe licensing requirements for the computer business. 8. Develop a scenario depicting the student as the owner of a computer business.	**Career Ready Practice:** 1, 5 **CTE Anchor:** Communications: 2.2, 2.4 Career Planning and Management: 3.1, 3.2, 3.4, 3.7 Problem Solving and Critical Thinking: 5.1, 5.2 Responsibility and Flexibility: 7.1, 7.3 Ethics and Legal Responsibilities: 8.3, 8.4, 8.7 Leadership and Teamwork: 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.4, 10.10, 10.11 Demonstration and Application: 11.1, 11.3, 11.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		**CTE Pathway:** B1.1, B1.2, B1.4, B2.1, B2.2, B2.3, B2.4, B2.6, B3.2, B4.3, B4.4, B6.1, B8.1, B8.7, B9.3

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Cox, Joyce, Steve Lambert, Cutir Frye, and Joan Preppernau. 2007 Microsoft Office System Step by Step. Microsoft Press, 2007.

Dodge, Mark and Craig Stinson. Microsoft Office Excel Inside Out. Microsoft Press, 2007.

Frye, Curtis D.   Microsoft Office Excel 2007 Step by Step. Microsoft Press, 2007.

Jelen, Bill. Special Edition Using Microsoft Office Excel 2007. Que, 2006.

Jelen, Bill and Tracy Syrstad. VBA and Macros for Microsoft Office Excel 2007. Macmillan Computer Publishing, 2007.

Muir, Nancy C. Teach Yourself Visually Excel 2007. Wiley, John and Sons, Incorporated, 2006.

Walkenbach, John. Excel 2007 Formulas. Wiley, John and Sons, Incorporated, 2007.

RESOURCES

Employer Advisory Board members

Employment Development Department

CDE Model Curriculum Standards for Business and Finance
http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf

California Department of Education. Challenge Standards: Career Preparation – Business Education. California Department of Education, Career Vocation Education Division, 2000.

California Department of Education. High School Academic Content Standards. California Department of Education, 2004.

California Department of Education. High School Exit Exam – English/Language. California Department of Education, 2001.

California Department of Education. High School Exit Exam – Mathematics. California Department of Education, 2001.

COMPETENCY CHECKLIST

METHODS AND PROCEDURES

A. Lecture and discussion

B. Demonstration

C. Individualized instruction

D. Multimedia presentation

EVALUATION

SECTION A- Introduction and Safety – Pass a written exam on classroom and workplace safety with a score of 100%.

SECTION B- Resource Management – Pass all assignments and exams on resource management with a minimum score of 80%.

SECTION C- Business Math – Pass all assignments and exams on basic math with a minimum score of 80%.

SECTION D- Working with Cells – Pass all assignments and exams on working with cells with a minimum score of 80% accuracy.

SECTION E- Working with Files – Pass all assignments and exams on working with files with a minimum score of 80%.

SECTION F- Formatting Worksheets – Pass all assignments and exams on formatting worksheets with a minimum score of 80%.

SECTION G- Page Setup and Printing – Pass all assignments and exams on page setup and printing with a minimum score of 80%.

SECTION H- Working with Worksheets and Workbooks – Pass all assignments and exams on working with to worksheets and workbooks with a minimum score of 80%.

SECTION I- Using Charts and Objects – Pass all assignments and exams on using charts and objects with a minimum score of 80%.

SECTION J- Core Level Evaluation – Pass the simulated MOS Certification exam for Excel (Core Level) with a minimum score of 80%.

SECTION K- Using Templates – Pass all assignments and exams on the commands and functions related to using templates with a minimum score of 80%.

SECTION L- Using Multiple Workbooks – Pass all assignments and exams on using multiple workbooks with a minimum score of 80%.

SECTION M- Formatting Numbers – Pass all assignments and exams on formatting numbers with a minimum score of 80%.

SECTION N- Printing Workbooks – Pass all assignments and exams on printing workbooks with a minimum score of 80%.

SECTION O- Working with Toolbars – Pass all assignments and exams on working with toolbars with a minimum score of 80%.

SECTION P- Using Macros– Pass all assignments and exams on using macros with a minimum score of 80%.

SECTION Q- Auditing a Worksheet – Pass all assignments and exams on auditing a worksheet with a minimum score of 80%.

SECTION R- Displaying and Formatting Data – Pass all assignments and exams on displaying and formatting data with a minimum score of 80%.

SECTION S- Using Analysis Tools – Pass all assignments and exams on using analysis tools with a minimum score of 80%.

SECTION T- Collaborating with Workgroups – Pass all assignments and exams on collaborating with workgroups with a minimum score of 80%.

SECTION U- Expert Level Evaluation – Pass the simulated MOS Certification exam for Excel (Expert Level) with a minimum score of 80%.

SECTION V- Employability Skills Review – Pass all assignments and exams on employability skills with a minimum score of 80%.

SECTION W- Entrepreneurial Skills – Pass all assignments and exams on entrepreneurial skills with a minimum score of 80%.

Los Angeles Unified School District
Acceptable Use Policy (AUP) for District Computer Systems
Information for Students and Parents

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the LAUSD Computer Network or the Internet
Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet
These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**

- **Criminal activities that can be punished under law;**

- **Selling or purchasing illegal items or substances;**

- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**

- **Causing harm to others or damage to their property, such as:**
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
   1. Using another's account password(s) or identifier(s);
   2. Interfering with other users' ability to access their account(s); or
   3. Disclosing anyone's password to others or allowing them to use another's account(s).

- **Using the network or Internet for commercial purposes:**
   1. Using the Internet for personal financial gain;
   2. Using the Internet for personal advertising, promotion, or financial gain; or
   3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety
1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use
The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer
The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Los Angeles Unified School District.

Date: _____   School: _____

Student Name: _____   Student Signature: _____

Parent/Legal
Guardian Name: _____   Parent/Legal
Guardian Signature: _____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color,
national origin, gender, or physical disability.