

Course Outline

Business and Finance

REVISED: August/2017

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

75-45-70

Computer Operations/5: IC3 Certification Preparation

Credits: 5

Hours: 90

Course Description:

This competency-based course is the last in a sequence of five designed for computer operation. It provides students with technical instruction and practical experience in fulfilling the requirements of the Internet and Computing Core Certificate (IC³) Program, a global training and certification program for students and employees who want to excel in a digital world. IC³ Certification consists of three core certification exams: Computing Fundamentals, Key Applications, and Living On-Line. 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:

Successful completion of the Computer Operation/1: Foundations (75-35-80), Computer Operation/2: Applications (75-35-90), Computer Operation/3: Database Management (75-45-50) and Computer Operation/4: Presentations (75-45-60) courses highly recommended.

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.



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. 7-22

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 COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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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 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.

pp. 7-22

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. 24-26

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

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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.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Computer Operation/5: IC³ Certification Preparation Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
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I. COMPUTING FUNDAMENTALS

Understand the concept of a computer; understand the function of input, processing output, and storage devices. Use and maintain equipment; understand computer terminology; demonstrate the ability to use a mouse, desktop icons, graphic user interface, and operating system; demonstrate the ability to use storage devices, files, and folders.

<p>A. COMPUTER CONCEPTS</p> <p>Learn, apply, and evaluate the different computer concepts.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe a computer. 2. Describe the history of the computer. 3. Describe how computers are used. 4. Describe the different types of computers. 5. Describe a computer system. 6. Describe data communication as it relates to computers. 7. Describe computers in our future. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.3, 3.5, 3.8 Technology: 4.1, 4.2, 4.5 Health and Safety: 6.3 Ethics and Legal Responsibilities: 8.4, 8.5, 8.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A2.4, A7.1, A7.2, A7.3, A7.4</p>
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COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. DATA PROCESSING</p> <p>Learn, apply, and evaluate data processing techniques.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe computer systems concepts. 2. Describe computer system components. 3. Describe data representation. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Technology: 4.1, 4.2</p> <p>CTE Pathway: A7.1</p>
<p>C. DATA INPUT AND OUTPUT</p> <p>Learn, apply, and evaluate data input and output techniques.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe input devices. 2. Describe output devices. 3. Explain the connection of input/output devices and the computer. 4. Describe storage devices. 5. Explain caring for removable storage media. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1</p>
<p>D. COMPUTER SOFTWARE</p> <p>Learn, apply, and evaluate the different types of computer software.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Explain the differences between hardware and software. 2. Describe the types of software. 3. Describe microcomputer operating system interfaces. 4. Describe microcomputer operating systems. 5. Explain how to start an application/program. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. TECHNOLOGY AS A PROBLEM SOLVER</p> <p>Learn, apply, and evaluate technology for problem solving.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Explain how technology can solve problems. 2. Describe the concept of problem solving. 3. Explain the problem-solving steps. 4. Describe problem solving with computers. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Health and Safety: 6.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2</p>
<p>F. TECHNOLOGY AND THE CHANGING WORKPLACE AND SOCIETY</p> <p>Learn, apply, and evaluate technology for instituting changes in the workplace and society.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe the change in the following areas: <ol style="list-style-type: none"> a. education b. science and technology innovations c. work and play 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Health and Safety: 6.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. OPERATING SYSTEMS</p> <p>Learn, apply, and evaluate the Windows operating system.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Describe the Windows operating systems. 2. Explain how to start Windows. 3. Describe the Windows opening screen. 4. Describe moving around the desktop. 5. Explain how to shutdown Windows. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.4, 2.5</p> <p>CTE Pathway: A7.1, A7.2</p>
<p>H. WINDOWS</p> <p>Learn, apply, and evaluate the operational techniques for Windows.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Open Windows. 2. Identify the parts of Windows. 3. Describe manipulating Windows. 4. Explain how to work with Menus. 5. Describe working with dialog boxes. 6. Describe managing multiple Windows. 7. Close Windows. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2</p>
<p>I. THE HELP SYSTEM</p> <p>Learn, apply, and evaluate the operational techniques for the help system.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe the Windows help and support system. 2. Explain how to use the help and support center. 3. Explain how to get help on an item. 4. Demonstrate how to use an operating system help system. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5</p> <p>CTE Pathway: A7.2</p>
<p>J. CUSTOMIZING THE DESKTOP</p> <p>Learn, apply, and evaluate the customization techniques for the desktop.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe changing display properties. 2. Describe customizing the background. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.5</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. FILE MANAGEMENT</p> <p>Learn, apply, and evaluate the management techniques for computer files.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Explain file management concepts. 2. Describe the My Computer Window. 3. Set My Computer Options. 4. Access a disk drive. 5. View the contents of a drive or folder. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1</p>
<p>L. DISKS, FOLDERS, AND FILES</p> <p>Learn, apply, and evaluate the operational and storage techniques for folders and files.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Describe formatting and labeling disks. 2. Describe managing disks. 3. Create a folder. 4. Describe naming folders and files. 5. Explain changing the order of files listed in display Window. 6. Explain displaying file properties. 7. Describe locating files and folders using Windows. 8. Describe copying and moving files. 9. Describe and demonstrate running an application from My Computer using the run command. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1</p>
<p>M. SHORTCUTS AND WINDOWS EXPLORER</p> <p>Learn, apply, and evaluate shortcutting techniques for Windows Explorer.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe the definition of a shortcut. 2. Describe and demonstrate creating a shortcut. 3. Demonstrate the deletion of a shortcut. 4. Describe and demonstrate adding a shortcut to the Quick Launch Bar. 5. Describe Windows Explorer. 6. Explain and demonstrate setting Explorer options. 7. Describe and demonstrate how to view the contents of a drive or folder. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
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II. KEY APPLICATIONS

Understand common computer applications such as word processing, spreadsheet, presentation graphics, and data base operations.

<p>A. INTRODUCTION TO APPLICATIONS</p> <p>Learn, apply, and evaluate basic computer applications.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Start an application. 2. Describe some possible problems with files. 3. Describe using help with applications. 4. Describe using speech and handwriting recognition. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.2, 2.4 Career Planning and Management: 3.3 Technology: 4.1</p> <p>CTE Pathway: A7.2</p>
<p>B. INTRODUCTION TO WORD PROCESSING</p> <p>Learn, apply, and evaluate basic word processing techniques.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Open an existing document. 2. Switch between document windows. 3. Enter text in a document. 4. Navigate through a document. 5. Use "Click and Type." 6. Close document. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.2, 2.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2</p>
<p>C. EDITING DOCUMENTS</p> <p>Learn, apply, and evaluate editing techniques for documents.</p>	<ol style="list-style-type: none"> 1. Create and save a document with the same name and with a different name. 2. Display nonprinting characters. 3. Delete and replace characters. 4. Describe how to use undo, redo, and repeat. 5. Select text. 6. Cut, copy, and move text. 7. Highlight text and apply font and text effects. 8. Insert a file. 9. Find and replace text and formats. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4 Problem Solving and Critical Thinking: 5.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Responsibility and Flexibility: 7.5 CTE Pathway: A7.2
D. FORMATTING DOCUMENTS Learn, apply, and formatting techniques for documents.	<ol style="list-style-type: none"> 1. Create and edit a style. 2. Format fonts and points sizes. 3. Change line spacing and align paragraphs. 4. Change page orientation and margins. 5. View a document before printing. 6. Check spelling and grammar. 7. Format tabs. 8. Format indents. 9. Format bullets and numbering. 10. Format page numbers and headers and footers. 11. Insert symbols and characters. 	Career Ready Practice: 1, 2, 4 CTE Anchor: Problem Solving and Critical Thinking: 5.3 Responsibility and Flexibility: 7.5 Technical Knowledge and Skills: 10.1 CTE Pathway: A7.2
E. WORKING WITH TABLES Learn, apply, and evaluate techniques for creating and utilizing tables.	<ol style="list-style-type: none"> 1. Create a table. 2. Insert and delete rows and columns. 3. Adjust column width and row height and center the table. 4. Edit text in a table. 5. Use the draw table and eraser tools. 6. Align text within table cells; split and merge cells; sort and change text direction. 7. Format borders and shading in a table; change line style and weight. 8. Convert text to a table and AutoFormat. 	Career Ready Practice: 1, 2, 4 CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.5 Demonstration and Application: 11.1 CTE Pathway: A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. DESKTOP PUBLISHING</p> <p>Learn, apply, and evaluate desktop publishing techniques.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Format text in columns. 2. Insert a graphic. 3. Resize and position graphics. 4. Format borders and shading. 5. Create Word Art objects. 6. Use drawing tools. 7. Insert and format text boxes. 8. Use AutoShapes to create objects. 9. Describe templates. 10. Describe styles. 11. Describe themes. 12. Describe AutoComplete and AutoText. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.5 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.2</p>
<p>G. WORKING WITH PRESENTATION GRAPHICS</p> <p>Learn, apply, and evaluate the techniques for creating and utilizing presentation graphics.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Open and close an existing presentation. 2. Identify the parts of the PowerPoint Screen. 3. Navigate through a presentation. 4. Create and save a new presentation. 5. Apply a design template. 6. Add slides. 7. Add and edit text. 8. Delete, copy, and rearrange slides. 9. Use the slide finder. 10. Describe how to use Help to learn how to change the slide layout. 11. View the presentation. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communication: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.5 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. VISUAL ELEMENTS</p> <p>Learn, apply, and evaluate the animated techniques for visual elements.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Apply animation schemes and preview animation. 2. Create custom animations. 3. Format transitions. 4. Add animated ClipArt graphics and sound and movie clips. 5. Use help to learn about ways to print the presentation. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.2</p>
<p>I. SPREADSHEETS</p> <p>Learn, apply, and evaluate the techniques for creating and formatting spreadsheets.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Identify the parts of the spreadsheet screen. 2. Create and navigate through a worksheet. 3. Use the AutoCorrect and AutoComplete features in the application. 4. Change column width and row height. 5. Format the contents of a cell. 6. Merge cells. 7. Use the undo features. 8. AutoFormat the worksheet. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.5 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>J. WORKSHEETS</p> <p>Learn, apply, and evaluate the organizational techniques for worksheets.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Insert and delete rows and columns. 2. Delete, copy, and move data. 3. Describe naming ranges. 4. Use the AutoFill command to enter data. 5. Create multiple worksheets. 6. Hide and unhide columns and rows. 7. Freeze columns and rows. 8. Sort data. 9. Print a worksheet. 10. Describe additional options for viewing worksheet data. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.5 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.2</p>
<p>K. WORKSHEET FORMULAS</p> <p>Learn, apply, and evaluate the techniques for creating worksheet formulas.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe the concept of formulas. 2. Create a formula. 3. Identify and correct formula errors. 4. Use the AutoSum feature. 5. Use the AutoFill command to enter formulas. 6. Use absolute cell references. 7. Audit formulas on the worksheet. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4, 2.5 Responsibility and Flexibility: 7.1, 7.5</p> <p>CTE Pathway: A4.4, A5.3, A5.6, A7.2</p>
<p>L. FUNCTIONS AND FORMULAS</p> <p>Learn, apply, and evaluate the operational techniques of functions and formulas.</p>	<ol style="list-style-type: none"> 1. Describe functions and formulas by categories. 2. Use the AVERAGE and SUM functions. 3. Use the COUNT function. 4. Use the MIN and MAX functions. 5. Use the NOW and ROUND functions. 6. Use logical functions. 7. Describe combining functions and formulas. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.4, 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Responsibility and Flexibility: 7.1, 7.5 CTE Pathway: A5.3, A5.6, A7.2
<p>M. COMMUNICATING INFORMATION WITH THE WORKSHEET</p> <p>Learn, apply, and evaluate the techniques for using worksheets to communicate information.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Apply conditional formats. 2. Insert a cell comment. 3. Insert images in a worksheet. 4. Resize and position images. 5. Create a chart. 6. Edit chart data, formats, and options. 7. Describe interpreting worksheet and chart data. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: A5.3, A5.6, A7.2</p>
<p>N. DATABASES</p> <p>Learn, apply, and evaluate the application techniques for databases.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify the parts of the database application screen. 2. Describe the purpose of the database objects. 3. Create a table. 4. Modify a table. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Responsibility and Flexibility: 7.1, 7.5 Technical Knowledge and Skills: 10.5 Demonstration and Application: 11.1</p> <p>CTE Pathway: A4.4, A5.3, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>O. EDITING RECORDS AND USING DATA FORMS</p> <p>Learn, apply, and evaluate the editing techniques for records; and using data forms.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Edit records in datasheet view. 2. Add and delete records in datasheet view. 3. Cut, copy, and paste data in datasheet view. 4. Change the datasheet layout. 5. Use help to learn how to hide columns. 6. Create a data form. 7. Enter and edit data using a data form. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3</p> <p>CTE Pathway: A4.4, A5.3</p>
<p>P. ORDERING AND FINDING DATA, CREATING REPORTS AND MAILING LABELS</p> <p>Learn, apply, and evaluate the techniques for ordering and finding data, creating reports and mailing labels.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Sort data in datasheet view. 2. Find and replace data in datasheet view. 3. Create a query. 4. Create a report. 5. Create mailing labels. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3 Technology: 4.1 Health and Safety: 6.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A5.3, A7.2</p>
<p>Q. ELECTRONIC TIME MANAGEMENT SYSTEMS</p> <p>Learn, apply, and evaluate the operational techniques for the electronic time management system.</p>	<ol style="list-style-type: none"> 1. Identify the parts of the time management screen. 2. Schedule and manage appointments. 3. Create and manage contacts. 4. Organize and manage tasks. 5. Send and receive e-mail. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Technology: 4.1 Technical Knowledge and Skills: 10.1 CTE Pathway: A7.2, A7.4

III. LIVING ON LINE

Understand network concepts; demonstrate the ability to use the Internet to research and evaluate electronic information.

<p>A. NETWORK CONCEPTS</p> <p>Learn, apply, and evaluate the networking concepts.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe a network. 2. Explain the benefits of a network. 3. List and describe types of networks. 4. Explain the advantages and disadvantages of network computing. 5. List and describe communications media. 6. Describe communications hardware. 7. Describe communications software. 8. Describe the different network topologies. 9. Describe network architecture. 10. Describe network protocols. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2, A7.4</p>
<p>B. INTERNET FUNCTIONS</p> <p>Learn, apply, and evaluate the different functions of the internet.</p>	<ol style="list-style-type: none"> 1. Explain the origin of the Internet. 2. Explain how to connect to the Internet. 3. Explain how the Internet works. 4. Identify different types of websites and describe the different elements of a website. 5. List the major features of the Internet and their functions. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.3, 3.8 Technology: 4.1 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		CTE Pathway: A7.2, A7.4
<p>C. INTERNET APPLICATIONS</p> <p>Learn and evaluate the different internet applications.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe a browser. 2. Understand browser terminology. 3. Understand how to use a browser to surf the Internet. 4. Use e-mail features. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.3, 3.8 Technology: 4.1 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2, A7.4</p>
<p>D. RESEARCH AND THE INTERNET</p> <p>Learn and evaluate the use of the internet as a research tool.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Define a search engine. 2. Explain how search engines work. 3. Describe the subject directory search approach. 4. Describe some search tips and tricks. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.3, 3.8 Technology: 4.1 Health and Safety: 6.1 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2, A7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. EVALUATING ELECTRONIC INFORMATION</p> <p>Learn, apply, and evaluate electronic information.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Identify criteria for evaluating electronic information. 2. Describe software privacy. 3. Identify internet resources. 4. Describe the rules of copyright. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.4, 2.5 Technology: 4.1 Ethics and Legal Responsibilities: 8.6, 8.7 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.2, A7.3, A7.4, A7.5</p>
<p>F. SECURITY AND PRIVACY ISSUES</p> <p>Learn, apply, and evaluate security measures and privacy issues in computer usage.</p>	<ol style="list-style-type: none"> 1. Describe the different types of computer crime. 2. Describe hackers. 3. Describe computer viruses. 4. Describe various security measures. 5. Describe computer-related laws. 6. Pass a written exam with at least 80% accuracy, covering the Internet, browsers, search engines, piracy, and privacy issues. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Career Planning and Management: 3.3 Technology: 4.1 Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.2 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.6, 8.7 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Demonstration and Application: 11.2 CTE Pathway: A7.2, A7.3, A7.4 A7.5

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Ambrose, Bergerud, Busche Morrison and Wells-Pusins. IC³ Basics: Internet and Computing Core Certification. Thomson Course Technology Publishing, 2003.

SkillsPro Digital Media. Achieve IC³: Computer Fundamentals, Key Applications, Living Online. Prentice Hall – Pearson, 2004.

Thomson Course Technology. Course ILT: Volume 1 and 2, Student Manual. Thomson Course Technology, 2003.

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

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Demonstration
- C. Students hands-on practice
- D. Individualized instruction
- E. Critical thinking and listening skills
- F. Peer teaching and cooperative learning

EVALUATION

I – COMPUTING FUNDAMENTALS SECTION

SECTION A – Computer Concepts – Pass all assignments and exams on computer concepts with a minimum score of 80%.

SECTION B – Data Processing – Pass all assignments and exams on data processing with a minimum score of 80%.

SECTION C – Data Input and Output – Pass all assignments and exams on data input and output with a minimum score of 80%.

SECTION D – Computer Software – Pass all assignments and exams on computer software with a minimum score of 80%.

SECTION E – Technology as a Problem Solver – Pass all assignments and exams on technology as a problem solver with a minimum score of 80%.

SECTION F – Technology and the Changing Workplace and Society – Pass all assignments and exams on technology and the changing workplace and society with a minimum score of 80%.

SECTION G – Operating Systems – Pass all assignments and exams on operating systems with a minimum score of 80%.

SECTION H – Windows – Pass all assignments and exams on windows with a minimum score of 80%.

SECTION I – The Help System – Pass all assignments and exams on the help system with a minimum score of 80%.

SECTION J – Customizing the Desktop – Pass all assignments and exams on customizing the desktop with a minimum score of 80%.

SECTION K – File Management – Pass all assignments and exams on file management with a minimum score of 80%.

SECTION L – Disks, Folders, and Files – Pass all assignments and exams on disks, folders, and files with a minimum score of 80%.

SECTION M – Shortcuts and Windows Explorer – Pass all assignments and exams on shortcuts and Windows Explorer with a minimum score of 80%.

II – KEY APPLICATIONS

SECTION A – Introduction to Applications – Pass all assignments and exams on introduction to applications with a minimum score of 80%.

SECTION B – Introduction to Word Processing – Pass all assignments and exams on introduction to word processing with a minimum score of 80%.

SECTION C – Editing Documents – Pass all assignments and exams on editing documents with a minimum score of 80%.

SECTION D – Formatting Documents – Pass all assignments and exams on formatting documents with a minimum score of 80%.

SECTION E – Working with Tables – Pass all assignments and exams on working with tables with a minimum score of 80%.

SECTION F – Desktop Publishing – Pass all assignments and exams on desktop publishing with a minimum score of 80%.

SECTION G – Working with Presentation Graphics – Pass all assignments and exams on working with presentation graphics with a minimum score of 80%.

SECTION H – Visual Elements – Pass all assignments and exams on visual elements with a minimum score of 80%.

SECTION I – Spreadsheets – Pass all assignments and exams on spreadsheets with a minimum score of 80%.

SECTION J – Worksheets – Pass all assignments and exams on worksheets with a minimum score of 80%.

SECTION K – Worksheet Formulas – Pass all assignments and exams on worksheet formulas with a minimum score of 80%.

SECTION L – Functions and Formulas – Pass all assignments and exams on functions and formulas with a minimum score of 80%.

SECTION M – Communicating Information with the Worksheet – Pass all assignments and exams on communicating information with the worksheet with a minimum score of 80%.

SECTION N – Databases – Pass all assignments and exams on databases with a minimum score of 80%.

SECTION O – Editing Records and Using Data Forms – Pass all assignments and exams on editing records and using data forms with a minimum score of 80%.

SECTION P – Ordering and Finding Data, Creating Reports and Mailing Labels – Pass all assignments and exams on ordering and finding data, creating reports and mailing labels with a minimum score of 80%.

SECTION Q – Electronic Time Management System – Pass all assignments and exams on electronic time management system with a minimum score of 80%.

III – LIVING ON LINE

SECTION A – Network Concepts – Pass all assignments and exams on network concepts with a minimum score of 80%.

SECTION B – Internet Functions – Pass all assignments and exams on internet functions with a minimum score of 80%.

SECTION C – Internet Applications – Pass all assignments and exams on internet applications with a minimum score of 80%.

SECTION D – Research and the Internet – Pass all assignments and exams on research and the internet with a minimum score of 80%.

SECTION E – Evaluating Electronic Information – Pass all assignments and exams on evaluating electronic information with a minimum score of 80%.

SECTION F – Security and Privacy Issues – Pass all assignments and exams on security and privacy issues 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.
