

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course of Study Information Page**

Course Title: Computer Technology IV (Course #483)	
Course Description: Computer Technology III and IV are each semester courses that together equal a one year course (one-half year term at UMHS). Advanced techniques in word processing, presentation graphics, spreadsheet, Internet training/research, and web design will be presented. May be repeated for credit. Many colleges are requiring a computer class for entry. This course is recommended for all career paths.	
Length of Course:	Semester
Grade Level:	9 - 12
Credit: 5 credits each semester <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Vocational	
Prerequisites:	Computer Technology III with a grade of "C" or better or teacher approval.
Department(s):	Business
District Sites:	EDHS, ORHS, PHS, UMHS, IHS
Board of Trustees Adoption Date:	5-9-00
Textbook(s)/Instructional Materials:	<i>Office 2000: Advanced Concepts and Techniques Shelly, Cashman, Vermatt</i>
Date Adopted by the Board of Trustees:	5-23-00

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**Computer Technology IV**

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<b>NATIONAL STANDARD #1</b>
Basic operations and concepts necessary for students. <ul style="list-style-type: none"><li>• Students demonstrate a sound understanding of the nature and operation of technology systems (<i>Page 5</i>)</li><li>• Students are proficient in the use of technology (<i>Page 5</i>)</li></ul>
<b>BENCHMARKS</b>
<ul style="list-style-type: none"><li>• Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence) (<i>Number 5, Page 9</i>)</li><li>• Make informed choices among technology systems, resources, and services (<i>Number 2, Page 9</i>)</li></ul>
<b>COMPUTER SKILL AND APPLICATION COMPETENCIES</b>
<ol style="list-style-type: none"><li>1. Add an outside border with color and shading to a paragraph.</li><li>2. Common formats for lab reports which include spreadsheets and graphs. (<i>Requested by EDHS Science Department</i>)</li><li>3. Review outlines incorporating tables and charts. (<i>Requested by EDHS Social Science Department</i>)</li><li>4. Review MLA formatted documents. (<i>EDHS English and History Departments have requested this be covered</i>) (<i>English-Language Arts Content Standards, 1.7</i>)</li><li>5. Review previously developed resume. (<i>English-Language Arts Content Standards, 2.5</i>)</li></ol>

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<b>NATIONAL STANDARD #2</b>
Social, ethical, and human issues regarding technology. <ul style="list-style-type: none"><li>• Students understand the ethical, cultural, and societal issues related to technology</li><li>• Students practice responsible use of technology systems, information, and software</li><li>• Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity <i>(Page 5)</i></li></ul>
<b>BENCHMARKS</b>
<ul style="list-style-type: none"><li>• Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information <i>(Number 4, Page 9)</i></li><li>• Analyze advantage and disadvantages of widespread use and reliance of technology in the work place and in society as a whole <i>(Number 3, Page 9)</i></li></ul>
<b>COMPUTER SKILL AND APPLICATION COMPETENCIES</b>
<ol style="list-style-type: none"><li>1. Be aware of moral, legal, and ethical issues regarding use of technology and electronic information. <i>(Numbers 1-2, Page 15, Basics)</i></li><li>2. Adhere to the District's appropriate use policy, follow copyright requirements, and avoid plagiarism.</li><li>3. Evaluate sources for reliability, credibility, and relevance. <i>(Page 16, Research)</i></li></ol>

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<b>NATIONAL STANDARD #3</b>
Using technology resources as a tool for productivity. <ul style="list-style-type: none"><li>• Students use technology tools to enhance learning, increase productivity, and promote creativity (<i>Page 5</i>)</li><li>• Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works (<i>Page 5</i>)</li></ul>
<b>BENCHMARKS</b>
<ul style="list-style-type: none"><li>• Evaluate technology based options, including distance and distributed education, for lifelong learning (<i>Number 6, Page 9</i>)</li><li>• 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 (<i>Number 1, Page 9</i>)</li></ul>
<b>COMPUTER SKILL AND APPLICATION COMPETENCIES</b>
<ol style="list-style-type: none"><li>1. Draw a 3-D Cone chart.</li><li>2. Use WordArt to create a title.</li><li>3. Create and modify lines and objects.</li><li>4. Create a WordArt drawing object.</li><li>5. Format a WordArt drawing object.</li><li>6. Add ruling lines above and below paragraphs.</li><li>7. Insert the current date into a document. (<i>English-Language Arts Content Standards, 1.14, 2.6</i>)</li><li>8. Create an interactive document.</li><li>9. Create a slide using action buttons and hyperlinks.</li><li>10. Modify an organization chart.</li><li>11. Hide a slide.</li><li>12. Automatically add a summary slide.</li><li>13. Run a slide show to display a hidden slide and activate an interactive document.</li></ol>

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<b>NATIONAL STANDARD #4</b>
Using technology resources as a tool for communication. <ul style="list-style-type: none"><li>• Students use telecommunications to collaborate, publish, and interact with peers</li><li>• Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences (<i>Page 5</i>)</li></ul>
<b>BENCHMARKS</b>
<ul style="list-style-type: none"><li>• Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity (<i>Number 7, Page 9</i>)</li></ul>
<b>COMPUTER SKILL AND APPLICATION COMPETENCIES</b>
<ol style="list-style-type: none"><li>1. Format a document into multiple columns.</li><li>2. Justify a paragraph. (<i>English-Language Arts Content Standards, 1.8</i>)</li><li>3. Format a character as a dropped capital letter.</li><li>4. Insert a column break.</li><li>5. Link an object to a Word document.</li><li>6. Place a vertical rule between columns.</li><li>7. Change character spacing.</li><li>8. Shade a paragraph.</li><li>9. Balance columns.</li><li>10. Insert a picture into a document.</li><li>11. Position a graphic between columns.</li><li>12. Use the Format Painter button.</li><li>13. Place a border on a page.</li></ol>

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<b>NATIONAL STANDARD #5</b>
Using technology resources as a tool for research. <ul style="list-style-type: none"><li>• Students use technology to locate, evaluate, and collect information from a variety of sources</li><li>• Students use technology tools to process data and report results</li><li>• Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks (<i>Page 5</i>)</li></ul>
<b>BENCHMARKS</b>
<ul style="list-style-type: none"><li>• Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning (<i>Number 8, Page 9</i>)</li></ul>
<b>COMPUTER SKILL AND APPLICATION COMPETENCIES</b>
<ol style="list-style-type: none"><li>1. Create and use a template.</li><li>2. Use the ROUND function.</li><li>3. Utilize custom format codes.</li><li>4. Define, apply, and remove a style.</li><li>5. Copy data among worksheets in a workbook.</li><li>6. Drill an entry through worksheets.</li><li>7. Add a worksheet to a workbook.</li><li>8. Create formulas that use 3-D references to cells in different sheets in a workbook. (<i>English-Language Arts Content Standards, 1.9</i>)</li><li>9. Summarize data using consolidation.</li><li>10. Add comments to cells.</li><li>11. Add a header or footer to a workbook.</li><li>12. Set print titles and options.</li><li>13. Use the Find and Replace commands.</li><li>14. Consolidate data by linking workbooks.</li><li>15. Use the Look-up Wizard to create a look-up field.</li><li>16. Use the Input Mask Wizard to create an input mask.</li><li>17. Update a field using an input mask.</li><li>18. Use a Look-up Wizard field.</li><li>19. Add a control for a single field to a report.</li><li>20. Add a calculated control to a report.</li><li>21. Add a control for a single field to a form.</li><li>22. Create a macro.</li><li>23. Add actions and comments to a macro.</li><li>24. Modify arguments in a macro.</li><li>25. Create a copy of a macro.</li><li>26. Run a macro.</li><li>27. Create a switchboard.</li><li>28. Modify switchboard pages.</li><li>29. Modify switchboard items.</li><li>30. Use a switchboard.</li><li>31. Continue developing skills to research effectively on the Internet. (<i>English-Language Arts Content Standards, 2.6</i>)</li></ol>

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<b>NATIONAL STANDARD #6</b>
Using technology resources as a tool for problem solving and decision making. <ul style="list-style-type: none"><li>• Students use technology resources for solving problems and making informed decisions</li><li>• Students employ technology in the development of strategies for solving problems in the real world (<i>Page 5</i>)</li></ul>
<b>BENCHMARKS</b>
<ul style="list-style-type: none"><li>• Investigate and apply expert systems, intelligent agents, and simulations in real world situations (<i>Number 9, Page 9</i>)</li><li>• 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 (<i>Number 10, Page 9</i>)</li></ul>
<b>COMPUTER SKILL AND APPLICATION COMPETENCIES</b>
<ol style="list-style-type: none"><li>1. Select the best tool for the task to be completed.</li><li>2. Merge form letters to e-mail addresses. (<i>English-Language Arts Content Standards, 2.1</i>)</li><li>3. Integrate an Excel Worksheet to a Word document.</li><li>4. Object linking and embedding.</li><li>5. Integrating Excel worksheet data into an Access database.</li></ol>