

COMPUTER APPLICATIONS I

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

COMPUTER APPLICATIONS I

Grade Levels: 9, 10, 11, 12
Course Code: 492490

Prerequisite: Keyboarding

Course Description: Computer Applications I is a one-semester course designed to provide students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills necessary to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders and shading, fonts, and paragraph and line searching. The fundamentals in use of scanners, graphics and Word Art are applied to documents. Internet searching skills and citing Internet sources are stressed with these applied to a simple PowerPoint presentation. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets using basic formulas and functions, and create a simple graph or chart.

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Unit 1: Introduction to Windows, Computer Systems, and Networks

Hours: 3

Terminology: Access keys, Application software, Cursor, Default, Folder, Hardware, Maximize, Minimize, Mouse, Network, Password, Restore, Shortcut, Software, Standalone, System software, Taskbar, Text file, Windows

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|--|--|--|---------------------------------------|----------------------|---|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | Application | | Skill Group | Skill | Description |
| 1.1 Define terminology | 1.1.1 Prepare a list of terms with definitions | | Foundation | Writing | Uses words appropriately [1.6.21] |
| 1.2 Explain the correct start-up and shut-down procedure using Windows on a standalone or network system | 1.2.1 Start up and shut down the hardware correctly | | Foundation | Listening | Listens to follow directions [1.2.6] |
| | | | | Speaking | Applies/Uses technical terms as appropriate to audience [1.5.2] |
| 1.3 Identify the purpose and location of the special keys on a keyboard | 1.3.1 Use function, movement, and other special keys appropriately | | Foundation | Listening | Comprehends ideas and concepts related to special keys on a keyboard [1.2.1] |
| 1.4 Define <i>folder</i> | 1.4.1 Create folders, and open, save, and move documents in them | | Foundation | Listening | Comprehends ideas and concepts related to creating folders [1.2.1] |
| | | | Thinking | Knowing how to Learn | Evaluates oral information/presentation [1.2.2] Applies new knowledge and skills to working with folders [4.3.1] |
| 1.5 Explain the purpose of network login and network password | 1.5.1 Log in to a network, and change a password (for network systems) | | Foundation | Listening | Evaluates oral information/presentation [1.2.2] |
| | | | | Speaking | Communicates a thought, idea, or fact in spoken form [1.5.5] |
| 1.6 Explain ways to get into the software using the Windows operating system | 1.6.1 Open software using a shortcut and through the Start menu | | Foundation | Reading | Uses appropriate materials and techniques as specified [1.3.20] |
| 1.7 Explain the use of shortcut keys, access keys, and Tab in moving through Windows without a mouse | 1.7.1 Use Ctrl, access keys, and Tab to move in a Windows program | | Foundation | Reading | Uses appropriate materials and techniques as specified [1.3.20] |
| | | | Thinking | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.1] Comprehends ideas and concepts related to special keys [4.5.2] |

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | |
|---|---|---------------------------------------|--------------|---|--|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | |
| Knowledge | Application | Skill Group | Skill | Description | |
| 1.8 Use the mouse to move and access Windows features | 1.8.1 Use the mouse to move through a program, to drag and drop, to move the active window, and to click and double click | Thinking | Reasoning | Comprehends ideas and concepts related to special keys [4.5.2] | |
| 1.9 Explain the difference among minimize, restore, maximize, and close and their relationship to the taskbar | 1.9.1 Move between open documents/ programs using the minimize, restore, maximize, and close icons and by clicking on the taskbar | Thinking | Reasoning | Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.1] | |
| 1.10 Explain the proper ways to exit software | 1.10.1 Exit software through the menu and through the close (X) icon | Thinking | Reasoning | Uses the appropriate material and techniques as specified [1.3.20] | |
| 1.11 Explain the difference among open, close, save, and save as in a Windows-based program | 1.11.1 Open, close, save, and save as in a different location or with a different name in Windows software | Foundation | Listening | Comprehends ideas and concepts related to open, close, save, and save as commands [1.2.1] | |
| | | | Reading | Uses the appropriate material and techniques as specified [1.3.20] | |
| 1.12 Explain the reason for using text files | 1.12.1 Save a document as a text file | Foundation | Listening | Comprehends ideas and concepts related to text files [1.2.1] | |
| | | | Reading | Uses the appropriate material and techniques as specified [1.3.20] | |

Unit 2: Word Processing – Creating Simple Documents

Hours: 19

Terminology: Business letter (salutation, complimentary close, reference initials, enclosure notations), Default setting, Insert, Memo (heading, body, closing), Print preview, Proofreader's marks (all caps, capitalize, close up, delete, insert, insert space, new paragraph, transpose), Sans serif, Serif, Thesaurus, Typeover/overtyping, Word wrap

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | |
|--|---|---------------------------------------|------------|---|---|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | |
| Knowledge | Application | Skill Group | Skill | Description | |
| 2.1 Define terminology | 2.1.1 Prepare a list of terms with definitions | Foundation | Writing | Uses words appropriately [1.6.21] | |
| 2.2 Explain word wrap | 2.2.1 Demonstrate word wrap | Foundation | Listening | Comprehends ideas and concepts related to word wrap [1.2.1] Listens to follow directions [1.2.6] | |
| | | | Writing | Summarizes written information [1.6.17] | |
| 2.3 Explain the difference between a soft return and a hard return | 2.3.1 Demonstrate a hard return | Foundation | Thinking | Applies new knowledge and skills to learn about word wrap [4.3.1] | |
| | | | Foundation | Listening | Comprehends ideas and concepts related to the terminology [1.2.1] Listens to follow directions [1.2.6] |
| 2.4 Explain the basic delete keys | 2.4.1 Use both backspace/delete keys to delete individual characters or a selected text/block of text | Foundation | Writing | Summarizes written information [1.6.17] | |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to learn the difference between a soft and hard return [4.3.1] |
| 2.5 Explain insert and typeover/overtyping modes | 2.5.1 Demonstrate the use of insert and typeover/overtyping mode | Foundation | Listening | Comprehends ideas and concepts related to typeover/overtyping modes [1.2.1] | |
| | | | Reading | Uses appropriate materials and techniques as specified [1.3.20] | |
| | | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] |

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | |
|--|--|---------------------------------------|----------------------|--|--|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | |
| Knowledge | Application | Skill Group | Skill | Description | |
| 2.6 Explain the purpose and features of help screens in Windows-based programs | 2.6.1 Look up instructions for using software features in the help menu/features | Foundation | Reading | Uses appropriate materials and techniques as specified [1.3.20] Uses written resources to obtain factual information [1.3.23] | |
| 2.7 Explain the use of basic text enhancement in all appropriate software | 2.7.1 Use caps, caps lock, bold, underline, italic, etc. | Foundation | Listening | Comprehends ideas and concepts related to text enhancement [1.2.1] | |
| | | | Reading | Uses appropriate materials and techniques as specified [1.3.20] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |
| 2.8 Explain default setting | 2.8.1 Create documents using the default settings of word processing software | Foundation | Listening | Comprehends ideas and concepts related to default settings [1.2.1] | |
| 2.9 Identify parts of a business letter | 2.9.1 Create business letters | Foundation | Listening | Comprehends ideas and concepts related to parts of a business letter [1.2.1] | |
| | | | Knowing How to Learn | Applies new knowledge and skills to learn the parts of a business letter [4.3.1] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |
| 2.10 Identify parts of a memo | 2.10.1 Create memos | Foundation | Listening | Comprehends ideas and concepts related to memos [1.2.1] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |
| 2.11 Identify common proofreader's marks | 2.11.1 Proofread and edit a document | Foundation | Listening | Comprehends ideas and concepts related to proofreader's marks [1.2.1] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.3.1] | |
| 2.12 Define terminology when using file management | 2.12.1 Use folders to keep documents organized (saving, opening, accessing, and passwords) | Foundation | Listening | Comprehends ideas and concepts related to file management [1.2.1] | |
| 2.13 Explain the difference in printing the entire document, a range of pages, a specific page, or a selection | 2.13.1 Retrieve and print documents and parts of a document | Foundation | Listening | Comprehends ideas and concepts related to printing [1.2.1] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | | |
|--|---|--|---------------------------------------|--|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 2.14 Explain the purpose of print preview | 2.14.1 Preview the document prior to printing | Foundation Thinking | Listening Reasoning | Comprehends ideas and concepts related to print preview [1.2.1] Applies rules and principles to a new situation [4.5.1] | |
| 2.15 List the standard nonprinting characters, such as tab, space, paragraph | 2.15.1 Switch between hiding and showing symbols of nonprinting characters | Foundation Thinking | Listening Reasoning | Comprehends ideas and concepts related to nonprinting characters [1.2.1] Applies rules and principles to a new situation [4.5.1] | |
| 2.16 Explain font, size, and style | 2.16.1 Change various font features | Foundation | Listening | Comprehends ideas and concepts related to fonts [1.2.1] | |
| 2.17 Explain the difference in <i>serif</i> and <i>sans serif</i> fonts | 2.17.1 Choose <i>serif</i> and <i>sans serif</i> fonts from the available fonts | Foundation Thinking | Listening Knowing How to Learn | Comprehends ideas and concepts related to <i>serif</i> and <i>sans serif</i> fonts [1.2.1] Applies new knowledge and skills to <i>serif</i> and <i>sans serif</i> fonts [4.3.1] | |
| 2.18 Explain the AutoComplete feature | 2.18.1 Use the AutoComplete feature | Foundation Thinking | Listening Reasoning | Comprehends ideas and concepts related to AutoComplete [1.2.1] Comprehends ideas and concepts related to AutoComplete [4.5.2] | |
| 2.19 Describe how spell- and grammar-check work | 2.19.1 Use spell- and grammar-check in composing documents | Foundation | Listening Reading | Comprehends ideas and concepts related to spell- and grammar-check [1.2.1] Uses appropriate materials and techniques as specified [1.3.20] | |
| 2.20 Explain the use of a thesaurus | 2.20.1 Use the thesaurus to find synonyms | Foundation | Listening | Comprehends ideas and concepts related to a thesaurus [1.2.1] | |

Unit 3: Word Processing – Changing Margins, Formatting Paragraphs, and Setting and Using Tabs

Hours: 15

Terminology: Bullets, Decimal tab, Default tabs, First-line indent, Hanging indent, Horizontal centering, Hyphenation, Leaders, Nonbreaking spaces, Paragraph alignment (left, center, right, justify), Vertical centering

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | |
|---|---|---------------------------------------|---|--|--|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | |
| Knowledge | Application | Skill Group | Skill | Description | |
| 3.1 Describe the differences in paragraph alignments – left, center, right, and justify | 3.1.1 Edit and create documents that use the paragraph alignments of left, center, right, and justify | Foundation Thinking | Listening Writing Knowing How to Learn Reasoning | Comprehends ideas and concepts related to paragraph alignments [1.2.1] Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts [1.6.8] Applies new knowledge and skills to paragraph alignments [4.3.1] Applies rules and principles to a new situation [4.5.1] | |
| 3.2 Describe the difference in single, 1.5, and double spacing | 3.2.1 Set line spacing to single, 1.5, and double space | Foundation Thinking | Listening Writing Reasoning | Comprehends ideas and concepts related to spacing [1.2.1] Analyzes data, summarizes results, and makes conclusions [1.6.2] Applies rules and principles to a new situation [4.5.1] Comprehends ideas and concepts related to spacing [4.5.2] Sees relationship between two or more ideas, objects, or situations [4.5.5] | |

| CAREER and TECHNICAL SKILLS | | ACADEMIC and WORKPLACE SKILLS | | | |
|--|--|---------------------------------------|---|--|--|
| What the Student Should be Able to Do | | What the Instruction Should Reinforce | | | |
| Knowledge | Application | Skill Group | Skill | Description | |
| 3.3 Describe spacing before or after a paragraph | 3.3.1 Set spacing before or after the paragraph | Foundation Thinking | Listening Writing Reasoning | Comprehends ideas and concepts related to spacing [1.2.1] Analyzes data, summarizes results, and makes conclusions [1.6.2] Applies rules and principles to a new situation [4.5.1] Comprehends ideas and concepts related to spacing [4.5.2] Sees relationship between two or more ideas and objects or situations [4.5.5] | |
| 3.4 Explain the difference in a block and first-line indent paragraph | 3.4.1 Use block and first-line indented paragraphs | Foundation Thinking | Listening Writing Reasoning | Comprehends ideas and concepts related to indenting [1.2.1] Analyzes data, summarizes results, and makes conclusions [1.6.2] Applies rules and principles to a new situation [4.5.1] Comprehends ideas and concepts related to indenting [4.5.2] Sees relationship between two or more ideas and objects or situations [4.5.5] | |
| 3.5 Explain the difference in a left-, right-, and left-and-right indented paragraph | 3.5.1 Use block indented from the left, right, or both in paragraphs | Foundation Thinking | Listening Writing Reasoning | Comprehends ideas and concepts related to indentation [1.2.1] Analyzes data, summarizes results, and makes conclusions [1.6.2] Applies rules and principles to a new situation [4.5.1] Comprehends ideas and concepts related to indentation [4.5.2] Sees relationship between two or more ideas and objects or situations [4.5.5] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | | |
|--|---|--|-----------|---|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 3.6 Explain a hanging indent | 3.6.1 Set paragraphs to be a hanging indent | Foundation | Listening | Comprehends ideas and concepts related to hanging indents [1.2.1] | |
| | | | Writing | Analyzes data, summarizes results, and makes conclusions [1.6.2] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] Comprehends ideas and concepts related to hanging indents [4.5.2] Sees relationship between two or more ideas and objects or situations [4.5.5] | |
| 3.7 Explain page and paragraph borders | 3.7.1 Put a variety of borders around paragraphs and pages | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| 3.8 Explain the purpose of paragraph shading | 3.8.1 Shade a paragraph, using color and patterns | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| 3.9 Explain the purpose of horizontal lines | 3.9.1 Use horizontal lines of various types and sizes to separate and emphasize | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| 3.10 Explain how to repeat, copy, and remove paragraph formatting | 3.10.1 Edit a document repeating, copying, and removing paragraph formatting | Foundation | Writing | Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5] | |
| 3.11 Explain the purpose of bullets | 3.11.1 Create a bulleted list | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | 3.11.2 Select a bullet from a list of choices, special characters, or other decorative pictures | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |
| 3.12 Explain automatic numbering | 3.12.1 Create a numbered list using the numbering feature | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |
| 3.13 Explain special symbols and characters | 3.13.1 Insert special symbols or characters into a document | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | | |
|---|---|--|----------------------|---|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 3.14 Describe changing margins for the entire document | 3.14.1 Change the left, right, top, and bottom margins of a document | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] | |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] | |
| 3.15 Describe changing margins for a selection or section | 3.15.1 Change the margins for a selection or section of the text | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] | |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] | |
| 3.16 Define hyphenation | 3.16.1 Use the hyphenation feature to automatically hyphenate words when needed | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] | |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] | |
| 3.17 Define <i>nonbreaking spaces</i> and <i>hyphenations</i> | 3.17.1 Insert nonbreaking spaces and hyphens | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] | |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] | |
| 3.18 Explain the advantages of having the computer insert the date and time | 3.18.1 Insert the date and time into documents, both as an updatable and nonchanging date | Foundation | Writing | Organizes information in an appropriate format [1.6.10] | |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] | |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|---|--|---|----------------------|---|
| Knowledge | Application | Skill Group | Skill | Description |
| 3.19 Describe how to set and clear tabs | 3.19.1 Set and clear tabs in a document | Foundation | Writing | Organizes information in an appropriate format [1.6.10] |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 3.20 Describe how to create a table, using tabs | 3.20.1 Create a table, using tabs | Foundation | Writing | Organizes information in an appropriate format [1.6.10] |
| | | Thinking | Creative Thinking | Uses imagination to create something new [4.1.1] |
| | | | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 3.21 Explain the left, center, right, and decimal tab and when to use each | 3.21.1 Create documents with left, center, right, and decimal tabs | Foundation | Writing | Organizes information in an appropriate format [1.6.10] |
| | 3.21.2 Create a columnar document, using tabs | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 3.22 Describe and explain when to use leader tabs | 3.22.1 Create a document, using leader tabs | Foundation | Writing | Organizes information in an appropriate format [1.6.10] |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|---|--|---|----------------------|---|
| Knowledge | Application | Skill Group | Skill | Description |
| 3.23 Explain the difference between horizontal and vertical centering | 3.23.1 Center a document – center at least one line of the document horizontally | Foundation | Writing | Organizes information in an appropriate format [1.6.10] |
| | | Thinking | Knowing How to Learn | Applies new knowledge and skills to margins [4.3.1] |
| | | | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5] |

Unit 4: Word Processing – Moving, Copying, and Revising Text

Hours: 10

Terminology: Clipboard, Copy, Cut, Find/search, Paste, Replace

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|---|---|--|---------------------------------------|----------------------|---|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | Application | | Skill Group | Skill | Description |
| 4.1 Define terminology | 4.1.1 Prepare a list of terms with definitions | | Foundation | Listening | Comprehends ideas and concepts related to terminology [1.2.1] |
| | | | | Writing | Uses words appropriately [1.6.21] |
| 4.2 Explain cut and paste | 4.2.1 Move text, using various cut and paste methods (keystrokes, mouse, menu options, toolbar) | | Foundation | Listening | Comprehends ideas and concepts related to cut and paste [1.2.1] |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to cut and paste [4.3.1] |
| 4.3 Explain copy and paste | 4.3.1 Copy text, using various cut and paste methods (keystrokes, mouse, menu options, toolbar) | | Foundation | Listening | Comprehends ideas and concepts related to copy and paste [1.2.1] |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to copy and paste [4.3.1] |
| 4.4 Describe copy and paste between multiple documents | 4.4.1 Copy and paste between multiple documents | | Foundation | Listening | Comprehends ideas and concepts related to multiple documents [1.2.1] |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to multiple documents [4.3.1] |
| 4.5 Describe find/search and replace | 4.5.1 Use the find/search and replace feature to edit a document | | Foundation | Listening | Comprehends ideas and concepts related to find/search and replace [1.2.1] |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to find/search and replace [4.3.1] |
| 4.6 Describe the advantages of find/search and replace to edit a document | 4.6.1 Use the find/search and replace feature to edit a document | | Foundation | Listening | Comprehends ideas and concepts related to find/search and replace [1.2.1] |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to find/search and replace [4.3.1] |
| 4.7 Identify the clipboard | 4.7.1 View the clipboard when cutting or copying text or images | | Foundation | Listening | Comprehends ideas and concepts related to the clipboard [1.2.1] |
| | | | Thinking | Knowing How to Learn | Applies new knowledge and skills to the clipboard [4.3.1] |

Unit 5: Spreadsheets – Creating, Editing, and Enhancing a Simple Worksheet, and Creating a Simple Chart or Graph

Hours: 10

Terminology: Active cell, Cell, Cell address, Column, Currency, Formula, General format, Label, Math operators (*, /, +, -, ^), Mathematical order of operation (add/subtract, exponent, multiply/divide, parentheses), Row, SUM, Value, Worksheet

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|--|-------------|--|--|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 5.1 Define terminology | 5.1.1 Prepare a list of terms with definitions | Foundation | Writing | Uses words appropriately [1.6.21] | |
| 5.2 Describe which cell is active and how its address (name) is obtained | 5.2.1 Move the active cell to an address (name) given | Foundation | Listening | Comprehends ideas and concepts related to cell addresses [1.2.1] | |
| | | Thinking | Reading | Comprehends written information, and applies it to a task [1.3.8] | |
| 5.3 Describe how to navigate between worksheets and around the current worksheet | 5.3.1 Move to various cells on the same and different worksheets | Foundation | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4] | |
| | | Thinking | Listening | Comprehends ideas and concepts related to worksheets [1.2.1] | |
| 5.4 Describe how to print a worksheet | 5.4.1 Print a worksheet | Foundation | Reading | Comprehends written information, and applies it to a task [1.3.8] | |
| | | Thinking | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 5.5 Describe how to enter and edit data in a worksheet | 5.5.1 Enter data in a worksheet and edit existing data | Foundation | Listening | Comprehends ideas and concepts related to worksheets [1.2.1] | |
| | | Thinking | Reasoning | Applies rules and principles to a new situation [4.5.1] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | | |
|--|--|--|----------------------------|---|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 5.6 List order of operations and math operators | 5.6.1 Enter formulas, correctly using the order of operations and the math operators | Foundation | Arithmetic/ Mathematics | Computes, using a formula [1.1.14] | |
| | | | Listening | Comprehends ideas related to order of operations and math operators [1.2.1] | |
| | | Thinking | Creative Thinking | Creates new design by applying specified criteria [4.1.3] | |
| | | | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 5.7 Explain the SUM function | 5.7.1 Enter formulas, using the SUM function | Foundation | Arithmetic/ Mathematics | Computes, using a formula [1.1.14] | |
| | | | Listening | Comprehends ideas related to the SUM function [1.2.1] | |
| | | Thinking | Creative Thinking | Creates new design by applying specified criteria [4.1.3] | |
| | | | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 5.8 Describe how to insert extra rows and columns | 5.8.1 Insert extra rows and columns into an existing worksheet | Foundation | Arithmetic/ Mathematics | Computes, using a formula [1.1.14] | |
| | | | Listening | Comprehends ideas related to rows and columns [1.2.1] | |
| | | Thinking | Decision Making | Demonstrates decision-making skills [4.2.4] | |
| | | | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 5.9 Describe how to delete rows and columns | 5.9.1 Delete rows and columns from an existing worksheet | Foundation | Arithmetic/ Mathematics | Computes, using a formula [1.1.14] | |
| | | | Listening | Comprehends ideas related to rows and columns [1.2.1] | |
| | | Thinking | Decision Making | Demonstrates decision-making skills [4.2.4] | |
| | | | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|---|--|---|--------------|---|
| Knowledge | Application | Skill Group | Skill | Description |
| 5.10 Explain how to move data from one cell to another | 5.10.1 Move data to another cell | Foundation | Writing | Applies/Uses technical words and concepts [1.6.4] Organizes information in appropriate format [1.6.10] |
| 5.11 Describe some of the commonly used formats for numbers (commas, currency, number of decimal places, percentages, etc.) | 5.11.1 Apply formatting to values in numeric cells | Foundation | Writing | Applies/Uses technical words and concepts [1.6.4] Organizes information in appropriate format [1.6.10] |
| 5.12 Describe commonly used label formats (bold, italic, etc.) | 5.12.1 Apply formatting to the values in label cells | Foundation | Writing | Applies/Uses technical words and concepts [1.6.4] Organizes information in appropriate format [1.6.10] |

Unit 6: Internet and Ethical Use of Technology Resources

Hours: 5

Terminology: Browser, Censorship, Cookie, Copyright, Favorites (bookmarks), Freeware, Hacker, Home page, Hyperlink, Hypertext Markup Language (HTML), Hypertext Transfer Protocol (HTTP), Internet, Intranet, Modem, Online, Public domain, Search engines (surfing the Internet), Shareware, Telecommunications, Universal Resource Locator (URL), Web page, World Wide Web (WWW)

| CAREER and TECHNICAL SKILLS | | | ACADEMIC and WORKPLACE SKILLS | | |
|--|---|---------------------------------------|---|--|--|
| What the Student Should be Able to Do | | | What the Instruction Should Reinforce | | |
| Knowledge | Application | Skill Group | Skill | Description | |
| 6.1 Define terminology | 6.1.1 Prepare a list of terms with definitions | Foundation | Writing | Uses words appropriately [1.6.21] | |
| 6.2 Identify a URL | 6.2.1 Use the URL to go to a specified site | Foundation | Listening Reading | Listens to follow directions [1.2.6] Reads and follows instructions to operate technical equipment [1.3.19] | |
| 6.3 Identify a browser | 6.3.1 Navigate through the Internet, using the toolbar on the browser | Foundation | Listening Reading | Listens to follow directions [1.2.6] Reads and follows instructions to operate technical equipment [1.3.19] | |
| 6.4 Discuss privacy issues and how data is gathered about the user -- both voluntarily and involuntarily | 6.4.1 Give examples involving proxy issues | Foundation Personal Management | Listening Integrity/Honesty/Work Ethic | Comprehends ideas and concepts related to privacy issues [1.2.1] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] | |
| 6.5 Discuss the reliability and accuracy of information found on the Internet | 6.5.1 Give examples of reliability and accurate information found on the Internet | Foundation Personal Management | Listening Integrity/Honesty/Work Ethic | Comprehends ideas and concepts related to privacy issues [1.2.1] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] | |
| 6.6 Discuss copyright and fair use laws as they apply to text, graphics, sound clips, etc. | 6.6.1 Follow copyright laws in using the information found on the Internet | Foundation Personal Management | Listening Integrity/Honesty/Work Ethic | Comprehends ideas and concepts related to copyright issues [1.2.1] Chooses ethical course of action [3.2.1] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] | |
| 6.7 List several commonly used search engines | 6.7.1 Use several search engines to find information | Foundation | Listening Reading | Listens to follow directions [1.2.6] Reads and follows instructions to operate technical equipment [1.3.19] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | | |
|---|--|---|--|--|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 6.8 Explain why it is important to narrow a search | 6.8.1 Use techniques to narrow a search | Foundation | Listening Reading | Listens to follow directions [1.2.6] Reads and follows instructions to operate technical equipment [1.3.19] | |
| 6.9 Explain favorites/bookmarks | 6.9.1 Save a picture from a Web page to a folder | Foundation | Listening Reading | Listens to follow directions [1.2.6] Reads and follows instructions to operate technical equipment [1.3.19] | |
| 6.10 Explain how to copy text from a Web page to a word processing document | 6.10.1 Copy text to be used in an assignment to a word processing document | Foundation Thinking | Writing Creative Thinking Knowing How to Learn | Applies/Uses technical words and concepts [1.6.4] Finds new ways of dealing with existing problems/situations [4.1.5] Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 6.11 Describe how to save a picture from a Web page | 6.11.1 Save a picture from a Web page to a folder | Foundation Thinking | Writing Creative Thinking Knowing How to Learn | Applies/Uses technical words and concepts [1.6.4] Finds new ways of dealing with existing problems/situations [4.1.5] Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 6.12 Identify the elements needed to cite a source on the Internet | 6.12.1 Use appropriate citations based on your district/school policy | Foundation Thinking | Writing Creative Thinking Knowing How to Learn | Applies/Uses technical words and concepts [1.6.4] Finds new ways of dealing with existing problems/situations [4.1.5] Uses available resources to acquire new skills or improve skills [4.3.4] | |
| 6.13 Discuss the ethical use of technology | 6.13.1 Use technology ethically every day in class | Personal Management | Integrity/Honesty/ Work Ethic | Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] | |

Unit 7: Presentation – Developing a Simple Presentation

Hours: 5

Terminology: Design template, Presentation software, Slide, Slide layout, Title slide

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | | |
|--|---|--|-------------------|---|--|
| Knowledge | Application | Skill Group | Skill | Description | |
| 7.1 Define terminology | 7.1.1 Prepare a list of terms with definitions | Foundation | Writing | Uses words appropriately [1.6.21] | |
| 7.2 Describe different types of slides | 7.2.1 Develop a title slide | Thinking | Creative Thinking | Uses imagination to create something new [4.1.1] | |
| | 7.2.2 Create a slide that uses a bulleted list | | | Combines ideas or information in a new way [4.1.2] | |
| 7.3 Explain the importance of clip art and pictures in presentations | 7.3.1 Create a slide that uses clip art | Thinking | Creative Thinking | Uses imagination to create something new [4.1.1] | |
| | 7.3.2 Create a slide that uses a picture from a file | | | Combines ideas or information in a new way [4.1.2] | |
| 7.4 Describe different types of view modes (slide sorter, outline, slide show) | 7.4.1 Use different types of view modes (slide sorter, outline, slide show) | Thinking | Creative Thinking | Develops visual aids to create audience interest [4.1.4] | |
| | | | | Knowing How to Learn | Applies new knowledge and skills [4.3.1] |
| | | | | Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] | |
| | | | | Uses imagination to create something new [4.1.1] | |
| | | | | Combines ideas or information in a new way [4.1.2] | |
| | | | | Develops visual aids to create audience interest [4.1.4] | |

| CAREER and TECHNICAL SKILLS What the Student Should be Able to Do | | ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce | | |
|--|--|--|---------------------------------|--|
| Knowledge | Application | Skill Group | Skill | Description |
| 7.5 Define <i>design template</i> | 7.5.1 Apply a design template to slides to change the background | Thinking | Creative Thinking | Uses imagination to create something new [4.1.1] Combines ideas or information in a new way [4.1.2] Develops visual aids to create audience interest [4.1.4] |
| 7.6 Explain how presentation software is used in conjunction with a speech or talk | 7.6.1 Make a speech or talk, using the presentation designed | Foundation Thinking | Speaking Problem Solving | Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11] Speaks in a clear, concise manner [1.5.12] Draws conclusions from what is read, and gives possible solutions [4.4.4] |

Glossary

Unit 1: Introduction to Windows, Computer Systems, and Networks

1. Access keys – shortcut keys; keys used in combination to create actions or functions in a software package (nonbreaking spaces, em dash)
2. Application software – any program that processes data for the user (inventory, payroll, spreadsheet, word processor, etc.)
3. Cursor – insertion point in a document in the form of a blinking vertical line on the screen
4. Default – the current setting or action taken by hardware or software if the user has not specified otherwise
5. Folder – location to save a document and organize many files
6. Hardware – machinery and equipment (CPU, keyboard, monitor, printer)
7. Maximize – make window larger
8. Minimize – make window smaller; shrink to an icon on the taskbar
9. Mouse – hardware used to move cursor around a document or select menus
10. Network – a system that transmits any combination of voice, video, or data between users; includes the network operating system in the client and server machines, the cables connecting them, and all supporting hardware in between – such as bridges, routers and switches, antennas and towers
11. Password – keyword used to access information on a network, Web site, etc.
12. Restore – to refresh or bring back to original position or size
13. Shortcut – command relevant to a particular item; see *Access keys*
14. Software – instructions for the computer; a series of instructions that perform a particular task is called a program
15. Standalone – a PC that is not permanently connected to a local area network (LAN) or wide area network (WAN)
16. System software – software made up of control programs, such as the operating system and database management system (DBMS)
17. Taskbar – an onscreen toolbar that displays the active applications (tasks); clicking on the taskbar button restores the application to its previous appearance
18. Text file – a file that holds text without any formatting and can be opened in numerous applications
19. Windows – the most widely used operating system for personal computers; provides a graphical user interface and desktop environment similar to the Macintosh, in which applications are displayed in resizable, movable windows on screen

Unit 2: Word Processing – Creating Simple Documents

1. Business letter (salutation, complimentary close, reference initials, enclosure notations) – formal means of communication outside a business
2. Default setting – the current setting or action taken by hardware or software if the user has not specified otherwise
3. Insert – adding text to a document
4. Memo (heading, body, closing) – correspondence within a company
5. Print preview – menu option that allows user to look at a document before printing to ensure proper formatting
6. Proofreader's marks – special notation used to mark up printed draft with changes to be made before final printing
7. Sans serif – font characteristic in which the font has no decorative lines, or serifs, projecting from its characters
8. Serif – font characteristic in which the font has decorative lines projecting from its characters
9. Thesaurus – tool used to look up synonyms for a selected word
10. Typeover/overtyping – toggle mode of insert key that allows the user to type over existing text without deleting
11. Word wrap – text automatically moves from one line to the next line

Unit 3: Word Processing – Changing Margins, Formatting Paragraphs, and Setting and Using Tabs

1. Bullets – a symbol used to precede text
2. Decimal tab – a tab that aligns to a certain position anchored by a decimal
3. Default tabs – preset tabs established by the software
4. First-line indent – a paragraph format in which the first line is indented from the left margin and subsequent lines remain at the left margin
5. Hanging indent – a paragraph format in which the first line is moved to the left margin and subsequent lines are indented from the left
6. Horizontal centering – having equal white space on the left and right of a document
7. Hyphenation – breaking words that extend beyond the right margin
8. Leaders – a line of dots or dashes used to draw the eye across a printed page, such as a table of contents
9. Nonbreaking spaces – keystrokes used in combination to link two words or letters that cannot be separated by a line break
10. Paragraph alignment (left, center, right, justify) – position of text in a document
11. Vertical centering – text with equal white space in the top and bottom margins

Unit 4: Word Processing – Moving, Copying, and Revising Text

1. Clipboard – temporary storage area where text or images are stored when cut or copied
2. Copy – to duplicate a selected object or text without removing the selection from its original place
3. Cut – to move text or an image from one document to another or one location to another within a document
4. Find/search – a tool used to look for certain words, documents, or formatting in a document
5. Paste – place text into a document from a clipboard
6. Replace – to place new text in the position of existing text

Unit 5: Spreadsheets -- Creating, Editing, and Enhancing a Simple Worksheet, and Creating a Simple Chart or Graph

1. Active cell – the cell that appears outlined with a thick border on the worksheet
2. Cell – the intersection of a row and a column where data or functions can be entered
3. Cell address – the letter and number that represent the intersection of the column and row to form that cell
4. Column – vertical group of cells identified by a letter in a worksheet
5. Currency – number format that prints dollar symbols and commas and specified decimal places
6. Formula – a series of calculations, expressions, numbers, and operators to carry out a command in arithmetic
7. General format – shows only the digits in the number and no commas
8. Label – entry in a cell that begins with a letter and is left-aligned
9. Math operators (*, /, +, -, ^) – symbols used in mathematical calculations
10. Mathematical order of operation – the order in which calculations take place (add/subtract, exponents, multiply/divide, parentheses)
11. Row – horizontal group of cells identified by a number in a worksheet
12. SUM – built-in formula that calculates the sum of a range of cells
13. Value – entry in a cell that begins with a number and is right-aligned
14. Worksheet – individual page or sheet in a workbook, shown by a tab at the bottom of the screen

Unit 6: Internet and Ethical Use of Technology Resources

1. Browser – a program that allows a user to display HTML-developed Web pages
2. Censorship – an issue related to who will regulate the contents of a CD title, especially concerning pornography, racism, and violence
3. Cookie – a collection of information stored on the local computer of a World Wide Web user; used chiefly by Web sites to identify previous users
4. Copyright – a law that secures for a limited time to the creators the exclusive right to their works; copyright law protects such things as music, CDs, poetry, novels, books, artwork, movies, newspapers, magazines, photographs, etc.
5. Favorites (bookmarks) – a place in a World Wide Web document that you can jump to by name
6. Freeware – software that is available for free, usually over the Internet
7. Hacker – one who illegally enters another's electronic system, as to gain secret information
8. Home page – the Web page that serves as your main menu or home base on the Web
9. Hyperlink – a retrieval system that enables a user to access particular locations in Web pages or other electronic documents by clicking on a specific spot within a Web page
10. Hypertext Markup Language (HTML) – the coding specification for creating Web pages; contains the text you see on the page, plus special codes that determine how the text gets displayed and how the user interacts with the page
11. Hypertext Transfer Protocol (HTTP) – a protocol used to request and transmit files over the Internet or other computer networks
12. Internet – the worldwide network of computers connected to each other via the Internet Protocol (IP)
13. Intranet – an internal network set up by companies and organizations to facilitate communications among employees, customers, vendors, and selected others
14. Modem – a data communications device that connects a computer to a telephone line and lets the user transfer data at high speeds
15. Online – a process for delivering multimedia, utilizing telecommunications and the Internet
16. Public domain – materials that have no copyright and can be used without permission
17. Search engines – a software program that searches indexed Web sites and reports locations containing specified information
18. Shareware – computer software distributed with no up-front cost
19. Telecommunications – a communications process involving phone lines, cable, or wireless transmission

20. Universal Resource Locator (URL) – the address of a resource on the World Wide Web
21. Web page – a document that is written in Hypertext Markup Language (HTML) and forms the basis for the World Wide Web
22. World Wide Web (WWW) – a networked hypertext system that allows documents to be shared over the Internet

Unit 7: Presentation – Developing a Simple Presentation

1. Design template – provides consistency in design and color throughout the entire presentation
2. Presentation software – a graphics program that allows you to produce professional-looking presentations
3. Slide – the area where you create, edit, and display information in a presentation
4. Slide layout – specifies the arrangement of placeholders on a slide
5. Title slide – the first slide in a new PowerPoint presentation