



Computer Applications

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12X00
Prerequisite(s):	None
Credit:	1
Grade Level:	8-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Business</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Office Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/careerclusters/cte-cluster-business-management-administration.html . Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration
- Participate in FBLA competitive events such as Computer Applications, Computer Problem Solving, Database & Design Applications, Digital Citizenship, Spreadsheet Applications, and Word Processing

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1** | Guest speakers to discuss potential occupations in business and finance and required technology skills and knowledge.
- **Standards 8-13** | Guest speakers from business and industry to enhance students' knowledge of the importance and application and word processing programs. Students can apply knowledge of document properties, formatting, text structure tools, etc. to updating their resumes, job letters, and other job materials for ideal careers in the industry.
- **Standards 14-18** | Technical mentoring throughout online interactions with business and industry professionals to develop students' skills in spreadsheet applications using Microsoft Excel and/or Google Sheets.

- **Standards 22-23** | Using presentation software, students create, design, and deliver a presentation to their instructor, peers, and panel of business and industry professionals on approved course-related topics.
- **Standards 24-26** | Students deliver presentations on topics related to digital citizenship and technical literacy to a guest panel of business and industry professionals for discussion and feedback.
- **Standard 27** | Organize a career fair for students to showcase the skills they have developed throughout the course during mock interviews.

Course Description

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

Program of Study Application

This is the foundational course for the *Office Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Business Management and Administration website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html>.

Course Standards

Communication Networks, the Internet, and Technology Operations

- 1) Research recent developments in information technology affecting the supply/demand characteristics of the job market, including career pathways and occupational outlooks for occupations in business and finance that require information technology expertise. Synthesize findings into a presentation highlighting the typical roles and responsibilities of professionals in high-growth occupations.
- 2) Identify, connect, and demonstrate the correct usage of elements of a typical home computer, including a monitor, keyboard, mouse, network cable, and USB devices (such as camera, memory, or scanner). Perform basic troubleshooting as needed for situations involving these components (e.g., if the computer does not recognize a device).
- 3) Correctly and safely execute basic file management operations on a typical personal computer and shared storage media, including the opening, creating, copying, moving, deleting, and renaming of files and folders, as well as searching for a specified file or folder on local or networked storage media.
- 4) Research effective use of cloud storage, online digital collaboration platform, and file sharing applications. Recommend and effectively employ the appropriate file storage and sharing solution for a given project.

- 5) Describe and demonstrate the correct connections and setup for a new wireless router in a home computing environment. Discuss the impact of network speeds, wireless communication, firewalls, and gateways on individual and societal productivity.
- 6) Describe the steps necessary to retrieve, download, and safely install new applications, updates, and plug-ins from the Internet.
- 7) Compare and contrast the accessibility of the Internet through a home router versus through a public wi-fi access point. Discuss the risks and advantages of using secure home networks versus publicly accessible networks.
- 8) While preparing materials and assignments in this course, use a browser to access and download Internet resources by uniform resource locator (URL), hyperlink, or favorite/bookmark.

Word Processing and Publishing

- 9) Use a word processing program to create and format documents with academic and business styles (e.g., memos, letters, agendas, reports, tabular lists) to communicate the results of research, meetings, lab reports, and relevant assignments in this course.
- 10) Craft documents using word processing program features and methods such as:
 - a. Paragraph formatting (line spacing, justification, indentations)
 - b. Bulleted and numbered lists
 - c. Tables of multiple columns, with and without borders
 - d. Margins, headers, footers, page numbers, and footnotes
 - e. Typeface fonts and weights, including hyperlinks
 - f. Capitalization, punctuation, number expression, grammar
 - g. Printing orientation, one- or two-sided, to a selected printer
 - h. Bibliographies and tables of contents
 - i. Saving to a file that can be shared and/or transported, including saving to cloud-based or external sources
- 11) Enhance documents by including graphic arts components such as borders and shaded elements, graphs and charts from other programs, watermarks, and imagery imported from technology devices and drives as well as sources retrieved from the Internet, including adding citations and/or captions for each element when appropriate.
- 12) Create, format, and edit documents suitable for print or electronic distribution, both four-color and two-color (black and white).
- 13) Critique and edit existing documents with standard proofreading and editing marks to conform to a standard business style guide (e.g., fonts, colors, line spacing). Practice the use of electronic revision marks and comments, where supported.
- 14) Complete a comprehensive word-processing project with instructor approval that applies the skills acquired in this section. For example, prepare a contract, MLA-style report, business proposal, or budget report from a student organization.

Spreadsheet Applications

- 15) Use a spreadsheet program to create and format academic and business documents for the purposes of tabulating and calculating numerical and/or textual data (e.g., statistics, historical data, measurements), such as budget calculations, sales reports, lab data, and related analyses.
- 16) Craft documents using a spreadsheet program using features and methods such as:
 - a. Cells, columns, and rows
 - b. Formulas and functions
 - c. Copy, move, delete, and fill
 - d. Cell-value formats (numerical and text) and alignment
 - e. Column and row width/height, insert/delete, move
 - f. Printing to a selected printer
 - g. Saving with a file format that can be shared and/or transported
- 17) Create new formulas to analyze data by calculating with, extracting from, presenting, and/or summarizing, including:
 - a. Basic arithmetic calculations
 - b. Basic mathematic (e.g., SUM, AVG, MIN, MAX) and text (e.g., LEN, LEFT, RIGHT, MID) functions
 - c. Copying formulas that include both relative and absolute cell references
 - d. Sorting in ascending/descending order
 - e. Filtering data to retrieve specific values
 - f. Basic conditional formatting (e.g., red for negative values)
- 18) Create and format for optimal clarity a variety of types of graphs and charts, including bar charts, line charts, pie charts, and X-Y graphs, based on tabulated data.
- 19) Retrieve a spreadsheet template (from those installed with the program or from the Internet) and customize it for a particular assignment approved by the instructor. For example, prepare a "timecard" of one's daily hours spent on a month-long job assignment.

Database Applications

- 20) Use a database program to interpret the structure of an existing database (found in teaching resources or teacher-created), identifying tables, fields, key fields, queries, forms, and reports.
- 21) Using an existing database (found in teaching resources or teacher-created), create and run a database report based on basic queries. For example, retrieve the relevant information to answer a customer product inquiry during a mock customer service phone call.
- 22) Using an existing database (found in teaching resources or teacher-created), create, modify, and perform basic queries through a form to create a new table/view in a database.

Presentation Software

23) Design, create, and deliver an oral presentation for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:

- a. A selected theme (colors, background, fonts, etc.)
- b. Bulleted text based on a chosen style
- c. Photographs and other imagery
- d. Charts and graphs
- e. Video and animated graphics
- f. Animated transitions of slides and components within a slide

Save the file in a format that can be transported and shared with the audience

24) Design, create, and deliver a self-running electronic slideshow for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:

- a. A selected theme (colors, background, fonts, etc.)
- b. Photographs and other imagery
- c. Video and animated graphics
- d. Animated transitions of slides

Save the file in a format that can be transported and shared with the audience.

Digital Citizenship

25) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to modern-day electronic communications, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include spam, flaming, cyberbullying, libel, slandering, and mining of personal data for profit.

26) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to intellectual property rights, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include copyright infringement, piracy, plagiarism, art licensing, creative commons, and the state/federal laws that govern them.

27) Explain, furnish examples, and demonstrate technical literacy with the following terms:

- a. The Internet, World Wide Web, and various browsers
- b. Network speeds, wireless communication, firewalls, and gateways
- c. Domains, hyperlinks, homepages, favorites/bookmarks, plugins, tabs, and downloads/uploads

Electronic Communication and Collaboration

28) Employ skills covered in this course (document processing, spreadsheet applications, electronic presentations, databases, Internet fluency) to complete a cross curricular project approved by the instructor.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.