

# VoCATS Course Blueprint

## **Business and Information Technology Education**

### ***6411 - Computer Applications I***

*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Office of Curriculum and School Reform  
Division of Instructional Services*

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*This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact [bcrockett@dpi.state.nc.us](mailto:bcrockett@dpi.state.nc.us) for more information.*

## VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358, 919/807-3876, e-mail: [rwelfare@dpi.state.nc.us](mailto:rwelfare@dpi.state.nc.us).

### Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u>  Cognitive  Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

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**BUSINESS AND INFORMATION TECHNOLOGY EDUCATION  
 COURSE BLUEPRINT for 6411 COMPUTER APPLICATIONS I**  
 (Recommended hours of instruction: 135-180)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core/ Supp
			Cognitive	Performance			
1	2	3	4	5	6	7	8
			<b>100%</b>				
	<b>Total Course Weight</b>		<b>21%</b>	<b>79%</b>			
<b>A</b>	<b>FUNDAMENTALS OF BUSINESS SYSTEMS AND COMMUNICATIONS</b>		<b>6%</b>	<b>2%</b>	<b>C3P</b>		<b>Core</b>
<b>CO01</b>	<b>Discuss business communication hazards, techniques, system maintenance and navigation.</b>		<b>6%</b>	<b>2%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
1.01	<i>Identify digital communication hazards.</i>		3%		C1	E/CD/CS/M/SC/SS	Core
1.02	<i>Explain communication techniques for navigating and conducting business online.</i>		2%		C2	E/CD/CS/M/SC/SS	Core
1.03	<i>Apply system maintenance and navigational techniques.</i>		1%	2%	C3P	E/CD/CS/M/SC/SS	Core
<b>B</b>	<b>INPUT DEVICES AND PORTABILITY</b>		<b>5%</b>	<b>6%</b>	<b>C3P</b>		<b>Core</b>
<b>CO02</b>	<b>Use alternative input devices and techniques.</b>		<b>5%</b>	<b>6%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
2.01	<i>Identify alternative input devices and techniques.</i>		1%		C1	E/CD/CS/M/SC/SS	Core
2.02	<i>Use tablet PC and handwriting recognition software to input text with a minimum speed of 25 wpm for one minute.</i>		1%	1%	C3P	E/CD/CS/M/SC/SS	Core
2.03	<i>Use web cameras and video conferencing applications.</i>		1%	1%	C3P	E/CD/CS/M/SC/SS	Core
2.04	<i>Use miniature mobile storage media.</i>		1%	1%	C3P	E/CD/CS/M/SC/SS	Core
2.05	<i>Train speech recognition software to input simple documents.</i>				C3P	E/CD/CS/M/SC/SS	Supp
2.06	<i>Use speech recognition software to input documents with a minimum speed of 125 wpm and 98% accuracy for three minutes.</i>		1%	3%	C3P		Core

<b>C</b>	<b>HANDHELD COMPUTER APPLICATIONS</b>		<b>1%</b>	<b>1%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
<b>CO03</b>	<b>Use handheld devices.</b>		<b>1%</b>	<b>1%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
3.01	<i>Identify handheld applications.</i>		1%		C1	E/CD/CS/M/SC/SS	Core
3.02	<i>Use handheld devices and applications software to input simple documents.</i>				C3P		Supp
3.03	<i>Use handheld devices and handheld applications software to input and edit complex documents.</i>			1%	C3P		Core
<b>D</b>	<b>WORD PROCESSING</b>		<b>2%</b>	<b>16%</b>	<b>C3P</b>		<b>Core</b>
<b>CO04</b>	<b>Use word processing software with alternative input devices.</b>		<b>2%</b>	<b>16%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
4.01	<i>Demonstrate basic word processing concepts and functions.</i>			2%	C3P	E/CD/CS/M/SC/SS	Core
4.02	<i>Explain advanced word processing concepts and functions.</i>		2%		C2	E/CD/CS/M/SC/SS	Core
4.03	<i>Demonstrate advanced word processing concepts and functions.</i>			7%	C3P	E/CD/CS/M/SC/SS	Core
4.04	<i>Integrate word processing and web operations.</i>			4%	C3P	A/E/CD/CS/M/SC/SS	Core
4.05	<i>Complete a word processing Cornerstone Integration Project.</i>			3%	C3P	A/E/CD/CS/M/SC/SS	Core
<b>E</b>	<b>DESKTOP PUBLISHING</b>		<b>1%</b>	<b>8%</b>	<b>C3P</b>		<b>Core</b>
<b>CO05</b>	<b>Use desktop publishing software with alternative input devices.</b>		<b>1%</b>	<b>8%</b>	<b>C3P</b>	<b>A/E/CD/CS/M/SC/SS</b>	<b>Core</b>
5.01	<i>Explain desktop publishing concepts and functions.</i>		1%		C2	A/E/CD/CS/M/SC/SS	Core
5.02	<i>Create documents to include flyers, tri-fold brochures, and simple newsletters.</i>			5%	C3P	A/E/CD/CS/M/SC/SS	Core
5.03	<i>Complete a desktop publishing Cornerstone Project applying visual design strategies for document publication.</i>			3%	C3P	A/E/CD/CS/M/SC/SS	Core
<b>F</b>	<b>SPREADSHEETS</b>		<b>2%</b>	<b>14%</b>	<b>C3P</b>		<b>Core</b>
<b>CO06</b>	<b>Use spreadsheet software with alternative input devices.</b>		<b>2%</b>	<b>14%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
6.01	<i>Demonstrate basic spreadsheet concepts and functions.</i>			3%	C3P	E/CD/CS/M/SC/SS	Core
6.02	<i>Explain advanced spreadsheet concepts and functions.</i>		2%		C2	E/CD/CS/M/SC/SS	Core

6.03	<i>Demonstrate advanced spreadsheet concepts and functions.</i>			6%	C3P	E/CD/CS/M/SC/SS	Core
6.04	<i>Design and create charts and graphs.</i>			2%	C3P	E/CD/CS/M/SC/SS	Core
6.05	<i>Complete a spreadsheet Cornerstone Project applying integration techniques with other applications.</i>			3%	C3P	E/CD/CS/M/SC/SS	Core
<b>G</b>	<b>DATABASES</b>		<b>2%</b>	<b>10%</b>	<b>C3P</b>		<b>Core</b>
<b>CO07</b>	<b>Use database software with alternative input devices.</b>		<b>2%</b>	<b>10%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
7.01	<i>Demonstrate basic database concepts and functions.</i>			2%	C3P	E/CD/CS/M/SC/SS	Core
7.02	<i>Explain advanced database concepts and functions.</i>		2%		C2	E/CD/CS/M/SC/SS	Core
7.03	<i>Demonstrate advanced database concepts, functions, and integration with other applications.</i>			5%	C3P	E/CD/CS/M/SC/SS	Core
7.04	<i>Complete a database Cornerstone Project applying integration techniques with other applications.</i>			3%	C3P	E/CD/CS/M/SC/SS	Core
<b>H</b>	<b>PRESENTATIONS</b>		<b>2%</b>	<b>11%</b>	<b>C3P</b>		<b>Core</b>
<b>CO08</b>	<b>Use presentation software.</b>		<b>2%</b>	<b>11%</b>	<b>C3P</b>	<b>A/E/CD/CS/M/SC/SS</b>	<b>Core</b>
8.01	<i>Demonstrate basic presentation software concepts and functions.</i>			2%	C3P	A/E/CD/CS/M/SC/SS	Core
8.02	<i>Explain advanced presentation software concepts and functions.</i>		2%		C2	A/E/CD/CS/M/SC/SS	Core
8.03	<i>Demonstrate advanced presentation software concepts and functions.</i>			6%	C3P	A/E/CD/CS/M/SC/SS	Core
8.04	<i>Complete a presentation Cornerstone Project applying integration techniques with other applications.</i>			3%	C3P	A/E/CD/CS/M/SC/SS	Core
<b>I</b>	<b>CAPSTONE PROJECT</b>		<b>1%</b>	<b>10%</b>	<b>C3P</b>		<b>Core</b>
<b>CO09</b>	<b>Complete a Capstone Project integrating all applications.</b>		<b>1%</b>	<b>10%</b>	<b>C3P</b>	<b>E/CD/CS/M/SC/SS</b>	<b>Core</b>
9.01	<i>Identify time management tools.</i>		1%		C1	E/CD/CS/M/SC/SS	Core
9.02	<i>Demonstrate integration of office applications software.</i>			10%	C3P	E/CD/CS/M/SC/SS	Core