Course Outline

Job Title:
Computer Operator

Career Pathway:
Business Management

Industry Sector:
Business and Finance

O*NET-SOC CODE:
43-9061.00

CBEDS Title:
Business Communications

CBEDS No.:
4623

75-45-80

Microsoft Office Specialist [MOS]/1: Word (Core/Expert Levels)

Credits: 5   **Hours:** 90

Course Description:
This competency-based course is the first in a sequence of two designed to meet the Microsoft Office Specialist (MOS) certification requirements. It provides students with technical instruction and practical experience in two levels of Word training- core and expert. Instruction includes an orientation, workplace safety, and employability skills. Emphasis is placed on working with texts, paragraphs, and documents, as well as file management, use of tables, and working with pictures and charts for the core level. The expert level emphasizes working with paragraphs and documents, using tables, working with pictures and charts, using mail merge and advanced features, and collaborating with work groups. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires successful completion of the Computer Operation/5: IC3 Certification Preparation (75-45-70) course.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.wearedace.org

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS   **LOCATION**

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 7-14

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 16

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-14

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES	pp. 16-17

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Business and Finance Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

Business and Finance
Pathway Standards

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- Human Resources Specialist
- Education Administrator
- Purchasing Agent
- Office Manager
- Chief Financial Officer

A1.0   Explain entrepreneurship and the fundamentals of developing a new business.

A2.0   Plan, organize, secure, and manage resources of a project to achieve specific goals.

A3.0   Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.

A4.0   Apply economic concepts as they relate to business.

A5.0   Analyze financial data in order to make short-term and long-term decisions.

A6.0   Explain the importance of risk management and regulatory compliance in business.

A7.0   Utilize information and technology tools to conduct business effectively and efficiently.

A8.0   Construct a Marketing Plan.

COMPETENCY-BASED COMPONENTS
for the <u>Microsoft Office Specialist [MOS]/1: Word (Core/Expert Levels)</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. ORIENTATION AND SAFETY Understand, apply, and evaluate classroom and workplace policies and safety procedures according to federal, state, and local industry standards. (5 hours)	1. Describe the scope and purpose of the course. 2. Describe classroom policies and procedures. 3. Describe the importance of prioritizing work. 4. Describe classroom and workplace first aid and emergency procedures. 5. Describe the different occupations in the Finance and Business Industry Sector which have an impact on the role of the office computer operator. 6. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing office computer operators. 7. Describe software copyright laws as they pertain to computers. 8. Define ergonomics. 9. Describe and demonstrate sound ergonomic practices in organizing one's workspace. 10. Describe causes, effects, and preventive measures for repetitive strain injuries. 11. Describe and demonstrate correct typing technique and posture. 12. Describe and demonstrate proper keyboard and monitor angle. 13. Describe the benefits of periodic breaks to stretch and relax. 14. Describe and demonstrate a variety of stretches involving the wrists, neck and shoulders. 15. Describe and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it. 16. Compare the comparisons of keyboard equivalent commands to mouse movements. 17. Pass the safety test with 100% accuracy.	**Career Ready Practice:** 1, 2, 4, 5, 6, 7, 8, 10, 11, 12 **CTE Anchor:** Communications: 2.6 Career Planning and Management: 3.4, 3.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.7 Health and Safety: 6.2, 6.3, 6.5, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7 Ethics and Legal Responsibilities: 8.3, 8.4, 8.6, 8.7 Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2 **CTE Pathway:** B9.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

B. WORKING WITH TEXT
 	
Understand, apply, and evaluate the command and functions necessary in working with texts.
 	
(5 hours)
	1. Describe and demonstrate the following text processing, editing, and production techniques:
	  a. using the Undo, Redo, and Repeat commands
	  b. applying font formats (Bold, Italic, and Underline)
	  c. using the SPELLING feature
	  d. using the THESAURUS feature
	  e. using the GRAMMAR feature
	  f. inserting page breaks
	  g. highlighting text in a document
	  h. inserting and moving text
	  i. cutting, copying, and pasting Special
	  j. copying formats using the Format Painter
	  k. selecting and changing font and font size
	  l. finding and replacing text
	  m. applying character effects (superscript, subscript, strikethrough, small caps, and outline
	  n. inserting date and time
	  o. inserting symbols
	  p. creating and applying apply frequently used text with AutoCorrect
	  q. changing default font sizes
	  r. using the Zoom feature
	  s. selecting and centering a graphic into a Word document
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 53, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

C. WORKING WITH PARAGRAPHS – I
 	
Understand, apply, and evaluate the command and functions necessary in working with paragraphs.
 	
(5 hours)
	1. Describe and demonstrate the following paragraph formatting techniques:
	  a. align text in paragraphs (Center, Left, Right, and Justified)
	  b. adding bullets and numbering
	  c. setting character, line, and paragraph spacing options
	  d. applying border and shading to paragraph
	  e. using the following indentation options (Right, First Line, and Hanging Indent)
	  f. using the following TABS commands:
	    i. Left
	    ii. Center
	    iii. Right
	    iv. Decimal
	  g. setting tabs with leaders
	2. Create five lists, each with individualized numbered outline style.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

D. WORKING WITH DOCUMENTS - I
 	
Understand, apply, and evaluate the commands and functions necessary in working with documents.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	   a. printing a document
	   b. using PRINT PREVIEW
	   c. navigating through a document
	   d. inserting INSERT PAGE numbers
	   e. setting page orientation
	   f. setting margins
	   g. creating and modifying page numbers
	   h. creating and modifying headers and folders
	   i. creating and using newspaper columns
	   j. preparing and printing envelopes and labels
	   k. applying style
	2. Create 10 documents, each with individualized formatting.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving an Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

E. MANAGING FILES
 	
Understand, apply, and evaluate the techniques for managing files.
 	
(5 hours)
	1. Describe and demonstrate the following file management techniques:
	   a. using SAVE
	   b. updating and opening an existing document
	   c. using SAVE AS (different name, dictation, or format)
	   d. creating a folder
	   e. creating a new document using a Wizard
	   f. using templates to create a new document
	   g. using Office Assistant
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

F. USING TABLES – I
 	
Understand, apply, and evaluate the commands and functions necessary in using tables.
	1. Describe and demonstrate the following techniques:
	   a. creating and formatting tables
	   b. adding borders and shading to tables
	   c. revising tables by:
	     i. inserting rows and columns
	     ii. deleting rows and columns
		Career Ready Practice:
		1, 4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

(5 hours)	iii. changing cell formats
	   d. modifying table structure by:
	     i. merging cells
	     ii. changing height and width
	   e. rotating text in table
	   f. using SORT ascending and descending
	2. Pass all assignments with a minimum score of 80%.
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

G. WORKING WITH PICTURES AND CHARTS – I
 	
Understand, apply, and evaluate the commands and functions necessary to work with pictures and charts.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	   a. using the Drawing toolbar
	   b. inserting the following graphics into a document:
	     i. WordArt
	     ii. ClipArt
	     iii. Images
	   c. creating a chart
	   d. adding data and/or graphics into the chart
	2. Describe the difference between inline and floating pictures.
	3. Create a flyer for a meeting using the Drawing toolbar.
	4. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3, 5.4
		Health and Safety:
		6.3, 6.6
		Technical Knowledge and Skills:
		10.1, 10.3
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A7.2

H. CORE LEVEL EVALUATION Understand and evaluate the simulated MOS Certification test for Word (Core Level).	1. Pass the timed simulated MOS Certification test for Word (Core Level) with a minimum score of 80%.	**Career Ready Practice:** 1, 5 **CTE Anchor:** Communications: 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** A7.2
I. WORKING WITH PARAGRAPHS – II Understand, apply, and evaluate the shading techniques for a paragraph within documents. (5 hours)	1. Describe and demonstrate the following techniques: 　a. application of paragraph and section shading 　b. use of text flow option (Windows/Orphans options) to keep lines together 2. Sort 10 lists, five paragraphs, and five tables with various shades. 3. Pass all assignments with a minimum score of 80%.	**Career Ready Practice:** 1, 4, 5 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.4 Demonstration and Application: 11.1 **CTE Pathway:** A7.2
J. WORKING WITH DOCUMENTS – II Understand, apply, and evaluate the techniques for creating, modifying, and completing documents. (5 hours)	1. Describe and demonstrate the following techniques: 　a. creating and modifying page borders 　b. creating and editing styles 　c. creating watermarks 　d. using FIND and REPLACE 　e. creating and revising footnotes and endnotes 　f. working with master documents and subdocuments 2. Create and modify the following: 　a. three tables of contents 　b. three indexes 3. Pass all assignments with a minimum score of 80%.	**Career Ready Practice:** 1, 4, 5 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.4 Demonstration and Application: 11.1 **CTE Pathway:** A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

K. USING TABLES – II
 	
Understand, apply, and evaluate the techniques for modifying tables.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	  a. embedding worksheets in a table
	  b. performing calculations in a table
	  c. linking Excel data as a table
	  d. modifying worksheets in a table
	2. Create five tables using the Draw Table feature.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4, 5
		
		CTE Anchor:
		Problem Solving ad Critical Thinking:
		5.1, 5.2, 5.4
		Technical Knowledge and Skills:
		10.1, 10.4, 11.1
		
		CTE Pathway:
		A7.2

L. WORKING WITH PICTURES AND CHARTS – II
 	
Understand, apply, and evaluate the techniques for modifying pictures and charts.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	  a. adding bitmapped graphics
	  b. deleting and positioning graphics
	  c. creating and modifying charts
	  d. importing data into charts
	  e. creating a watermark
	2. Create three charts from a Word table.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4, 5
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.4
		Technical Knowledge and Skills:
		10.1, 10.4
		Demonstration and Application:
		11.1
		
		CTE Pathway:
		A7.2

M. USING MAIL MERGE
 	
Understand, apply, and evaluate the various commands and functions necessary for mail merge.
	1. Describe and demonstrate the following techniques:
	  a. creating a main document
	  b. creating a data source
	  c. sorting records to be merged
	  d. merging main document and data source
	  e. generating labels
	  f. merging document using alternate data source
	  g. merging document to e-mail addresses
	2. Create three different types of letters using a template.
	3. Pass all assignments with a minimum score of 80%.
		Career Ready Practice:
		1, 4, 5
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.4
		Technical Knowledge and Skills:
		10.1, 10.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Demonstration and Application: 11.1 **CTE Pathway:** A7.2

USING ADVANCED FEATURES
 	
Understand, apply, and evaluate the various commands and functions necessary to demonstrate use of advanced features.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	  a. creating, applying, and editing edit macros
	  b. copying, renaming, and deleting macros
	  c. customizing toolbar
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice: 1, 2
		
		CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.4 Demonstration and Application: 11.1
		
		CTE Pathway: A7.2

N. COLLABORATING WITH WORKGROUPS
 	
Understand, apply, and evaluate the various commands and functions necessary to demonstrate collaboration with workgroups.
 	
(5 hours)
	1. Describe and demonstrate the following techniques:
	  a. inserting commands
	  b. protecting documents
	  c. creating multiple versions of a document
	  d. tracking changes in a document
	  e. setting default file location for workgroup templates
	2. Pass all assignments with a minimum score of 80%.
		Career Ready Practice: 1, 4, 5
		
		CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1, 10.4 Demonstration and Application: 11.1
		
		CTE Pathway: A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
O. EXPERT LEVEL EVALUATION Understand and evaluate the simulated MOS Certification test for Word (Expert Level). (5 hours)	1. Pass the timed simulated MOS Certification test for Word (Expert Level) with a minimum score of 80%.	**Career Ready Practice:** 1, 5 **CTE Anchor:** Communications: 2.4 Problem Solving and Critical Thinking: 5.1, 5.5, 5.4 Technical Knowledge and Skills: 10.1 Demonstration ad Application: 11.1 **CTE Pathway:** A7.2

P. EMPLOYABILITY SKILLS
 	
Understand, apply, and evaluate the employability skills required for a computer operator.
 	
(5 hours)
	1. Describe employer requirements for the following:
	  a. punctuality
	  b. attendance
	  c. attitude toward work
	  d. quality of work
	  e. teamwork
	  f. timeliness
	  g. communication skills
	2. Identify potential employers through traditional and internet sources.
	3. Design sample résumés.
	4. Describe the importance of filling out a job application legibly, with accurate and complete information.
	5. Complete sample job application forms correctly.
	6. Describe the importance of enthusiasm on a job.
	7. Describe the importance of appropriate appearance on a job.
	8. Describe the importance of the continuous upgrading of job skills.
	9. Describe customer service as a method of building permanent relationships between the organization and the customer.
		Career Ready Practice:
		1, 2, 3
		
		CTE Anchor:
		Communications:
		2.4
		Career Planning and Management:
		3.2, 3.3, 3.4, 3.5, 3.9
		Technology:
		4.3
		Responsibility and Flexibility:
		7.7
		Technical Knowledge and Skills:
		10.2
		Demonstration and Application:
		11.5
		
		CTE Pathway:
		B9.2, B9.3

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Cox, Joyce, Steve Lambert, Cutir Frye, and Joan Preppernau. <u>2007 Microsoft Office System Step by Step</u>. Microsoft Press, 2007.

Cox, Joyce and Joan Preppernau. <u>The Microsoft Certified Application Specialist Study Guide</u>. Microsoft Press, 2008.

Joyce, Jerry and Marianne Moon. <u>Microsoft Office Word 2007 Plain and Simple</u>. Microsoft Press, 2007.

Marmel, Elaine. <u>Teach Yourself Visually Word 2007</u>. Wiley, John and Sons, Incorporated, 2006.

Matthews, Marty and Carole Matthews. <u>Microsoft Office Word 2007 Quicksteps</u>. McGraw-Hill Osborne, 2007.

RESOURCES

Employer Advisory Board members

Employment Development Department

CDE Model Curriculum Standards for Business and Finance
http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf

California Department of Education. <u>Challenge Standards: Career Preparation – Business Education.</u> California Department of Education, Career Vocation Education Division. 2000.

California Department of Education. <u>High School Academic Content Standards.</u> California Department of Education, 2004.

California Department of Education. <u>High School Exit Exam – English/Language.</u> California Department of Education, 2001.

California Department of Education. <u>High School Exit Exam – Mathematics.</u> California Department of Education, 2001.

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A.   Lecture and discussion

B.   Demonstration

C.   Individualized instruction

D.   Multimedia presentation

E.   Critical thinking and listening skills

F.   Small group peer teaching

EVALUATION

SECTION A- Orientation and Safety – Pass a written exam on classroom and workplace safety with 100% accuracy.

SECTION B- Working with Text – Pass all assignments and exams on working with text with a minimum score of 80%.

SECTION C- Working with Paragraphs – I – Pass all assignments and exams on working with paragraphs with a minimum score of 80%.

SECTION D- Working with Documents – I – Pass all assignments and exams on working with documents with a minimum score of 80% accuracy.

SECTION E- Managing Files – Pass all assignments and exams on managing files with a minimum score of 80%.

SECTION F- Using Tables – I – Pass all assignments and exams on using tables with a minimum score of 80%.

SECTION G- Working with Pictures and Charts – I – Pass all assignments and exams on pictures and charts with a minimum score of 80%.

SECTION H- Core Level Evaluation – Pass the simulated MOS Certification exam for Word/Core Level with a minimum score of 80%.

SECTION I- Working with Paragraphs – II – Pass all assignments and exams on working with paragraph with a minimum score of 80%.

SECTION J- Working with Documents – II – Pass all assignments and exams on working with documents with a minimum score of 80%.

SECTION K- Using Tables – II – Pass all assignments and exams on using tables with a minimum score of 80%.

SECTION L- Working with Pictures and Charts – II – Pass all assignments and exams on working with pictures and charts with a minimum score of 80%.

SECTION M- Using Mail Merge – Pass all assignments and exams on using mail merge with a minimum score of 80%.

SECTION N- Using Advanced Features – Pass all assignments and exams on using advanced features with a minimum score of 80%.

SECTION O- Collaborating with Workgroups – Pass all assignments and exams on collaborating with workgroups with a minimum score of 80%.

SECTION P- Expert Level Evaluation – Pass the simulated MOS Certification exam for Word (Expert Level) with a minimum score of 80%.

SECTION Q- Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80%.

Los Angeles Unified School District
Acceptable Use Policy (AUP) for District Computer Systems
Information for Students and Parents

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the LAUSD Computer Network or the Internet
Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet
These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**

- **Criminal activities that can be punished under law;**

- **Selling or purchasing illegal items or substances;**

- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**

- **Causing harm to others or damage to their property, such as:**
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
  1. Using another's account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s); or
  3. Disclosing anyone's password to others or allowing them to use another's account(s).

- **Using the network or Internet for commercial purposes:**
  1. Using the Internet for personal financial gain;
  2. Using the Internet for personal advertising, promotion, or financial gain; or
  3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety
1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use
The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer
The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Los Angeles Unified School District.

Date:	_____	School:	_____
Student Name:	_____	Student Signature:	_____
Parent/Legal Guardian Name:	_____	Parent/Legal Guardian Signature:	_____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.