

# VoCATS

## Course Blueprint

### **Business and Information Technology Education**

### *6400 Business Computer Technology*

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

*Raleigh, North Carolina  
Summer 2003*

*Special thanks to the following educators and business people who reviewed and approved this blueprint for technical content and appropriateness for the industry.*

*Kristy Christenberry – PS Jones Middle School  
Danette Guthrie – Newport Middle School  
Tracey Latham – Durant Road Middle School  
Michael McKay – Newport Middle School  
Debby Ray – Southwest Middle School*

## 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, 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 the VoCATS Competency Achievement Tracking System, 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, email: [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..

*Career-Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.*

**BUSINESS AND INFORMATION TECHNOLOGY EDUCATION**  
**COURSE BLUEPRINT for 6400 BUSINESS COMPUTER TECHNOLOGY**  
(Recommended hours of instruction: 67-90)

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		4	5	6	7	8
			<b>100%</b>				
	<b>Total Course Weight</b>		<b>67%</b>	<b>33%</b>			
<b>A</b>	<b>COMPUTER BASICS</b>		<b>19%</b>	<b>7%</b>			
<b>CT001.</b>	<b>Examine the role of hardware and software.</b>		<b>8%</b>	<b>1%</b>	<b>C3P</b>	<b>CS</b>	<b>Core</b>
<i>CT01.01</i>	<i>Identify the parts and uses of a computer hardware system.</i>		2%		C1	CS	Core
<i>CT01.02</i>	<i>Analyze the information processing cycle including various storage methods.</i>		3%		C3	CS	Core
<i>CT01.03</i>	<i>Explain the advantages and uses of operating system and application software.</i>		2%		C2	CS	Core
<i>CT01.04</i>	<i>Define and demonstrate computer maintenance and care.</i>		1%	1%	C1P	CS	Core
<b>CT002.</b>	<b>Analyze technology issues</b>		<b>8%</b>	<b>2%</b>	<b>C3P</b>	<b>CS/SS</b>	<b>Core</b>
<i>CT02.01</i>	<i>Evaluate the changing role of technology and its effect on society.</i>		2%		C3	CS/SS	Core
<i>CT02.02</i>	<i>Discuss security, confidentiality and ethical issues as related to computer usage.</i>		2%		C2	CS	Core
<i>CT02.03</i>	<i>Identify and explain terminology, advantages, and uses of telecommunications.</i>		2%		C1/C2	CS/E	Core
<i>CT02.04</i>	<i>Demonstrate telecommunications services and functions.</i>		2%	2%	C3P	CS/E	Core
<b>CT003.</b>	<b>Reinforce keyboarding technique and document processing skills.</b>		<b>3%</b>	<b>4%</b>	<b>C1/C3P</b>	CS/E	<b>Core</b>
<i>CT03.01</i>	<i>Identify and demonstrate appropriate techniques and identify ergonomic related issues.</i>		1%	1%	C1/C3P	CS/E/H	Core
<i>CT03.02</i>	<i>Identify and demonstrate fundamental document processing skills, including: business letters, memorandums, reports, and supporting documents.</i>		1%	2%	C1/C3P	CS/E	Core
<i>CT03.03</i>	<i>Identify and demonstrate appropriate proofreading skills.</i>		1%	1%	C1/C3P	CS/E	Core
<i>CT03.04</i>	<i>Refine touch method keyboarding speed and accuracy skills.</i>						Supp
<b>B</b>	<b>APPLICATIONS SOFTWARE</b>		<b>48%</b>	<b>26%</b>			
<b>CT004.</b>	<b>Utilize word processing and desktop publishing software.</b>		<b>10%</b>	<b>10%</b>	<b>C3P</b>	<b>CS/E/H/M/A SS/SC/CD</b>	<b>Core</b>
<i>CT04.01</i>	<i>Identify advantages and uses of word processing and desktop publishing software.</i>		1%		C1	CS/E/H/M/A /SS/SC/CD	Core

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		4	5	6	7	8
CT04.02	Identify and explain word processing and desktop publishing terminology.		3%		C1/C2	CS/E/H/M/A /SS/SC/CD	Core
CT04.03	Create basic word processing and desktop publishing documents.		2%	3%	C3P	CS/E/H/M/A /SS/SC/CD	Core
CT04.04	Retrieve, format, and edit various word processing and desktop publishing documents.		2%	3%	C3P	CS/E/H/M/A /SS/SC/CD	Core
CT04.05	Create advanced word processing and desktop publishing documents.		2%	4%	C3P	CS/E/H/M/A /SS/SC/CD	Core
<b>CT005.</b>	<b>Utilize spreadsheet software.</b>		<b>12%</b>	<b>6%</b>	<b>C3P</b>	<b>CS/E/H/M/A /SS/SC/CD</b>	<b>Core</b>
CT05.01	Identify advantages and uses of spreadsheet software and charts/graphs.		3%		C1	CS/E/H/M/A /SS/SC/CD	Core
CT05.02	Identify and explain spreadsheet terminology.		3%		C1/C2	CS/E/H/M/A /SS/SC/CD	Core
CT05.03	Create and save basic spreadsheets and apply formulas.		2%	4%	C3P	CS/E/H/M/A /SS/SC/CD	Core
CT05.04	Retrieve, edit, manipulate, and print various spreadsheets.		2%	1%	C3P	CS/E/H/M/A /SS/SC/CD	Core
CT05.05	Create various charts/graphs from spreadsheets.		2%	1%	C3P	CS/E/H/M/A /SS/SC/CD	Core
<b>CT006.</b>	<b>Utilize database software.</b>		<b>13%</b>	<b>5%</b>	<b>C3P</b>	<b>CS/E/H/M/A /SS/SC/CD</b>	<b>Core</b>
CT06.01	Identify advantages and uses of database software.		4%		C1	CS/E/H/M/A /SS/SC/CD	Core
CT06.02	Identify and explain database terminology.		4%		C1/C2	CS/E/H/M/A /SS/SC/CD	Core
CT06.03	Create and save basic databases.		2%	1%	C3P	CS/E/H/M/A /SS/SC/CD	Core
CT06.04	Retrieve, manipulate, and print various databases.		3%	4%	C3P	CS/E/H/M/A /SS/SC/CD	Core
<b>CT007.</b>	<b>Utilize multimedia/presentation graphics software.</b>		<b>13%</b>	<b>5%</b>	<b>C3P</b>	<b>CS/E/H/M/A /SS/SC/CD</b>	<b>Core</b>
CT07.01	Identify advantages and uses of multimedia/presentation graphics software.		5%		C1	CS/E/H/M/A /SS/SC/CD	Core
CT07.02	Identify and explain multimedia/presentation graphics terminology.		5%		C1/C2	CS/E/H/M/A /SS/SC/CD	Core

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		4	5	6	7	8
CT07.03	<i>Plan and design basic presentations.</i>		1%	2%	C3P	CS/E/H/M/A /SS/SC/CD	Core
CT07.04	<i>Create, save, print, and present basic presentations.</i>		2%	3%	C3P	CS/E/H/M/A /SS/SC/CD	Core