

El Monte Union High School District

Course Outline

High School _____ Districtwide _____

Title: <u>Computer Concepts for Life</u> Transitional* _____ (Eng. Dept. Only) Sheltered (SDAIE)* _____ Bilingual* _____ AP** _____ Honors** _____ Department: <u>Special Education</u> Grade Level (s): <u>11-12</u> Semester <u>x</u> Year _____ Year of State Framework Adoption _____	This course meets graduation requirements: <input type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Elective	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Department/Cluster Approval	Date																			
_____	_____																			
_____	_____																			
_____	_____																			
_____	_____																			
_____	_____																			
_____	_____																			
_____	_____																			
_____	_____																			

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): An active IEP (Individualized Educational Plan) with this course name or inferred by the IEP team in accordance to each students educational need.

2. Short description of course which may also be used in the registration manual: This is a semester course designed to teach basic keyboarding skills, Microsoft Office, Powerpoint as well as a expose students to a variety online resources and information.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results): This course integrates the school ESLR's by focusing on technology at a tool to further the student's independence.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

Students will be taught primarily through modeling and demonstration.

- Modified Speech
- Slow rate
- Clear enunciation

- Controlled vocabulary
- Use of cognates
- Multi-sensory experience
- Checking for understanding

5. Describe the interdepartmental articulation process for this course: Special education teachers will communicate with the entire department to maintain an open line of communication.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts: This course will enrich a students vocational opportunities by exposing them to basic computer skill which will enhance their portfolios.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s): (possible text) Computer Concepts: New Perspectives of Computer Concept 2011, Parsons : Oja Cengage Learning Inc (contact Marsha 818-720-2177)

B. Supplemental Materials and Resources: Keyboarding for Individual Achievement (T.I.S.E) (program)

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Internet access
- Computer Lab (between 6-10)
- Digital Video camera
- Digital Camera
- Document Reader

8.

▪ **Objectives of Course**

Students will be able to use Microsoft Office software including but not limited to:

- ❖ Microsoft Word
- ❖ Microsoft PowerPoint

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

A. Keyboarding (QWERTY)

1. Visual keyboard recognition
2. Hand Positions
3. Function Keys (Save, copy/paste)
4. Save commands
5. Command strokes

B. Online Typing Program

1. Pre-test (Timed Tests)
2. Individual Practice
3. Post Test (Timed Tests)

C. Internet

1. Computer Safety (Protecting Personal/Financial Info.)
2. Computer Etiquette (District Technology Policies)
3. College Exploration
4. Job Search Engines
5. Apartment Search Engines (rent.com, trulio.com, zillo.com)
6. E-vites
7. Email accounts

D. Documents

1. Memos
2. Basic Letters (personal, thank you etc.)
3. Business Letters (cordial and complaint letters)
4. Online Job Applications
5. Fax cover letters
6. Templates

E. Power Point

1. Create Slides
2. A title slide
3. Automated slide transition
4. Sound
5. Importing (film, graphics or photos)

- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

California Career Technical Education Model Curriculum Standards (grades 7-12)

- **Student performance standards**

Participate in all classroom activities
Complete assignments and test
Consistent attendance

- **Evaluation/assessment/rubrics**

Class assignments
Quizzes
Tests
Completed Documents

- **Include minimal attainment for student to pass course**

Attendance must be at least 60% of all school days
Completion of 60% of all assignments