EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Computer Technology I (Course #464)	
Course Description: This course is recommended for all students, especially incoming freshmen. The course will introduce word processing, desktop publishing, spreadsheets, graphics, presentation software, database, Internet use, and e-mail.	
Length of Course:	Semester
Grade Level:	9 - 12
Credit: 　　　5 credits each semester 　　☒ Meets graduation requirements 　　❑ Request for UC "a-f" requirements 　　☒ College Prep 　　❑ Elective 　　☒ Vocational	
Prerequisites:	None
Department(s):	Business
District Sites:	EDHS, ORHS, PHS, UMHS
Board of Trustees Adoption Date:	5-9-00
Textbook(s)/Instructional Materials:	*Microsoft Office 2000: Introductory Concepts and Techniques* Shelly, Cashman, Vermatt
Date Adopted by the Board of Trustees:	5-23-00

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(Number and Page notations are congruent with the Technology Standards and Competencies for all students and the English-Language Arts Content Standards)

NATIONAL STANDARD #1
Basic operations and concepts necessary for students. • Students demonstrate a sound understanding of the nature and operation of technology systems *(Page 5)* • Students are proficient in the use of technology *(Page 5)*
BENCHMARKS
• Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence) *(Number 5, Page 9)* • Make informed choices among technology systems, resources, and services *(Number 2, Page 9)*
COMPUTER SKILL AND APPLICATION COMPETENCIES
1. Format a disk. *(Number 1-12, Page 15, Basics)* 2. Close a program properly and shut down. 3. Access, retrieve, print, save, and delete a file. 4. Using a find command, locate a file from disk, computer, and network. 5. Rename, copy, move a file from one location to another; computer or network. 6. Organize files within folders in a logical order. 7. Copy and paste. 8. Back-up files. 9. Understand extensions on files and web sites. 10. Use a scanner and CD-ROM (Microphones, digital cameras, and fax machines will be added as funds are available). 11. Share a document from a network. 12. Set appropriate margins, tabs. *(Numbers 13-21, Page 15, Word Processing; English/Language Arts Content Standards, 1.5)* 13. Create headers, footers, footnotes. *(English/Language Arts Content Standards, 1.7)* 14. Set tabs. 15. Create columns. 16. Use inside advanced formatting features, such as paragraph, superscript, subscript, bold, underlining. 17. Use spell check and grammar check features to assume proper use of spelling and grammar. *(English/Language Arts Content Standards, 1.4)* 18. Use appropriate page breaks, section breaks, and column breaks. 19. Create outlines, incorporating tables and charts. *(Requested by EDHS Social Science Department)* 20. Create MLA formatted documents. *(English and Social Science Departments have requested this be covered; English/Language Arts Content Standards, 1.7)* 21. Create block business letters with tables. *(English/Language Arts Content Standards, 2.5)* 22. Type a 3 minute timing at 30 words per minute. *(Page 15, Basics)* 23. Format cells, using relative and absolute addresses within a file. *(Numbers 22-23, Page 16, Spreadsheets)* 24. Create charts from spreadsheet data that communicate data/relationships effectively. 25. Common formats for lab reports which include spreadsheets and graphs. *(Requested by EDHS Science Department)*

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NATIONAL STANDARD #2
Social, ethical, and human issues regarding technology. • Students understand the ethical, cultural, and societal issues related to technology • Students practice responsible use of technology systems, information, and software • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity *(Page 5)*
BENCHMARKS
• Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information *(Number 4, Page 9)* • Analyze advantage and disadvantages of widespread use and reliance of technology in the work place and in society as a whole *(Number 3, Page 9)*
COMPUTER SKILL AND APPLICATION COMPETENCIES
1. Be aware of moral, legal, and ethical issues regarding use of technology and electronic information. *(Numbers 1-2, Page 15, Basics)* 2. Adhere to the District's appropriate use policy, follow copyright requirements, and avoid plagiarism. 3. Evaluate sources for reliability, credibility, and relevance. *(Page 16, Research)*

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NATIONAL STANDARD #3
Using technology resources as a tool for productivity. • Students use technology tools to enhance learning, increase productivity, and promote creativity *(Page 5)* • Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works *(Page 5)*
BENCHMARKS
• Evaluate technology based options, including distance and distributed education, for lifelong learning *(Number 6, Page 9)* • 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 work place needs *(Number 1, Page 9)*
COMPUTER SKILL AND APPLICATION COMPETENCIES
1. Plan and develop a multimedia presentation. *(Numbers 1-4, Page 16, Multimedia/Desktop Publishing; English-Language Arts Content Standards 1.14, 2.6)* 2. Use design and style choices appropriately. 3. Integrate appropriate graphics, tables, sound, and video. 4. Using desktop publishing design, create and publish business cards, flyers, brochures. *(English-Language Arts Content Standards 1.8)* 5. Use inside advanced formatting features such as colored text, borders, text shading. *(Page 15, Word Processing)*

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NATIONAL STANDARD #4
Using technology resources as a tool for communication. • Students use telecommunications to collaborate, publish, and interact with peers • Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences *(Page 5)*
BENCHMARKS
• Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity *(Number 7, Page 9)*
COMPUTER SKILL AND APPLICATION COMPETENCIES
1. Create and edit a resume. *(Page 15, Word Processing; English-Language Arts Content Standards 2.5)* 2. Export spreadsheet to word processing and presentation software. *(Page 16, Spreadsheets; English-Language Arts Content Standards 1.9)* 3. Create newsletters with columns and graphics. *(Page 16, Desktop Publishing)* 4. Design and publish a web page that incorporates hypertext links, graphics, appropriate format, and navigational devices for academic purposes. *(Page 16, Multimedia)*

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NATIONAL STANDARD #5
Using technology resources as a tool for research.   • Students use technology to locate, evaluate, and collect information from a variety of sources   • Students use technology tools to process data and report results   • Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks *(Page 5)*
BENCHMARKS
• Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning *(Number 8, Page 9)*
COMPUTER SKILL AND APPLICATION COMPETENCIES
1. Develop effective search strategies and be able to use subject guides, key words, and Boolean techniques. *(Numbers 1-7, Page 16, Research; English-Language Arts Content Standards, 2.6)*   2. Locate, evaluate, and utilize information effectively from the Internet and other electronic resources, including periodical databases.   3. Cite sources in a variety of media correctly.   4. Use e-mail to communicate effectively with a variety of audiences and for a variety of purposes. *(English-Language Arts Content Standards, 2.1)*   5. Identify sources of career and college information.   6. Know terminology: e-mail, Telnet, newsgroups, browsers, search engines, URLs, history files, and bookmarks.   7. Sort and query existing database to obtain specific information and interpret results. *(Numbers 8-13, Page 16, Database)*   8. Demonstrate ability to sort and query using more than one field.   9. Plan and create a simple database that organizes information for personal and shared use.   10. Format reports to communicate information effectively.   11. Create forms for consistent data entry.   12. Understand terminology: field, sort, query, found set, summary field, calculated field, auto-created field, numeric vs. text field.   13. Create spreadsheets, including formulas and functions to analyze data and explore cause and effect relationships. *(Page 16, Spreadsheets)*

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NATIONAL STANDARD #6
Using technology resources as a tool for problem solving and decision making. • Students use technology resources for solving problems and making informed decisions • Students employ technology in the development of strategies for solving problems in the real world *(Page 5)*
BENCHMARKS
• Investigate and apply expert systems, intelligent agents, and simulations in real world situations *(Number 9, Page 9)* • Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works *(Number 10, Page 9)*
COMPUTER SKILL AND APPLICATION COMPETENCIES
1. Select representative works for an electronic portfolio to submit to an employer or college admissions office. *(Page 16, Multimedia/Desktop Publishing)* 2. Use logical steps to eliminate possible reasons for common problems. *(Numbers 2-3, Page 15, Basics)* 3. Select the best tool for the task to be completed.