

**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Course of Study Information Page**

COURSE TITLE <b>Computer Fundamentals</b>			
DISTRICT COURSE NUMBER <b>#0765Z</b>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <b>2450</b>	
Rationale:	This course will offer 9th – 12th graders, who are in special education, the opportunity to learn new and to improve existing computer technology skills. The course will be taught in a standards based format using technology tools and resources for managing and communicating personal and professional information that will be applicable throughout their education and their careers.		
Course Description that will be in the Course Directory:	This two semester computer fundamentals course integrates activities in order to develop research, problem solving, and communication skills, through individual and group projects that will be taught at a level and speed conducive to the learning needs of special education students. Students will learn to improve or develop keyboarding skills, create and edit documents using computer applications (Word, Excel, Multi-media/DesktopPublishing), and use the Internet to access information. This course does not address all the standards necessary for a high school diploma; however, the course may be taken as preparation for the general education computer technology class, or may stand alone as elective credit for a high school certificate of graduation.		
How Does this Course align with or meet State and District content standards?	How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) – Using the National Profile for Technology, Literate Students and the El Dorado County Technology Competencies, this computer application class will be taught in the following areas: Computer Basics, Word Processing, Organization of Desktop and Files, Creating a spreadsheet, Research, Multi-media/Desktop publishing and Computer Safety.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input checked="" type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors:  (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: <b>5 per semester</b> <input type="checkbox"/> Meets graduation requirements (subject _____) <input type="checkbox"/> Request for UC "a–g" requirements CSU/UC requirement _____		<input type="checkbox"/> College Prep
Prerequisites:	None		

Department(s):	Special Education
District Sites:	All
Board of Trustees COS Adoption Date:	5/14/2013
Textbooks / Instructional Materials:	TBD (2013-2014)
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	NA

### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title: Computer Fundamentals-(S) #0765Z**

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EDTC: El Dorado Technical Competencies  
 NP: National Profile  
 ITSE: International Society for Technology in Education

## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#1 - Computer Basics**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

EDCT 3-5

- 1) Keyboarding
- 2) Use both hands in proper position, sit in proper position, use proper fingering
- 3) Use correct spacing between words, after commas, and after periods
- 4) Use tab to indent
- 5) Key 10 wpm
- 6) Use appropriate vocabulary, including (but not limited to): network, hard drive, desktop, software, hardware, CD-ROM drive, file icon, double-click, drag, pull-down menus, server
- 7) Copy and paste

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Learn basic keyboarding
- 2) Learn proper hand and body positioning
- 3) Use correct spacing between words and punctuation
- 4) Use tabs to indent
- 5) Key a minimum of 10 wpm
- 6) Use appropriate computer vocabulary
- 7) Copy and paste
- 8) Use "help" feature/function

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Software tutorial for keyboarding
- 2) Timed keyboarding tests
- 3) Daily warm-up practices
- 4) Visuals for proper hand and body placement
- 5) Covered keyboard practice
- 6) Workbook exercises
- 7) Edit a pre-existing document
- 8) Class discussion
- 9) Role-playing
- 10) Demonstrations
- 11) Teacher designed tests

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Skills assessment
- 4) Evaluate completed projects
- 5) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style and re-teach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.

## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#2 - Organizing Desktop and Files**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

EDTC 3-5

- 1) Save files, distinguish between Save and Save As and choose location to save
- 2) Locate, retrieve and save files on school network
- 3) Properly shut down a computer
- 4) Identify icons for files, programs folders, and storage devices
- 5) Resize windows, change the view of a window
- 6) Create/delete folders
- 7) Copy a file to a storage device and backup files to another storage device
- 8) Check printer for proper paper positioning and load paper into different printers
- 9) Use page/print previews before printing
- 10) Use the undo command when necessary
- 11) Use help menus, tutorials and manuals

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Learn how to organize a computer
- 2) Can view and rename files and folders
- 3) Create/delete folders
- 4) Find and organize folders
- 5) Find and organize files
- 6) Copy and back up file to a storage device
- 7) Use proper printing and printer procedure
- 8) Locate, retrieve and save files on school network
- 9) Use help menus, tutorials and manuals
- 10) Use undo command
- 11) Use web-based and cloud storage

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Demonstrations
- 2) Projects
- 3) Graphic organizers
- 4) Skill review
- 5) Worksheets
- 6) Set up sample file folders
- 7) Visuals
- 8) Create personal manual of terms
- 9) Organize pre-existing desktop
- 10) Manage personal documents and photos

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Skills assessment
- 4) Evaluate completed projects
- 5) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style and re-teach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.

## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#3 - Word Processing**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

EDTC 9-12

- 1) Create and edit a document using a word processing program
- 2) Set appropriate margins, tabs, headers and footers
- 3) Create columns
- 4) Integrate appropriate graphics, tables, etc. into document
- 5) Use spell check and grammar check features to assure proper use of spelling and grammar
- 6) Create and edit a résumé

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Create and edit a written document
- 2) Format pages/documents
- 3) Create tables and columns
- 4) Integrate appropriate graphics into document
- 5) Use spell and grammar check
- 6) Create and edit a résumé
- 7) Format a document in MLA style

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Format a pre-existing document and create/format new documents
- 2) Create a business form
- 3) Create a résumé
- 4) Create a table of contents
- 5) Create a flyer and/or brochure
- 6) Write newspaper articles
- 7) Type handwritten essay (MLA style)
- 8) Write a letter
- 9) Practice use of spell and grammar check
- 10) Create a work cited page or list of references
- 11) Create a data table

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Skills assessment
- 4) Evaluate completed projects
- 5) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style and re-teach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.

## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#4 - Creating a Spreadsheet**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

National Profile 9-12 (5): Use technology tools and resources for managing and communicating personal/professional information

El Dorado Technical Competencies 6-8

- 1) Create, enter and edit formulas
- 2) Select and format spreadsheet data for printing
- 3) Generate charts from spreadsheet data

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Create and edit a written document
- 2) Format pages/documents
- 3) Create tables and columns
- 4) Integrate appropriate graphics into document
- 5) Use spell and grammar check

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Format a pre-existing document
- 2) Create a business form
- 3) Create a table of contents
- 4) Practice use of spell and grammar check
- 5) Create a data table

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Skills assessment
- 4) Evaluate completed projects
- 5) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style and re-teach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.



## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#5 – Research**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

NP 6-8 (8): Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems

NP 9-12 (5): Use technology tools and resources for managing and communicating personal/professional information

EDTC 6-8

- Increase ability to access, evaluate, and use information effectively
- Access electronic information from: CD-ROM encyclopedias and the Internet, including web pages, newsgroups, and e-mail

International Society for Technology in Education (ISTE)

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Students:

- Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
4. Critical Thinking, Problem-Solving & Decision-Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Access online and CD-ROM encyclopedias/materials
- 2) Access library database
- 3) Use appropriate Web browsers and search engines
- 4) Learn how to set-up, send and receive e-mails
- 5) Learn a variety of methods to search for information
- 6) Create graphs and charts from data
- 7) Learn how to analyze information
- 8) Evaluate validity/reliability of websites

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Create a grocery list
- 2) Create a budget
- 3) Create an address book
- 4) Create a calendar
- 5) Collect personal data and create spreadsheet
- 6) Visuals
- 7) Samples
- 8) Direct teaching
- 9) Demonstrations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Skills assessment
- 4) Evaluate completed projects
- 5) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style and re-teach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.

## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#6 - Multi-Media and Desktop Publishing**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

NP 6-8 (6) Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom

NP 9-12 (5) Use technology tools and resources for managing and communicating personal/professional information

EDTC 9-12

- Students will be able to plan, develop and deliver a multi-media presentation using appropriate hardware/software and information that integrates text, images/graphics, sound and video
- Students will be able to use DTP program to design, create, and publish: Business cards, flyers, and brochures incorporating graphics and a newsletter with columns and graphics.

International Society for Technology in Education (ISTE)

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.
- c. Use models and simulations to explore complex systems and issues.
- d. Identify trends and forecast possibilities.

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. Interact, collaborate and publish with peers, experts, or others employing a variety of digital environments or media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Contribute to project teams to produce original works or solve problems.

4. Critical Thinking, Problem-Solving & Decision-Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Learn to lay out a page
- 2) Use clip art and create their own art
- 3) Format an outline through PowerPoint and Publisher
- 4) Learn to use drawing tools
- 5) Integrate appropriate graphics, tables, sound, formatted text, transition and timing.
- 6) Use design and style choices appropriately

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Create a flyer or business card
- 2) Create a newsletter
- 3) Create a PowerPoint presentation
- 4) Teacher/student demonstration
- 5) Research topic with presentation in multimedia format
- 6) Make travel brochure
- 7) Design a children's book with pictures
- 8) Create a Web page

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Skills assessment
- 4) Evaluate completed projects
- 5) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style and re-teach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.

## EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Computer Fundamentals - (S)**

Course Number: **#0765Z**

Unit Title: **#7 – Computer Safety**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ITSE: #5:

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

5.0 Problem Solving and Critical Thinking: Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, problem-solving techniques.

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

EDCT 3-5

- Students will be aware of moral, legal, and ethical issues re: use of technology and electronic information
- Students will adhere to the district's appropriate use policy, follow copyright requirements, and avoid plagiarism (CA Requirements for Acceptable Use Policies)

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- 1) Computer Hardware Safety: firewalls, virus protection programs, malware, spyware, phishing
- 2) Internet safety: cyber-bullying, stalking, identity theft, fraudulent information, website and personal authenticity, chatrooms and blogs
- 3) Knowledge of legal, social and ethical issues

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- 1) Students will create a Public Service Announcement on Internet Safety Presentation
- 2) "Pause Before You Post"
- 3) projects
- 4) worksheets
- 5) create poster, flyer, brochure or newspaper article
- 6) direct teaching
- 7) internet based lessons
- 8) demonstrations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- 1) Teacher observation
- 2) Evaluate student work samples/assignments
- 3) Evaluate completed projects
- 4) Alternate forms of assessment per student IEP needs

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments. Evaluate student learning style, and re-teach using manipulative, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc. Review basic concepts and redo in simpler format.