

# Course Outline

Business and Finance

February/2022

## Job Title

Computer Operator

## Career Pathway:

Business Management

## Industry Sector:

Business and Finance

## O\*NET-SOC CODE:

43-9061.00

## CBEDS Title:

Business Communications

## CBEDS No.:

4623

**75-50-65**

## Maintenance Supervisor: Computer Essential Practices

**Credits:** 5

**Hours:** 60

### Course Description:

This competency-based course is designed to prepare students with basic computer fundamentals using the latest software in Operating Systems, word processing, and spreadsheets. Emphasis will be placed on virtual communication platforms such as Email, Zoom and other online applications. Additionally, this course will include soft skills, employability skills, job search, and resume preparation. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

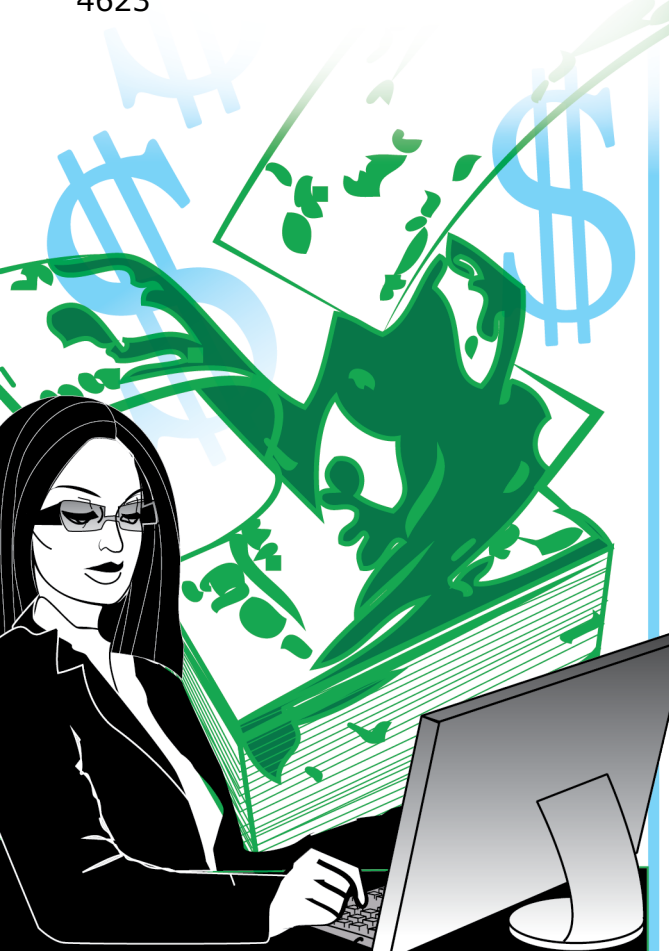
### Prerequisites:

None.

**NOTE:** For Perkins purposes this course has been designated as an **introductory/concentrator** course.

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Building and Grounds Worker (Fundamentals) (79-75-50), Maintenance Supervisor: Computer Essential Practices (75-50-65), Maintenance Supervisor: Scheduling Practices (79-75-80), and Maintenance Supervisor: Supervisory Practices (79-75-85).

This course **cannot** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
*(continued)*

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class intended to ensure the student will learn at an optimum level.

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Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to MANUEL ENRIQUEZ, EDWARD SANCHEZ, and AARON SAENZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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## **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

### **Business and Finance Industry Sector Knowledge and Performance Anchor Standards**

#### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Business and Finance 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**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### **4.0 Technology**

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**

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**

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**

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**

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**

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 Future Business Leaders of America (FBLA) career technical student organization.

#### **10.0 Technical Knowledge and Skills**

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**

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, and through the Future Business Leaders of America (FBLA) career technical student organization.

***Business and Finance  
Pathway Standards***

**A. Business Management Pathway**

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

**Sample occupations associated with this pathway:**

- ◆ Human Resources Specialist
- ◆ Education Administrator
- ◆ Purchasing Agent
- ◆ Office Manager
- ◆ Chief Financial Officer

- A1.0 Explain entrepreneurship and the fundamentals of developing a new business.
- A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.
- A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
- A4.0 Apply economic concepts as they relate to business.
- A5.0 Analyze financial data in order to make short-term and long-term decisions.
- A6.0 Explain the importance of risk management and regulatory compliance in business.
- A7.0 Utilize information and technology tools to conduct business effectively and efficiently.
- A8.0 Construct a Marketing Plan.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Maintenance Supervisor: Computer Essential Practices course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>A. ORIENTATION AND SAFETY</b></p> <p>Understand, apply, and evaluate on-line classroom and workplace policies and safety procedures according to federal, state, and local industry standards.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Review and sign the LAUSD acceptable use policy.</li> <li>2. Describe the purpose of the Occupational Safety and Health Administration (OSHA)</li> <li>3. Review office ergonomics to prevent injuries.</li> <li>4. Review resource and time management and its importance to the successful operation of an organization.</li> <li>5. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 10, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.2, 2.3 Communications: 5.2, 5.4 Health and Safety: 6.2, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.9 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A3.3, A6.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p><b>B. INTRODUCTION TO VIRTUAL/ONLINE MEETINGS</b></p> <p>Understand, apply, and evaluate the elements of online meetings.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Online Video Conferencing (WEB) Meetings: <ol style="list-style-type: none"> <li>a. Open application</li> <li>b. Log into a meeting</li> <li>c. Host a meeting</li> <li>d. Join a meeting</li> <li>e. Leave a meeting</li> <li>f. Change meeting settings</li> </ol> </li> <li>2. Online Meeting Etiquette: <ol style="list-style-type: none"> <li>a. Mute On/Off</li> <li>b. Video On/Off</li> <li>c. Raise hand</li> <li>d. Use chat box</li> <li>e. Use reactions</li> <li>f. Change a virtual background</li> <li>g. Record meetings</li> </ol> </li> <li>3. Meeting Settings <ol style="list-style-type: none"> <li>a. Explore various meeting settings</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.3, 2.4 Technology: 4.2 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.1</p>
<p><b>C. INTRODUCTION TO BASIC ELEMENTS OF OPERATING SYSTEMS</b></p> <p>Basic elements of computer operating systems.</p>	<ol style="list-style-type: none"> <li>1. Introduction to Operating Systems: <ol style="list-style-type: none"> <li>a. Touch screen and a mouse</li> <li>b. Features of the mouse</li> <li>c. Touchpad/trackpad</li> <li>d. Scroll with touchpad/mouse</li> <li>e. Keyboard shortcuts</li> <li>f. Start an operating system</li> <li>g. Sign into an account</li> <li>h. Explore the Desktop</li> <li>i. Sign out of an account</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.3, 2.6 Health and Safety: 6.6</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A7.1, A7.2
<p><b>D. WORD PROCESSING: ESSENTIAL CONCEPTS AND SKILLS</b></p> <p>Understand, apply, and evaluate word processing apps, and document Settings.</p>	<ol style="list-style-type: none"> <li>1. Word processing elements and app:             <ol style="list-style-type: none"> <li>a. Run an App using the Start Menu and create a blank document</li> <li>b. Maximize a window</li> <li>c. Use a document window, ribbon, and elements common to apps</li> <li>d. Display a different tab on the ribbon</li> </ol> </li> <li>a. Rename/move/delete a file</li> <li>2. Changing Document Settings:             <ol style="list-style-type: none"> <li>a. Run a word processing program and specify settings</li> <li>b. Modify styles</li> <li>c. Adjust line and paragraph spacing</li> <li>d. Use copy and paste feature</li> </ol> </li> <li>3. Inserting a Header and Footer:             <ol style="list-style-type: none"> <li>a. Switch from header to footer</li> <li>b. Insert a page number</li> <li>c. Close the header</li> </ol> </li> <li>4. Entering Text and Related Elements:             <ol style="list-style-type: none"> <li>a. Enter text</li> <li>b. Display formatting marks</li> <li>c. Zoom page width</li> <li>d. Spelling and grammar check as you type</li> <li>e. Navigating a document</li> </ol> </li> <li>5. Formatting Paragraphs and Characters:             <ol style="list-style-type: none"> <li>a. Font, font sizes and themes</li> <li>b. Format a paragraph</li> <li>c. Select a line</li> <li>d. Change font, color, and size of selected text</li> <li>e. Use a mini tool bar to format text</li> </ol> </li> <li>6. Inserting and Formatting a Picture in a Document:             <ol style="list-style-type: none"> <li>a. Insert a picture</li> <li>b. Zoom a document</li> <li>c. Resize a graphic</li> </ol> </li> <li>7. Page Enhancements             <ol style="list-style-type: none"> <li>a. Add a page border</li> <li>b. Change spacing before and after paragraphs</li> <li>c. Center page contents vertically</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 10</p> <p><b>CTE Anchor:</b>            Academics: 1.0            Communications: 2.3, 2.6            Health and Safety: 6.6            Technical Knowledge and Skills: 10.1, 10.3            Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ul style="list-style-type: none"> <li>d. Save a document and exit word processing software</li> <li>e. Different layouts</li> <li>8. Working with Tables:               <ul style="list-style-type: none"> <li>a. Insert a table</li> <li>b. Enter data in a table</li> <li>c. Apply a table style</li> <li>d. Resize table columns to fit table contents</li> <li>e. Select a column</li> <li>f. Insert a row in a table</li> <li>g. Merge cells</li> </ul> </li> <li>9. Document Properties:               <ul style="list-style-type: none"> <li>a. Change document properties</li> <li>b. Print, save and organize files.</li> <li>c. Create a folder</li> <li>d. Create a folder within a folder</li> <li>e. Expand a folder, scroll through folder contents, and collapse a folder</li> <li>f. Switch from one app to another</li> <li>g. Save a file in a folder</li> <li>h. Navigate dialog boxes</li> <li>i. Minimize and restore a window</li> <li>j. Sign in an out of an account</li> </ul> </li> </ul>	
<p><b>E. SPREADSHEETS: ESSENTIAL CONCEPTS AND SKILLS</b></p> <p>Understand, apply, and evaluate the elements of creating worksheets charts.</p>	<ul style="list-style-type: none"> <li>1. Introduction to the spreadsheets App               <ul style="list-style-type: none"> <li>a. To Create a New Document</li> <li>b. To Run App and Open a File</li> <li>c. Unique Features of Excel</li> <li>d. To Enter a Worksheet Title</li> <li>e. To Save a File</li> <li>f. To exit the spreadsheets App.</li> </ul> </li> <li>2. Worksheets with Formulas and Functions               <ul style="list-style-type: none"> <li>a. Entering Titles and Numbers into the Worksheet</li> <li>b. To Enter the Worksheet Title and Subtitle</li> <li>c. To Enter the Column Titles</li> <li>d. To Enter the Row Titles</li> <li>e. To Change the Sheet Tab Name and Color</li> <li>f. Filters</li> </ul> </li> <li>3. Formatting the Worksheet               <ul style="list-style-type: none"> <li>a. Font Style, Size, and Color</li> <li>b. To Change a Cell Style</li> <li>c. To Change the Font Style/size/color</li> <li>d. To Center Cell Entries across Columns by Merging Cells</li> <li>e. To Format Rows Using Cell Styles</li> <li>f. To Format Numbers in the Worksheet</li> <li>g. To Adjust the Column Width</li> <li>h. Other Ways to Select Cells</li> </ul> </li> <li>4. Calculating a Sum               <ul style="list-style-type: none"> <li>a. To Sum a Column of Numbers using AutoSum</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 10</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.5 Communications: 5.1,5.2,5.3,5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> <li>5. Using the Fill Handle to Copy a Cell to Adjacent Cells               <ol style="list-style-type: none"> <li>a. To Copy a Cell to Adjacent Cells in a Row</li> <li>b. To Calculate Multiple Totals at the Same Time</li> <li>c. To Copy a Cell to Adjacent Cells in a Row</li> </ol> </li> <li>6. Correcting Errors               <ol style="list-style-type: none"> <li>a. Correcting Errors while Entering Data into a Cell</li> <li>b. Clearing a Cell or Range of Cells</li> <li>g. Clearing the Entire Worksheet</li> <li>h. Order of Operations</li> <li>i. To Copy a Range of Cells across Columns to an Adjacent Range Using the Fill Handle</li> <li>j. To Apply a Cell Style to the Column Headings and Format the Total Rows</li> <li>k. To Format Dates and Center Data in Cells</li> <li>l. To Apply an Accounting Number Format and Comma Style Format Using the Ribbon</li> <li>m. To Apply a Currency Style Format with a Floating Dollar Sign Using the Format Cells Dialog Box</li> <li>n. To Apply a Percent Style Format and Use the Increase Decimal Button</li> <li>o. To Change the Worksheet's Margins, Header, and Orientation in Page Layout View</li> <li>p. To save changes to a worksheet</li> <li>q. To Print a Worksheet</li> <li>r. To Print a Section of the Worksheet</li> </ol> </li> </ol>	
<p><b>F. EMAIL: ESSENTIAL CONCEPTS AND SKILLS</b></p> <p>Understand, apply and evaluate the elements of Outlook.</p>	<ol style="list-style-type: none"> <li>1. Introduction to E-mail Outlook</li> <li>2. Setting up an Email               <ol style="list-style-type: none"> <li>a. Parts of an email address</li> <li>b. Navigation bar options</li> <li>c. Open an email data file</li> <li>d. Signature line</li> <li>e. Set language preferences</li> </ol> </li> <li>3. Composing and Sending Email Messages               <ol style="list-style-type: none"> <li>a. Compose email messages</li> <li>b. Email etiquette</li> <li>c. Send an email message</li> <li>d. Email messages travel from sender to receiver</li> </ol> </li> <li>4. Working with Incoming Messages               <ol style="list-style-type: none"> <li>a. View an email message in the reading pane</li> <li>b. Open an email message in a window</li> <li>c. Viewing unknown emails, attachments, links, spam, junk, phishing, etc.</li> <li>d. Preview and save an attachment</li> <li>e. Open an attachment</li> <li>f. Print an email message</li> <li>g. People pane</li> <li>h. Describe and demonstrate how to change the view of the people pane</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b> Academics; 1.0 Communications: 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.8 Technology: 4.2 Health and Safety: 6.6 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.3, 8.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>5. Responding to Messages               <ol style="list-style-type: none"> <li>a. Reply to an email message</li> <li>b. Reply vs Reply All</li> <li>c. Autoreply</li> <li>d. Message format</li> <li>e. Change the message format</li> <li>f. Spell check and grammar</li> <li>g. Save and close an email message</li> <li>h. To draft and close an email message</li> <li>i. Open a saved email message</li> <li>j. Attach a file to an email message</li> <li>i. Set message importance and send the message</li> <li>j. Forward an email message</li> </ol> </li> <li>6. Organizing Messages using Folders               <ol style="list-style-type: none"> <li>a. Create a new folder in the inbox folder</li> <li>b. Move an email message to a folder</li> <li>c. Delete an email message</li> <li>d. Describe and demonstrate how to work within the mailbox</li> <li>e. View mailbox size</li> </ol> </li> <li>7. Online Calendar, Appointments, Events, and Meetings Calendars:               <ol style="list-style-type: none"> <li>a. Configure the online calendar</li> <li>b. Calendar window</li> <li>c. Calendar items</li> <li>d. Create a calendar folder</li> <li>e. Navigate the calendar</li> <li>f. Go to a specific date</li> <li>g. Display the calendar in work week view</li> <li>h. Display the calendar in week view</li> <li>i. Display the calendar in month view</li> <li>j. Display calendar in schedule view</li> <li>k. Add holidays to the default calendar</li> <li>l. Create and edit appointments</li> </ol> </li> <li>8. Creating Appointments in the Appointment Area               <ol style="list-style-type: none"> <li>a. Create a one-time appointment using the appointment area</li> <li>b. Organize the calendar with color categories</li> <li>c. Assign a color category to an appointment</li> <li>d. Create appointments using the appointment window</li> <li>e. Set appointment options</li> <li>f. Change the status of an appointment</li> <li>g. Set a reminder for an appointment</li> <li>h. Create recurring appointments</li> <li>i. Set recurring options for an appointment</li> <li>j. Add more recurring appointments</li> <li>k. Save an appointment</li> <li>l. Use natural language phrasing</li> <li>m. Create an appointment using natural language phrases</li> <li>n. Edit appointments</li> <li>o. Describe and demonstrate how to move an appointment to a different time on the same day</li> </ol> </li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A7.2, A7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>p. Move an appointment to a different date</li> <li>q. Delete a single occurrence of a recurring appointment</li> <li>9. Scheduling Events               <ul style="list-style-type: none"> <li>a. Create a one-time event in an appointment window</li> <li>b. Delete a one-time event</li> <li>c. Create a recurring event using the appointment window</li> <li>d. Move a recurring event to a different day</li> </ul> </li> <li>10. Scheduling Meetings:               <ul style="list-style-type: none"> <li>a. View calendars in overlay mode</li> <li>b. View and dock the peek calendar</li> <li>c. Create and send a meeting request</li> <li>d. Change the time of a meeting and send an update</li> <li>e. Reply to a meeting request</li> </ul> </li> <li>11. Printing Calendars in Different Views:               <ul style="list-style-type: none"> <li>a. Print the calendar in weekly calendar style</li> <li>b. Change the calendar view to list view</li> <li>c. Print the calendar in list view</li> </ul> </li> </ul>	
<p><b>G. RESUME PREPARATION &amp; EMPLOYABILITY SKILLS</b></p> <p>Understand, apply, and evaluate the employability skills required for entry level employment</p>	<ul style="list-style-type: none"> <li>1. List employer requirements for the following:               <ul style="list-style-type: none"> <li>a. Punctuality &amp; attendance</li> <li>b. Soft Skills</li> <li>c. Work ethic</li> <li>d. Communication</li> <li>e. Teambuilding activities</li> </ul> </li> <li>2. Create a Resume</li> <li>3. Complete an on-line job application</li> <li>4. Interview skills to get the job               <ul style="list-style-type: none"> <li>a. Do's and don'ts for job interviews</li> <li>b. How to dress for the job</li> </ul> </li> <li>5. Explain the importance of the continuous upgrading of job skills.</li> <li>6. Identify customer service as a method of building permanent relationships between the organization and the customer.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b> Academics 1.0 Communications: 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning: 3.1, 3.2, 3.3, 3.8, 3.9 Technology: 4.2 Problem Solving and Critical Thinking: 5.2 5.4 Responsibility and Flexibility: 7.2, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.7 Leadership and Teamwork: 9.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Technical Knowledge: 10.1, 10.2, 10.8 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A3.3, A7.4

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Downing, Douglas, A., Dictionary of Computer and Internet Terms, 10<sup>th</sup> Edition. Barron's Educational Series, Incorporated, 2009.

Friedman, Jack, P. Dictionary of Business Terms. Barron's Educational Series, Incorporated, 2007.

Gollmann, Dieter. Computer Security, 3<sup>rd</sup> Edition. Wiley, John and Sons, Incorporated, 2006.

Jennifer T. Campbell; Steven M. Freund; Mark Frydenberg; Mary Z. Last; Philip J. Pratt; Susan L. Sebok; Misty E. Vermaat. Discovering Computers & Office 365™ & Office 2016: A Fundamental Combined Approach, 1<sup>st</sup> Edition. Cengage Learning, 2017.

Stolins, Russel. Welcome to the World of Computers, 5<sup>th</sup> Edition. Labyrinth Publications.

### **RESOURCES**

Employer Advisory Board members

Employment Development Department

LAUSD Acceptable Use Policy

CDE Model Curriculum Standards for Business and Finance  
<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

### **COMPETENCY CHECKLIST**

## **TEACHING STRATEGIES and EVALUATION**

### **METHODS AND PROCEDURES**

- A. Lectures and discussion
- B. Online Demonstrations
- C. Individualized instruction/Online support
- D. Multimedia presentations
- E. Critical thinking and listening skills

### **EVALUATION**

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Introduction to Virtual/Online Meetings - Pass all assignments and exams on virtual/online meetings with a minimum score of 80% or higher.

SECTION C – Introduction to Basic Elements of Operating Systems - Pass all assignments on the basic elements of the operation systems with a minimum score of 80% or higher.

SECTION D – Word Processing: Essential Concepts and Skills - Pass all assignments on word processing with a minimum score of 80% or higher.

SECTION E - Spreadsheets: Essential Concepts and Skills - Pass all assignments on spreadsheets with a minimum score of 80% or higher.

SECTION F – E-mail: Essential Concepts and Skills - Pass all assignments on email with a minimum score of 80% or higher.

SECTION G – Resume Preparation and Employability Skills – Pass all assignments and exams on resume preparation and employability skills with a minimum score of 80% or higher.



Los Angeles Unified School District  
Acceptable Use Policy (AUP) for District Computer Systems  
Information for Students and Parents

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*This Acceptable Use Policy was adopted by the Board on April 25, 2006*

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

**Acceptable Uses of the LAUSD Computer Network or the Internet**

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

**Unacceptable Uses of the Computer Network or Internet**

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

• **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**

1. Using another's account password(s) or identifier(s);
2. Interfering with other users' ability to access their account(s); or
3. Disclosing anyone's password to others or allowing them to use another's account(s).

• **Using the network or Internet for commercial purposes:**

1. Using the Internet for personal financial gain;
2. Using the Internet for personal advertising, promotion, or financial gain; or
3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

**Student Internet Safety**

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

**Penalties for Improper Use**

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

**Disclaimer**

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Los Angeles Unified School District.

Date: \_\_\_\_\_

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Legal

Parent/Legal

Guardian Name: \_\_\_\_\_

Guardian Signature: \_\_\_\_\_

*Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access*

## ***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 performing 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: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. 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 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 they 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. Utilize critical thinking to make sense of problems and persevere in solving them**

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 a problem and, once agreed upon, follow through to ensure the problem is resolved.

### **6. Practice personal health and understand financial literacy.**

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. Act as a responsible citizen in the workplace and the community.**

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 they 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. Model integrity, ethical leadership, and effective management.**

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. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

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. Employ valid and reliable research strategies.**

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. Understand the environmental, societal, and economic impacts of decisions.**

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.

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Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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