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

75-35-80

Computer Operations/1: Foundations

Credits: 5   **Hours:** 90

Course Description:
This competency-based course is the first in a sequence of courses designed for computer operation. It provides students with technical instruction and practical experience in basic computer operation. It includes an orientation, workplace safety, resource management, and employability skills. Emphasis is placed on the computer and its parts, computer operating systems, word processing, file management, Internet applications, e-mail, computer ethics and security, and virus and spyware protection. 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:
A minimum reading level of 6.0 as mesured by the TABE D 9/10 reading comprehension test. If the student has not been enrolled in a keyboarding course or has not mastered 25 words per minute, it is recommended that the student be concurrently enrolled in a keyboarding course.

NOTE: For Perkins purposes this course has been designated as an **introductory** 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. 7-16

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. 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. 18

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. 7-16
the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class intended to ensure 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   p. 18

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 ALMA ALVAREZ and 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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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>Computer Operations/1: Foundations</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. ORIENTATION AND SAFETY Understand, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local industry standards. (3 hours)	1. Identify the scope and purpose of the course. 2. Follow classroom policies and procedures. 3. Explain the importance of prioritizing work. 4. Follow classroom and workplace first aid and emergency procedures. 5. Identify the different occupations in the Finance and Business Industry Sector which have an impact on the role of the office computer operator. 6. Describe the purpose of the Occupational Safety and Health Administration (OSHA) and its laws governing computer operators. 7. Describe software copyright laws as they pertain to computers. 8. Define *ergonomics*. 9. Demonstrate sound ergonomic practices in organizing one's workspace. 10. Identify causes, effects, and preventive measures for repetitive strain injuries. 11. Demonstrate correct typing technique and posture. 12. Demonstrate proper keyboard and monitor angle. 13. List the benefits of periodic breaks to stretch and relax. 14. Demonstrate a variety of stretches involving the wrists, neck and shoulders. 15. Demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it. 16. List the benefits of learning keyboard equivalent commands to mouse movements. 17. Pass the safety test with 100% accuracy. 18. Review and sign LAUSD acceptable use policy.	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 12 **CTE Anchor:** Communications: 2.6 Career Planning and Management: 3.0, 3.1, 3.3, 3.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.4 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2 **CTE Pathway:** A1.4, A2.2, A2.3, A3.4, A6.1, A6.2, A7.2, A7.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

B. RESOURCE MANAGEMENT
 	
Understand, apply, and evaluate the basic principles of resource management in a computer operation.
 	
(1 hour)
	1. Define the following:
	  a. resources
	  b. management
	  c. sustainability
	2. Describe the management of the following resources in a computer operation:
	  a. time
	  b. materials
	  c. personnel
	3. List specific examples of effective management of the following resources in a computer operation:
	  a. Time
	  b. materials
	  c. personnel
	4. Identify the following benefits of effective resource management in a computer operation:
	  a. profitability
	  b. sustainability
	  c. company growth
	5. Identify the economic benefits and liabilities of managing resources in an environmentally responsible way.
		Career Ready Practice:
		1, 4, 9, 10, 11
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.2, 5.3, 5.4
		Technical Knowledge and Skills:
		10.1
		
		CTE Pathway:
		A2.1, A2.2, A2.3, A2.4, A3.1, A3.2, A3.3, A3.4, A3.6

C. COMPUTER HARDWARE, TERMINOLOGY AND MEDIA STORAGE
 	
Understand and evaluate the functions of the parts of a computer.
	1. Describe the startup and shutdown process.
	2. Identify the features and functions of the following external parts of a computer:
	  a. button and switches
	    i. optical drive
	    ii. power switch
	    iii. reset button
	    iv. hard drive activity indicator
	  b. connectors and switches
	    i. main power switch
	    ii. PS/2 ports (for keyboard and mouse)
	    iii. 9 pin d-sub connector (for data transfer)
	    iv. 25 pin d-sub connector
	    v. USB port
	    vi. VGA port (video port)
	    vii. on-board LAN (Local Area Network) connector
	    viii. audio connectors
	    ix. HDMI
	    x. DVI
	  c. input devices
	    i. keyboard (including 10 key)
	    ii. mouse
		Career Ready Practice:
		1, 2, 4
		
		CTE Anchor:
		Technical Knowledge and Skills:
		10.1
		
		CTE Pathway:
		A7.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	iii. scanner iv. digital camera v. webcam vi. microphone vii. touchpad/screen viii. digital pen 　d. output devices 　i. monitor 　ii. printer 　iii. speakers 3. Identify the features, functions and care of the following storage devices: 　a. hard drive 　b. USB/flashdrive 　c. optical storage 　d. CDs 4. Describe the function of the Central Processing Unit (CPU). 5. Describe the capabilities of various CPUs on the market and their differences. 6. Explain the function of the following parts of the CPU: 　a. logic/arithmetic unit 　b. control 　c. input/output 　d. temporary/permanent 7. Define Graphic User Interface (GUI). 8. Describe the start menu. 9. Demonstrate the specific uses of the following: 　a. windows 　b. desktop icons 　c. mouse 10. Demonstrate the following: 　a. starting a program 　b. running a program 　c. ending a program 11. Demonstrate manipulating windows by: 　a. maximizing 　b. minimizing 　c. restoring 　d. closing 12. Explain dialogue box components. 13. Define the following: 　a. Random Access Memory (RAM) 　b. Read Only Memory (ROM) 14. Define the following: 　a. bit 　b. byte	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	c. kilobyte (KB) d. megabyte (MB) e. gigabyte (GB) f. terabyte (TB) g. megahertz (mHz) h. gigahertz (gHz) i. pixel j. megapixel k. various network speeds	

D. COMPUTER SOFTWARE, OPERATING SYSTEMS AND VIRUS PROTECTION
 	
Understand, apply, and evaluate the elements of computer operating systems and virus and spy ware protection.
 	
(5 hours)
	1. Define the different software categories:
	    a. software
	    b. demoware
	    c. shareware
	    d. open source
	2. Define operating systems.
	3. Define malware (malicious software.)
	4. Describe the effects of the current types of malware:
	    a. virus
	    b. macro virus
	    c. worm
	    d. Trojan
	    e. hybrid
	    f. adware and spyware
	    g. dialer
	    h. key loggers
	5. Identify the following pre-emptive measures which protect a computer:
	    a. hardware router/firewalls
	    b. software firewalls
	    c. anti-virus software
	    d. anti-malware software
	6. Describe the process of eradicating a virus/malware.
	7. Identify the benefits of creating an anti-virus boot disk.
	8. List the benefits of scheduling virus checking at specified periods of time.
	9. Identify which web functions to continuously check for viruses.
	10. List the penalties imposed on those who send viruses over the web.
		Career Ready Practice:
		1, 7, 8, 11, 12
		
		CTE Anchor:
		Ethics and Legal Responsibilities:
		8.3, 8.4, 8.6, 8.7
		Technical Knowledge and Skills:
		10.1
		
		CTE Pathway:
		A7.2, A7.5

E. INTRODUCTION TO WORD PROCESSING	1. Identify and locate the following on a standard keyboard:
	    a. alphabetic keys
	    b. punctuation keys
		Career Ready Practice:
		1, 2, 3, 4, 10, 11

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

Understand, apply, and evaluate the elements of word processing.	c. numeric keys
	d. special purpose keys
	2. Identify the functions of the following special purpose keys:
	   a. control key
	   b. F1 key (help button)
	   c. shift key
	   d. cap lock key
	   e. delete key
	   f. backspace key
	   g. scroll lock key
	   h. number lock key
	   i. alt key
	   j. page up/page down keys
	   k. home/end keys
	   l. escape key
	   m. enter key
	   n. tab key
	   o. arrow keys
	   p. spacebar
	   q. Windows logo key
	   r. F1 through F12 function keys
	   s. insert key
	   t. pause-break key
	   u. printscreen key
	   v. menu key
	3. Demonstrate opening documents:
	   a. blank documents
	   b. template documents
	4. Demonstrate the following keyboard shortcuts:
	   a. CTRL-C by holding down the control key and pressing the "c" key
	   b. CTRL-A
	   c. CTRL-V
	   d. CTRL-X
	   e. CTRL-S
	   f. CTRL-R
	   g. CTRL-F
	   h. CTRL-Z
	   i. CTRL-Y
	5. List word processing software in use today.
	6. Explain the use of word processing in business.
	7. Input and format text from the keyboard.
	8. Save a document using correct file name to data storage media.
	9. Retrieve information from data storage media.
	10. Edit a document.
		CTE Anchor:
		Communications: 2.5
		Technology: 4.5
		Technical Knowledge and Skills: 10.1
		
		CTE Pathway:
		A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	11. Delete information from a document. 12. Insert information into a retrieved document. 13. Copy and paste text from one part of a document to another. 14. Insert clip art/graphics into a document. 15. Format a document for printing. 16. Proofread and correct errors in preparation for printing. 17. Print the document in both portrait and landscape orientations. 18. Compare the advantages and disadvantages of various types of word processing software.	

F. FILE MANAGEMENT
 	
Understand, apply, and evaluate the elements of file management.
 	
(25 hours)
	1. Demonstrate the use of the applicable operating systems and associated utilities for the following tasks:
	   a. file management
	   b. backup
	   c. recovery
	   d. execution of programs
	2. Identify the advantages and disadvantages of single and multi-user operating systems.
	3. Describe the following:
	   a. folders
	   b. file names
	   c. extensions and their icons
	   d. views
	4. Identify and use proper operating system commands for various file maintenance applications.
	5. Demonstrate the following:
	   a. setting system date and time
	   b. hard disk file management and care
	   c. deleting files
	   d. employing proper commands to check a CD
	   e. backing up and restoring the contents of a hard drive, including CDs and USB drives
	6. Describe the computer's hierarchy, folders, drives and libraries.
	7. Demonstrate the following:
	   a. opening and saving files to/from a particular folder
	   b. searching for files
	   c. creating and naming folders
	   d. navigating to file and folder locations
	   e. creating desktop shortcuts
	   f. deleting and restoring files and folders
	   g. checking properties of drives, folders and files
	8. Identify the task bar and demonstrate how to view and switch through windows.
		Career Ready Practice:
		1, 2, 4, 10
		
		CTE Anchor:
		Communications:
		2.5
		Technical Knowledge and Skills:
		10.1
		
		CTE Pathway:
		A7.1, A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

G. THE INTERNET
 	
Understand and evaluate the role of the internet, search engines, browsers and their applications.
	1. Define Internet Service Provider (ISP).
	2. Describe the general functions of the ISP.
	3. Identify the major ISPs on the market today.
	4. Define the features and functions of the following Internet connections:
	  a. dial-up modem
	  b. Digital Subscriber Line (DSL)
	  c. cable
	  d. fiber optics
	  e. satellite
	  f. wireless carrier
	5. Research and present the advantages and disadvantages of the aforementioned Internet connections in terms of:
	  a. hosting services
	  b. cost
	  c. speed
	  d. maintenance
	6. Define the function of the following:
	  a. search engine
	  b. search
	  c. keyword
	7. Analyze the role of browsers:
	  a. define browsers
	  b. general function of browsers
	  c. identify major browsers in the market today
	  d. identify options to customize browsers
	  e. configure browsers to suit personal preferences
	8. Demonstrate the following:
	  a. using keywords to perform a search
	  b. using multiple keywords
	  c. using the NOT operator
	  d. consulting web directories
	  e. interpreting search results
	  f. finding phone numbers and addresses
	  g. using mega search engines
	  h. saving searches for future use
	  i. identifying unusable words
	9. Demonstrate and practice the use of a search engine.
	10. Define the following:
	  a. phishing
	  b. blog
	  c. social network
	  d. cookies
	  e. wikis
	  f. interactive websites
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.5
		Career Planning and Management: 3.3
		Technology: 4.1, 4.3, 4.6
		Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.6, 8.7
		Technical Knowledge and Skills: 10.1
		
		CTE Pathway:
		A6.1, A7.4, A7.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

(10 hours)	11. Demonstrate navigating the Internet to:
	   a. find homework help
	   b. design a résumé
	   c. post a résumé on the web
	   d. compile job listings
	12. Demonstrate making travel reservations over the Internet.
	13. Identify online consumer resources.
	14. Describe the importance of transaction security.
	15. Demonstrate Internet searches to access the following:
	   a. social networks
	   b. latest news, weather, and sports
	   c. federal and state government and educational sites	

H. E-MAIL
 	
Understand, apply, and evaluate the elements of electronic mails.
 	
(3 hours)
	1. Define the following:
	   a. electronic mail (e-mail)
	   b. attachment
	2. Demonstrate the following e-mail techniques:
	   a. accessing the Internet
	   b. performing login access to an e-mail account
	   c. addressing e-mail
	   d. composing an e-mail message
	   e. sending an e-mail message
	   f. sending an e-mail attachment
	   g. receiving e-mails
	   h. replying an e-mail message
	   i. forwarding an e-mail message
	   j. creating an address book of friends and work associates
	   k. creating customized folders to retain e-mail messages
	   l. deleting unwanted e-mail
	3. Define the following:
	   a. spam
	   b. junk mail
	   c. filter
	   d. netiquette
	4. Describe the function of filters.
	5. Identify precautions when receiving and opening an e-mail attachment.
	6. Perform the following netiquette:
	   a. avoidance of typing in capital letters
	   b. sending small text files, no excessive files or images
	   c. sending or posting plain text messages, not the Hyper Text Markup Language (HTML) version
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10
		
		CTE Anchor:
		Communications: 2.1, 2.3, 2.4, 2.5
		Technology: 4.2
		Health and Safety: 6.6, 6.8
		Responsibility and Flexibility: 7.7
		Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7
		Technical Knowledge and Skills: 10.1, 10.2
		
		CTE Pathway:
		A3.3, A6.1, A7.2, A7.4, A7.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

I. COMPUTER ETHICS AND SECURITY
 	
Understand, apply, and evaluate the ethical and security implications with the increased use of computers.
 	
(3 hours)
	1. Define the following:
	   a. intellectual property
	   b. copyright
	   c. copyright infringement
	   d. privacy
	   e. piracy
	   f. electronic theft
	2. Describe the importance of security in using computers.
	3. Cite reasons for protecting computers and their information.
	4. Identify ways that computer crime is being prevented.
	5. Describe the impact of computer use in the work environment.
	6. Identify areas of independence provided by computer technology.
	7. Identify areas of dependence caused by computer technology.
	8. Describe the impact of privacy issues and computer crimes such as copyright infringements, and electronic theft (money, goods, and data) in the economy.
	9. Describe the impact of unsecured computer networks on the following occupations:
	   a. finance
	   b. travel
	   c. education
	   d. research
	   e. business
	   f. communication
	   g. manufacturing
	   h. entertainment
	   i. medicine
	   j. information access
	10. Research and present examples of computer abuse and crimes in business.
	11. Discuss social networking as it relates to security and issues of privacy.
		Career Ready Practice:
		1, 2, 4, 5, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.5, 2.6
		Technology: 4.1, 4.3, 4.4
		Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7
		Technical Knowledge and Skills: 10.1
		
		CTE Pathway:
		A7.2, A7.4, A7.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

J. EMPLOYABILITY SKILLS
 	
Understand, apply, and evaluate the employability skills required for entry level employment.
	1. List 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. Identify potential employers through traditional and Internet sources.
	3. Design sample résumés.
	4. Explain the importance of filling out a job application legibly, with accurate and complete information.
	5. Complete sample job application forms correctly.
	6. Explain the importance of enthusiasm on a job
	7. . Explain the importance of appropriate appearance on a job.
	8. Explain the importance of the continuous upgrading of job skills.
	9. Identify customer service as a method of building permanent relationships between the organization and the customer.
		Career Ready Practice:
		2, 3, 6, 7, 9, 11, 12
		
		CTE Anchor:
		Communications:
		2.1, 2.2, 2.3, 2.4, 2.5, 2.6
		Career Planning and Management:
		3.1, 3.2, 3.8
		Technology:
		4.1
		Health and Safety:
		6.7
		Responsibility and Flexibility:
		7.2, 7.7
		Leadership and Teamwork:
		9.5, 9.6, 9.7
		Technical Knowledge and Skills:
		10.1, 10.2, 10.8
		Demonstration and Application:
		11.1, 11.2, 11.3, 11.4, 11.5
		
		CTE Pathway:
		A3.3

(5 hours)		

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Downing, Douglas. Dictionary of Computer and Internet Terms. Barron's Educational Series, Incorporated, 2009.

Friedman, Jack. Dictionary of Business Terms. Barron's Educational Series, Incorporated, 2007.

Gollmann, Dieter. Computer Security. Wiley, John and Sons, Incorporated, 2006.

Shelly, Gary B., Thomas J. Cashman and Misty E. Vermaat. Discovering Computers: Fundamentals. Cengage Learning, 2006.

Stolins, Russel. Welcome to the World of Computers, 3rd Edition. Labyrinth Publications.

RESOURCES

Employer Advisory Board members

Employment Development Department

LAUSD Acceptable Use Policy

Free e-mail access: www.gaggle.net

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

RESOURCE PERSONS

CTE advisor

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A.   Lectures and discussion

B.   Demonstrations

C.   Individualized instruction

D.   Multimedia presentations

E.   Critical thinking and listening skills

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

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

SECTION C – Computer Hardware, Terminology and Media Storage – Pass all assignments and exams on computer hardware, terminology, and media storage with a minimum score of 80% or higher.

SECTION D – Computer Software, Operating Systems and Virus Protection – Pass all assignments and exams on computer operating systems and virus protection with a minimum score of 80% or higher.

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

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

SECTION G – The Internet – Pass all assignments and exams on the internet with a minimum score of 80% or higher.

SECTION H – E-mail – Pass all assignments and exams on e-mail with a minimum score of 80% or higher.

SECTION I – Computer Ethics and Security – Pass all assignments and exams on computer ethics and security with a minimum score of 80% or higher.

SECTION J – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

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.