**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**COMPUTER APPLICATIONS**

**Date: March 2018**                                    **Course Length: One Year/Term**
**Proposed Grade Level(s): 9-12**            **Subject Area: Career Technical Education**
**Grading: A-F**                                                     **Credits: 5.0 per semester**

**CTE Sector / Pathway: Business and Finance / Business Management**
**Prerequisite(s): None**
**Intent to Pursue 'A-G' College Prep Status: No**
**A-G Course Identifier:  N/A**

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**COURSE DESCRIPTION:**

This course is designed to enhance computer literacy in order for students to become College and Career Ready. Emphasis will be placed on professional forms of communication in the business world.  Units to include: keyboarding technique, speed and accuracy, word processing, desktop publishing, spreadsheets, and presentations using the Microsoft Office programs (Word, Excel, Publisher, and PowerPoint.) The emphasis is placed upon problem solving, document preparation, and computer literacy; functions and operations of the Internet, email etiquette tips and techniques, concepts of Windows operating systems and security.  Career pathway research and employability skills will be a major thread throughout the curriculum.

**GENERAL GOALS/ESSENTIAL QUESTIONS:**

Projects will allow students to become familiar with applicable business tasks essential to real-world applications with varying degrees of difficulty. They are designed to help students practice and apply important technology and software skills.

Upon successful completion of this course, the student will be able to:
- Maintain proper technique and appropriate posture while keyboarding.
- Improve keyboarding accuracy and speed on a three minute timed assessment.
- Create professional business documents (letters, reports, newsletters, and tables) using Microsoft Word.
- Create documents of data including formulas (spreadsheets and charts) using Microsoft Excel.
- Apply proper technique and proficiency of the 10-key calculator of the keyboard.
- Create professional slides and presentations (including giving dynamic oral presentations) using Microsoft PowerPoint.
- Create business publications (flyers, newsletters, and cover sheets) using Microsoft Publisher.
- Create integrated projects using a variety of software applications and appropriate Internet searches.
- Understand tips and techniques for appropriate emailing.
- Understand operating system basics, managing files and folders, and basic security protocols.
- Conduct career interest surveys, conduct college searches, update portfolio and high school four-year plans, and demonstrate knowledge of job interviewing techniques.

Essential questions for students will include:
- What source should be used to communicate effectively given a particular scenario?
- What knowledge and skill is needed to produce high-quality work for any career industry?
- How to effectively manage time and effort to meet deadlines?

- What soft skills are needed to become an effective collaborative worker and leader?
- What is required to uphold ethical and legal standards in the workplace?
- What courses and plan of action is needed to successfully enter a college major or career field?

## DETAILED UNITS OF INSTRUCTION:

### Unit I:  Introduction to Computers
- Keyboarding (enhance speed, accuracy, and technique)
- Posture (importance of appropriate workstation ergonomics)
- Internet (search techniques, critique of sources, and reliable sources)
- E-mail (do's and don'ts of email etiquette, attaching documents, converting attachments, scheduling using the calendar, adding contacts, and use of group contacts)
- Operating Systems (managing files and folders, control panel, and security basics)

### Unit II:  Word Processing
- Creating, formatting and editing documents (letters, reports, and newsletters)
- Illustrating documents with graphics and shapes
- Using a variety of existing software templates
- Creating and formatting tables
- Utilizing mail merge

### Unit III:  Desktop Publishing
- Introduction to desktop publishing
- Introduction to Adobe Photoshop (designing graphics and texts for documents)
- Working with text and graphics
- Creating brochures, newsletters, and flyers

### Unit IV:  Spreadsheets
- Creating spreadsheets
- Working with formulas and functions
- Creating charts
- Managing workbooks
- Working with multiple worksheets
- Using lists and filters

### Unit V:  Presentation and Job Interviewing Skills
- Creating and customizing a presentation regarding job interviewing techniques
- Researching and utilizing online templates and themes
- Inserting text, graphics, sound, and animations
- Working with linked objects and hyperlinks
- Using advanced features
- Perfecting oral presentation skills while teaching a specific topic of the job interview process (use of projector, wireless presenter remote, and layout of the room)

## TEXTBOOKS AND RESOURCE MATERIALS:

**Primary Textbook:**
Vermatt, Misty.  *Microsoft Office 2013, Introductory 1ˢᵗ Edition.*  Cengage Learning, 2013.

**Resource Materials:**
Students will use a variety of Internet sites to research and obtain information for many of their assignments.

## COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

**Key Ideas and Details**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Reading Range / Text Complexity**
10. Read and comprehend complex literary and informational texts independently and proficiently.

## COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

**Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.

**Research to Build Knowledge**

7. Conduct short, as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12)

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

## CTE STANDARDS FOR CAREER READY PRACTICE

1. Apply appropriate technical skills and academic knowledge.
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity.
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and

using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.

5. <u>Utilize critical thinking to make sense of problems and persevere in solving them</u>.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. <u>Practice personal health and understand financial literacy.</u>
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. <u>Act as a responsible citizen in the workplace and the community</u>.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. <u>Model integrity, ethical leadership, and effective management</u>.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. <u>Work productively in teams while integrating cultural and global competence.</u>
Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. <u>Demonstrate creativity and innovation</u>.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices

11. <u>Employ valid and reliable research strategies</u>.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. <u>Understand the environmental, social, and economic impacts of decisions</u>.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

# CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS

1.0     Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

2.0     Communications: Students will acquire and accurately use 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: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0     Technology: Students will 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: Students will 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: Students 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: Students will 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: Students will 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: Students will 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 FBLA, DECA, and SkillsUSA career technical student organizations.

10.0    Technical Knowledge and Skills: Students will 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: Students 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.

# CTE PATHWAY STANDARDS TO BE ADDRESSED

A1.0 Explain entrepreneurship and the fundamentals of developing a new business.
   A1.1 Recognize personal traits and leadership style of entrepreneurs and business leaders.
   A1.3 Develop personal management skills to function effectively, efficiently, and collaborative in a business environment.
A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.
   A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.
A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
   A3.1 Explain the organizational structure of various business environments.
A5.0 Analyze financial data in order to make short-term and long-term decisions.
   A5.6 Create and use budgets to guide financial decision making.

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

    A7.4 Integrate appropriate use of the Internet in business.

    A7.5 Investigate data security systems for business.

## 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.

- **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 in pairs on numerous projects to enhance learning, increase productivity, and promote creativity.

- **Effective Communicators:** Students will incorporate communication skills (oral and written) to present and assemble projects. Students will use appropriate technology to collaborate, publish, and interact with peers, experts, and other audiences.

- **Quality Producers/Performers:** Students will work in small 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.

- **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.

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