

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Computer Applications 2**

Date: November 2003

Subject Area: Technology

Proposed Grade Level(s): 10 & 11

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Computer Applications 1

BRIEF COURSE DESCRIPTION:

In this course, students will learn the most important topics of Microsoft Office XP. Students are first presented with a quick review of Office Suite, Windows, and Internet Explorer. Next, students will learn more advanced skills for Word, Excel, Access, and PowerPoint; each application is covered in four units. Students will learn how to use Object Linking and Embedding (OLE) to create integrated Office documents in four units dispersed between the Excel, Access, Word, and Power Point sections. The last section of the course provides an overview of FrontPage and Publisher.

GENERAL GOALS AND PURPOSES:

This course is designed to be an advanced study in computer applications, WWW components, and presentation manager. Special emphasis on career opportunities in the field of technology will be incorporated throughout the curriculum. An added bonus of case studies allows students to become familiar with applicable business tasks essential to real-world application. The program contains interesting, real-world projects with varying degrees of difficulty, designed to help students practice and apply important software skills learned in Computer Applications 1.

STUDENT READING COMPONENT:

Students will be required to read technical manuals, internet-based learning activities, online resources, multimedia presentations, portfolios, pre-and post-evaluations, textbooks, and other reference materials pertaining to technology and will demonstrate their understanding and expertise in a variety of ways. These include mastery of computer applications, vocabulary, organizing and recording what is read in note taking and summaries, concept reviews, extending ideas from text and visual media using prior knowledge and experiences, locating information in a text, finding main ideas and supporting points. The student creates and critiques a variety of functional documents by analyzing the design and formatting techniques of various documents (e.g., spreadsheets, financial reports, newsletters, brochures, etc.) The students work independently and collaboratively with various resource materials showing evidence of self-assessment and goal setting.

STUDENT WRITING COMPONENT:

Students will be required to write and present reports describing methods of research, data collection and problem solving. Spreadsheets, reports, newsletters, brochures, story-boards, career portfolios, and slide

presentations will be incorporated throughout the curriculum. Students will maintain portfolios of work generated throughout the course and develop an exit project demonstrating all competencies learned.

STUDENT ORAL COMPONENT:

Students will be required to give oral presentations throughout the school year. These presentations will be developed in conjunction with multimedia projects on an advanced level, taking advantage of the powerful integration capabilities of Office Suite, sophisticated video presentations, and group project presentations, which will reflect activities conclusive of each unit of instruction.

DETAILED UNITS OF INSTRUCTION:

Office XP:

- A quick, but thorough review of Microsoft Office XP, the collection or suite of programs used to produce a wide variety of documents and to communicate on the Internet.

Word 2002:

- Creating and Formatting Tables
- Illustrating Documents with Graphics
- Creating a Web Site
- Merging Word Documents

Excel 2002:

- Working with Formulas and Functions
- Managing Workbooks and Preparing Them for the Web
- Automating Worksheet Tasks
- Using Lists (versus database)

Integration:

- Integrating Word, and Excel (Linking, Embedding, Hyperlinks)

Access 2002:

- Modifying a Database Structure
- Creating Multiple Table Queries
- Developing Forms and Subforms
- Sharing Information and Improving Reports

Integration:

- Integrating Word, Excel, and Access

PowerPoint 2002:

- Customizing Your Presentation
- Enhancing Charts
- Working with Embedded and Linked Objects and Hyperlinks
- Using Advanced Features

FrontPage 2002:

- Getting Started with FrontPage
- Creating a Web Site

Integration:

- Integrating Word, Excel, Access, and PowerPoint

Publisher 2002:

- Getting Started with Publisher 2002
- Working with Text and Graphics
- Creating a Web Publication

The curriculum utilizes a real-world case study throughout the program and introduces the kinds of activities that students will encounter when working with the process of solving problems. Project files and case studies, with many international examples, provide a great variety of interesting and relevant business applications for skills. Independent challenges offer case projects requiring critical thinking and application of the unit skills, which increase in difficulty becoming open-ended, requiring more independent problem solving. (E-Quest, Web focus requires use of the World Wide Web to conduct research to complete projects.) Last, a Visual Workshop requires that a file be created without step-by-step guidance, involving independent problem solving.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSSE AND/OR FCUSD EXIT EXAM IN:

This course will support the mathematics and English language arts components of the high school exit exam. Through the detailed units of instruction, students will:

- Use technology to routinely and efficiently use online information resources to meet needs of collaboration, research, publications, communications and productivity.
- Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
- Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
- Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs.
- Collaborate with peers, experts, and others to contribute a content-related knowledge base by using technology to compile, synthesize and produce and disseminate information, models and other creative works.
- Investigate and apply expert systems, intelligent agents and simulations in real-world mathematical situations.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Please see Appendix, Business Core Standards.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-directed Learners:** Students will plan, evaluate, work in teams, and execute technology projects. Students will employ technology in the development of strategies for solving problems in the real world.
- **Effective Communicators:** Students will incorporate communication skills (oral and written) to present and assemble projects. Students will use telecommunications to collaborate, publish and interact with peers, experts and other audiences.
- **Quality Producers/Performers:** Students will work in collaborative groups, in teams, and independently to produce projects incorporating appropriate technologies. Students will use technology to locate, evaluate, and collect information from a variety of sources.
- **Constructive Thinkers:** Students will question various media, evaluate on-line resources and research, synthesize information, and use technology for solving problems and making informed decisions.
- **Collaborative Workers:** Students will work collaboratively to use technology tools to enhance learning, increase productivity, and promote creativity. Students will use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative work.
- **Responsible Citizens:** Students will use technology resources for solving problems and making informed decisions. They will understand the ethical, cultural, and societal issues related to technology and practice responsible use of technology systems, information, and software.

Appendix

Challenge Standards / California Department of Education

1.0 BUSINESS CORE

1.1 Business Communications (C): Students will understand communications as applied to personal and professional situations. They will demonstrate competency by selecting and using appropriate forms of communications in a variety of situations.

1.1.1 Diversity - demonstrate the ability to work and communicate effectively with persons of different ethnicities and culturally diverse backgrounds

1.1.2 Effectiveness - compose oral and written business communications that demonstrate the use of critical thinking, decision making and problem solving skills

1.1.3 Ethics - discuss ethics and the need for confidentiality, loyalty, integrity and honesty in communicating with business associates

1.1.4 Methods of Communication - demonstrate the use of various methods of communications; research, compose and orally present information using appropriate technology

1.1.5 Nonverbal Communications - identify and use nonverbal communications in a group activity

1.1.6 Oral Communications - orally present information using appropriate language, style and format; utilize different communication techniques to address the intended audience appropriately

1.1.7 Systems - use systems thinking to discuss the impact of cultural, organizational, technological and behavioral characteristics on the selection of communication strategies and methods

1.2 Business Environment (C): Students will understand the development and structure of business environments. They will demonstrate competency by identifying the dynamic components of business structure and its relationship to the global business environment.

1.2.1 Business ethics - define business ethics and explain the importance of ethical standards and social responsibilities in the business environment

1.2.2 Business Law - describe the sources of law, the structure of the court systems and ways in which these laws apply to basic consumer and business transactions

1.2.3 Business Ownership - identify the major types of business organizations

1.2.4 Competitive Environment - explain the economic effects of competition on a business in an international marketplace

1.2.5 Entrepreneurial Concepts - identify the characteristics of an entrepreneur and describe the role of an entrepreneurship in the private enterprise system

1.2.6 Environmental Issues - describe the impact of environmentally sound business practice in a global economy

1.2.7 International Trade - investigate the challenges and opportunities of international trade in both large and small businesses

1.2.8 Interrelationships of Business Operations - discuss the interrelationships between different business lines as they relate to finance, tax, operations, human resources, marketing, production, management, and the legal environment

1.3 Career Preparation (C): Students will understand the career preparation and job acquisition skills required for employment, professional growth, and employment transitions in the field of business occupations. They will demonstrate competency by researching career options, applying job acquisition skills, preparing job search documentation and modeling appropriate workplace demeanor.

1.3.1 Career Exploration – explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan for life long learning

1.3.2 Employment Transitions – analyze the effects of job changes, including the impact of unemployment

1.3.3 Goal Setting – identify steps for setting goals and write personal goals and objectives

- 1.3.4 Interest Assessment – Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities
- 1.3.5 Job Acquisition – Develop job acquisition documents and interview skills
- 1.3.6 Job Retention – Identify appropriate work attitudes and behaviors

1.5 Employability Skills (C): Students will understand the factors essential to a productive workforce in a culturally diverse global environment. They will demonstrate competency by identifying the skills which positively affect productivity.

- 1.5.1 Adapting to Change - provide a workplace example of constantly changing environment and discuss how employees should incorporate lifelong learning as a career goal.
- 1.5.2 Conflict Resolution - demonstrate skills necessary to resolve disagreements in a professional manner
- 1.5.3 Diversity-describe and compare cultural differences as related to work styles
- 1.5.4 Occupational Safety - discuss safety practices and develop a plan to maintain a work environment in a safe and secure manner
- 1.5.5 Positive Attitude - role play a work situation to demonstrate positive working relationships with customers, employers and employees
- 1.5.6 Teamwork - develop the ability to work in teams by participating in group activities
- 1.5.7 Time Management - define ethics and explain how standards and scruples affect human relations
- 1.5.8 Work ethics - define ethics and explain how standards and scruples affect human relations

1.6 Information Technologies (C): Students will understand technology used in business. They will demonstrate competency by utilizing technology to access, manipulate, and produce information.

- 1.6.1 Applications - utilize a variety of software programs to manipulate, analyze, and produce data.
- 1.6.2 Computer Operations - demonstrate proper use and care of equipment
- 1.6.3 Document Processing - create, format, and produce documents
- 1.6.4 Global Communications - discuss the skills necessary for communicating in an international, pluralistic business environment
- 1.6.5 Information Resources - use electronic media, manuals, and tutorials as resources to access information
- 1.6.6 Presentation - develop and produce presentations by utilizing electronic media
- 1.6.7 Problem Solving - solve problems effectively by utilizing appropriate technology
- 1.6.8 Social issues - discuss the technological issues of ethics and etiquette as they relate to emerging technologies and the impact on society
- 1.6.9 Technology Innovations - examine the role of technology in future business applications
- 1.6.10 Telecommunications - use technology to transmit and receive information

1.7 Leadership Development (C): Students will understand the personal qualities that are the basis for developing leadership skills. They will demonstrate competency by identifying and using leadership skills in a variety of individual and group work situations.

- 1.7.1 Communications - select and use modes of communications appropriate to various employee/employer situations
- 1.7.2 Decision Making - apply a rational decision-making process to solve common business problems in a dynamic environment
- 1.7.3 Ethics - identify ethical considerations in the workplace and demonstrate appropriate behavior in a business setting
- 1.7.4 Motivation - demonstrate self-motivation and use motivation techniques in classroom and small group situations.
- 1.7.5 Personal Qualities - describe personal such as integrity, loyalty, honesty and self esteem; discuss their importance in being an effective leader and team member.
- 1.7.6 Planning - identify the steps necessary to produce desired results and effect change