# El Monte Union High School District

## COURSE OUTLINE

**High School   DISTRICT**

Title:   COMPUTER INFORMATION TECHNOLOGY (CIT)

|  | This course meets graduation requirements: | Department/Cluster Approval | Date |
|---|---|---|---|
| Transitional* _____Eng.Cluster  Only) | | | |
| | ( )   English | _____ | _____ |
| Sheltered (SDAIE)*__Bilingual*_____ | ( )   Fine Arts | _____ | _____ |
| | ( )   Foreign Language | _____ | _____ |
| AP**_____Honors**_____ | ( )   Health & Safety | _____ | _____ |
| | ( )   Math | _____ | _____ |
| Department:  Business and Marketing | ( )   Physical Education | _____ | _____ |
| | ( )   Science | _____ | _____ |
| Grade Level (s):   9 | ( )   Social Science | _____ | _____ |

Semester   ( X )    Year   ( )          (X)   Required (computer study)

Framework: This course was developed to insure that students have the technology skills necessary to be successful in both college and  career as indicated on the Common Core State Standards (CCSS)  and the CTE Model Curriculum Standards

*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.

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1.   **Prerequisite (s):**
     None


2.   **Short description of course which may also be used in the registration manual:**

     Computer Information Technology (CIT)class will encompass the technology skills that students need to complete the required overall curriculum of the EMUHSD. The course emphasizesacquiring proper keyboarding technique as well as mastering basic computer concepts, word processing, database, spreadsheet, desktop publishing, and presentation skills. Students will also learn how to determine the validity and relevance of Internet sources and sites. Students will also read contemporay non-fiction technology related articles covering such topics as cyber-bullying, proper and effective use of social media, and ethical use of software.

**Course Goals:**

1. To provide students the technology skills to successfully complete the curriculum required in all their classes.
2. To learn the basic keyboard using the touch method.
3. To enable students to effectively use a networked computer to access applications, search the Internet, and create, print and store documents.
4. To enable students to effectively use a word processing program to create documents and save, transfer or print those documents.
5. To enable students to effectively use a database program to create documents and save, transfer or print those documents.
6. To enable students to effectively use a spreadsheet program to create documents and save, transfer or print those documents.
7. To enable students to effectively use a presentation program to create documents and save, transfer or print those documents.
8. To enable students to effectively search an online database of resources to find relevant resources.
9. To enable students to effecively evaluate the validity and relevance of Internet sources.
10. To enable students to effecively evaluate the validity and relevance of Internet sites.


3. **Decribe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):** These may be replaced with specific site ESLRS.

   *Academic Achiever*: Computer Information Technology (CIT) students will apply critical academic skills in reading, writing, speaking, listening and computing skills. All academic achievers will apply these skills in completing assigned tasks in research projects andclassroom presentations leading to a comprehensive foundation in technology.

   *Critical Thinkers*: Computer Information Technology (CIT) students will incorporate problem solving skills in analyzing and solving complex tehnology related concepts.

   *Proficient Technology Users*: Computer Information Technology (CIT) students will utilize computers and access networks in many aspects of their education.

   *Ethical and Respectful Citizens*: Computer Information Technology (CIT) students must learn social media responsibility and ethics as they pertain to the use of the Internet. Students will develop responsible attitude as they learn cause and effect of their actions to society.  Students will work in groups across gender and cultural groups to demonstrate acceptance and respect of individual and cultural differences.

   *Healthy Individuals*: Computer Information Technology (CIT) students will understand the importance of living a healthy lifestyle and learn to balance work and their personal lives by planning for their career, family and personal goals.

4. **Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:**

The teacher will be sensitive to the various cultural and language needs of the students. A variety of teaching techniques will include demonstrations, DVDs, Internet sites, collaborative learning groups and other visual or manipulative teaching tools. In addition, English Language Learners will be encouraged to use the Media Center for extra help and reference materials. The Madeleine Hunter and SDAIE methodologies will be used along with appropriate pedagogies.

5. **Describe the interdepartmental articulation process for this course:**

All teachers stress the same concepts, skills, knowledge, and values necessary to become a successful user of technology across the curriculum. Technology Skills will reinforce core competencies of English, Math, Science and Social Studies as well as other departments as needed.

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:**

Computer Information Technology (CIT) students are expected to develop their academic skills in reading, writing, and computation as they learn abouttechnology. All activities are performance based to connect learning to actual performance.

**English:** Students will read, write, listen and present information demonstrating their mastery of the course content. They will also communicate effectively with other students and teachers.

**Math:** Students will utilize various math competencies to create charts and grapshs for analysis.

**Social Studies:** Students will develop a new understanding of technology's impact on society as they grow into citizens of the global village.

**Science :** Students will analyze data to reach scientific conclusions..

7. **Materials of Instruction:**

A. Textbook(s) and Core Reading(s):
   1. Various non-fiction technology based articles

B. Supplemental Materials and Resources:
   1. Online keyboarding program – Mac / PC Compatible

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:
   - Television
   - DVD Player
   - Overhead Projector
   - LCD Projector
   - Computers
   - Printers
   - Poster Boards
   - Color Pencils and Markers

**8. A. Objectives of Course:**

**Primary Objective: For students to have the technology skills necessary for the 21st Century, Common Core State Standards, and the Smarter Balanced Consortium Assessments (SBAC)**

Upon completion of this course, students will be able to:

a) Use a computer to access applications and the Internet.
b) Use a computer to access a network.
c) Describe how to save, transfer and eliminate files on a computer and a network.
d) Input on a keyboard using the touch-typing method.
e) Differenciate between legal and illegal use of software.
f) Explain the difference between major operating systems.
g) Describe the process to send and and receive emails.
h) Describe the process to find images, save images, and import them into a document.
i) Use a variety of commerical and free word processing sources.
j) Open a new or existing document in a word processor, manipulate the document, and transfer it.
k) Idendify the different functions of a word processor.
l) Open a new or existing document in a database program, manipulate the document, and transfer it.
m) Idendify the different functions of a database.
n) Open a new or existing document in a spreadsheet program, manipulate the document, and transfer it..
o) Idendify the different functions of a spreadsheet.
p) Open a new or existing document in a presentation program, manipulate the document, and transfer it.
q) Idendify the different functions of a presentation program.
r) Explain how to conduct an effective search on the Internet.
s) Define what is a valid Internet source.
t) Define what is a valid Internet site.
u) Identify Internet domains.
v) Describe what is plagiarism.
w) Understand how to cite sources in text.
x) Identify the various forms of social media.
y) Describe the precaustions the user must take when using social media.
z) Open a new or existing document in a desktop publishing program, manipulate the document, and transfer it.
aa) Idendify the different functions of a desktop publishing program.
bb) Discuss the ramifications of cyberbullying.
cc) Incorporate text from a non-fiction work into a personal document.

**B.** **Evaluation / Assessment / Rubrics:**
- ✓ Class assignments
- ✓ Quizzes
- ✓ Keyboarding Software Reports
- ✓ Completed word processing documents
- ✓ Completed database documents
- ✓ Completed spreadsheet documents
- ✓ Completed desktop publishing documents
- ✓ Completed presentation documents

**C.** **Minimal Attainment:**

Students are expected to achieve 50% minimum grade in all assignments, tests, and projects.

| Day Order | Skills Order | Major Area of Focus | TTL Responsible | Specific Skill Addressed | Lessons Available | Activities | Exit Ticket |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Computer Basics | Wong, Boutte, Mesias | Basic Computer Terms: keyboard, mouse, cursors, clicking (left and right), space bar, delete (left and right), Enter/Return, Home row keys. Types of computers | | Computer lab rules, turn on computer (boot), login, desktop tour, Finder, Documents Folder, Schoolloop registration, log off, turn off computer (shut down) | Creation of Schoolloop account and one document saved |
| 2 | 2 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Beginning Keyboarding Instruction. Different Operating systems, Microsoft Office, Microsoft Word, Menu Bar, Tool Bars, Show/Hide, Home row keys | | Introduction to keyboarding | Practice Lesson turned in through Schoolloop |
| 3 | 3 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Viewing documents: changing sizes and views, maximize & minimize screens, zoom, Print Layout, Home tabs, Toolbars | | Keyboarding Instruction | Practice Lesson turned in through Schoolloop |
| 6 | 4 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + navigating with mouse, arrow keys, delete, command, option, control, and alternate keys | | Keyboarding Instruction Selecting texts, shortcut keys | Practice Lesson turned in through Schoolloop Non-fiction article to practice how to retrieve file from class folder |

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| 7 | 5 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + function keys | | Keyboarding Instruction highlighting, frequently used function keys | Practice Lesson turned in through Schoolloop |
| 10 | 6 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + combination keys | | Keyboarding Instruction shortcut keys for formatting commands | Practice Lesson turned in through Schoolloop |
| 11 | 7 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + saving on computer, network, cloud (School Loop), Google Docs, and external devices | | Keyboarding Instruction | Practice Lesson turned in through Schoolloop |
| 14 | 8 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Inputting methods, Output formats | | Keyboarding Instruction | Practice Lesson turned in through Schoolloop Non-fiction article to practice how to retrieve file from class folder |
| 15 | 9 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) storage devices | | Keyboarding Instruction | Practice Lesson turned in through Schoolloop |
| 16 | 10 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Antivirus, viruses, trojan horse, firewall, cookies | | Keyboarding Instruction | Practice Lesson turned in through Schoolloop |

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| 17 | 11 | Computer Basics/Keyboarding | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Types of processors (Intel, AMD) RAM, ROM | | Keyboarding Instruction | Practice Lesson turned in through Schoolloop |
| 20 | 12 | Computer Basics | Wong, Boutte, Mesias | Keyboarding (2 new keys) + fair and logical use of software Types of application software, piracy, license | | Class lesson on fair and logical use of software | Related non-fiction article and student response done on word processor |
| 21 | 13 | Computer Basics | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Free software resources Open Office, Google Docs | | Continued Keyboarding + Free software resources | |
| 22 | 14 | Computer Basics | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Converting files (docx, wps, txt, pdf, rtf ) and turning in assignments through Drop Box | | Continued Keyboarding + Converting files, electronic storage and turning in assignments | |
| 23 | 15 | Computer Basics | Wong, Boutte, Mesias | Keyboarding (2 new keys) + email practices (cc, bcc, attachment, search) | | Continued Keyboarding + email practices | |
| 24 | 16 | Computer Basics | Wong, Boutte, Mesias | Keyboarding (2 new keys) + Transferring Files (save to desktop ID folder, Schoolloop lockers) | | Continued Keyboarding + Transferring Files | |

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| 25 | 17 | Computer Basics | Wong, Boutte, Mesias | Keyboarding (2 new keys) + fair use of images and video, copyright laws | | Continued Keyboarding +fair use of images and video | |
| 8 | 18 | Common Core Prep | O'Rourke | Non-fiction based reading + finding textual evidence | | | |
| 9 | 19 | Common Core Prep | O'Rourke | Non-fiction based reading +placing textual evidence into response | | | |
| 12 | 20 | Common Core Prep | O'Rourke | Non-fiction based reading +citing textual evidence | | | |
| 13 | 21 | Common Core Prep | O'Rourke | Non-fiction based reading +citing textual evidence | | | |
| 4 | 22 | Word Processing | O'Rourke | Defintiion: Word Processing: Commercial, Free, TextEdit; Open a Word Document; Selecting text, Simple Set: Margins, Font, Size, page orientation, save and save as | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / Open **Word Basics - MAC 2011 Version** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |

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| 5 | 23 | Word Processing | O'Rourke | Fonts: types, sizes, effects, colors / Moving text and text blocks: cut, copy and paste | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / Open **Word Basics - MAC 2011 Version** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 18 | 24 | Word Processing | O'Rourke | Page layout, formatting, styles, menu bars, print preview, printing, other outputs, viewing non-printing characters. | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / Open **Format Text With Styles - 2011 Mac** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 19 | 25 | Word Processing | O'Rourke | Styles, creating styles, modifying styles, applying styles (Table of Contents), | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / Open **Format Text With Styles - 2011 Mac** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |

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| 27 | 26 | Word Processing | O'Rourke | Paragraph Formatting | | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 28 | 27 | Word Processing | O'Rourke | Line spacing, spelling & grammar checker | | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 29 | 28 | Word Processing | O'Rourke | Indentation, hanging indentation | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / Open **Paragraph Indentation** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 30 | 29 | Word Processing | O'Rourke | Format painter, copying styles, | | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 31 | 30 | Word Processing | O'Rourke | rulers, tabs, columns | | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 32 | 31 | Word Processing | O'Rourke | Drawing toolbars | | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |

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| 33 | 32 | Word Processing | O'Rourke | graphics, copy/paste, inserting, moving, wrappingtables, columns, Bullets, numbering, | | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 34 | 33 | Word Processing | O'Rourke | Finding & replacing text or formatting | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / **Find_repl ace_text _or_form atting.do cx** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 35 | 34 | Word Processing | O'Rourke | Tracking Changes, accepting changes, add your own changes, work with comments | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder / Open **Track & Review Changes - 2011 Mac Version** | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |
| 36 | 35 | Word Processing | O'Rourke | Hide tracked changes, track future changes, password protections, future changes | CIT Group in Schoolloop / 2011 Word Lessons for the Mac Folder | Non-Fiction Article - Short Answer | Short answer word processing document turned in through Schoolloop |

| | | | | | / Open **Track & Review Changes - 2011 Mac Version** | | |
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| 38 | 36 | Internet | Bautista | Visualizing the Research Process | | Creating a research plan, understanding your goals, why do we seek other people's information | |
| 39 | 37 | Internet | Bautista | Basic Search Strategy | | Search terminology, keyword search, culling words from sources, picturing ideal sources | |
| 40 | 38 | Internet | Bautista | Advanced Search Strategy | | Boolean, delimiting terms such as "site", other fields in advanced search, delimiting source type (e.g. searching only blogs) | |
| 41 | 39 | Internet | Bautista | Advanced Search Strategy | | Searching commercial databases, using subject terms | |
| 42 | 40 | Internet | Bautista | Advanced Search Strategy | | Using other collections: Google Books, Google Scholar, Google images, Library of Congress, library catalogs such as Worldcat or LA County (for books), Amazon.com, other search collections | |

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| 43 | 41 | Internet | Bautista | Web Site Evaluation | | Testing for reliability, accuracy, completeness, authority, cross-checking | |
| 44 | 42 | Internet | Bautista | Plagiarism and Copyright | | What it is, how to avoid it, Fair Use, using images | |
| 45 | 43 | Internet | Bautista | Web Site Citation | | Keeping track of sources, proper MLA format, in-text citation, the components of a basic website, other types of web sources that might be cited (e.g. blogs). | |
| 46 | 44 | Internet | Bautista | Internet Safety | | Protecting your identity and information, social media protocol, verifying information | |
| 47 | 45 | Internet | Bautista | Social Media Usage | | Wikis, Google Docs, and other collaborative production tools | |
| 48 | 46 | Internet | Bautista | Social Media Usage | | Twitter, Facebook, Pinterest, online photo sharing | |
| 49 | 47 | Internet | Bautista | Social Media Usage | | Blogs | |

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| 50 | 48 | Internet | Bautista | Internet Ethics | | Trolling, creating bad information, anonymity, piracy, privacy, inappropriate texting and posting | |
| 51 | 49 | Internet | Bautista | Internet Ethics | | Bullying | |
| 52 | 50 | Internet | Bautista | Computer addiction | | Online versus real life, how addiction happens, how to combat addiction | |
| 53 | 51 | Desktop Publishing | Lenart | Definition of DP | | Description of the programs used in DP-- advantages and disadvantages of each program. | |
| 54 | 52 | Desktop Publishing | Lenart | Design Phase | | Basic form of the document. | |
| 55 | 53 | Desktop Publishing | Lenart | Document Set up | | Template selection, page size, margins, columns, Master Pages, colors | |
| 56 | 54 | Desktop Publishing | Lenart | Text Phase | | Aquiring or composing text | |
| 57 | 55 | Desktop Publishing | Lenart | Images | | Aquiring, creating, or converting and placement of images | |

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| 58 | 56 | Desktop Publishing | Lenart | File Preparation | | Proofing, fonts, | |
| 59 | 57 | Desktop Publishing | Lenart | Printing & Finishing | | output | |
| 60 | 58 | Desktop Publishing | Lenart | Printing & Finishing | | output | |
| 61 | 59 | Desktop Publishing | Lenart | Printing & Finishing | | output | |
| 62 | 60 | Desktop Publishing | Lenart | Printing & Finishing | | output | |
| 63 | 61 | Databases/Spreadsheets | Beerman | Understanding databases | | definition, purpose, benefits, uses, terminology, subject specific uses | |
| 64 | 62 | Databases/Spreadsheets | Beerman | Layout of databases | | sheets and tabs, scroll, cells, rows, formula bar, designing a database | |
| 65 | 63 | Databases/Spreadsheets | Beerman | Entered data | | page setup, inserting, deleting, formatting cells, labeling, adding sheets, moving sheet location | |

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| 66 | 64 | Databases/Sprea dsheets | Beerman | Advanced Database | | freeze fields, sorting, filtering, mail merging | |
| 67 | 65 | Databases/Sprea dsheets | Beerman | Final Project | | using what you have learned | |
| 68 | 66 | Databases/Sprea dsheets | Beerman | Introduction Spreadsheet | | definition, purpose, benefits, uses, terminology,database and spreadsheet differences, subject specific uses | |
| 69 | 67 | Databases/Sprea dsheets | Beerman | Learning about formulas | | definition, common formulas, sheets, merging, filling, inserting formula | |
| 70 | 68 | Databases/Sprea dsheets | Beerman | What about charting/graphing | | types of charts/graphs, plotting, labeling and how to change it | |
| 71 | 69 | Databases/Sprea dsheets | Beerman | Using charts/graphs elsewhere | | copy and paste information into another document | |
| 72 | 70 | Databases/Sprea dsheets | Beerman | Final Project | | using what you have learned | |
| 71 | 71 | Presentation (Output) | Valuet | Basic Set Up | | Slide layout, themes, templates, background, etc. | Create a sample PPT with at least ?different slide layouts, demonstrate ability to change theme and |

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| | | | | | | | background. PPT can be on one of the nonfiction topics. |
| 72 | 72 | Presentation (Output) | Valuet | Adding Text | | Font, allignment, text boxes | Add text to PPT |
| 73 | 73 | Presentation (Output) | Valuet | Using Media | | Inserting pictures, audio, video, word art, clip art, etc. | Add samples to PPT |
| 74 | 74 | Presentation (Output) | Valuet | Incorporating Data | | Insert charts, tables, and graphs | Add samples to PPT |
| 75 | 75 | Presentation (Output) | Valuet | Adding Dynamic Features | | Using transitions and animations | Add to PPT |
| 76 | 76 | Presentation (Output) | Valuet | Preparing To Speak | | Use the Notes feature | Add to PPT |
| 77 | 77 | Presentation (Output) | Valuet | Finalizing Presentation | | Using Tools and citing Sources | Use Spelling and Grammar Check. Add Works Cited slide. |
| 78 | 78 | Presentation (Output) | Valuet | Presenting | | Record your voice over the presentation | Save audio file |
| 79 | 79 | Presentation (Output) | Valuet | Exploring other presentation options | | Online presentations such as Empressr and Prezi | Explore and create a sample presntation |
| 80 | 80 | Presentation (Output) | Valuet | Exploring other presentation options | | Same as above | Explore and create a sample presntation |
| 83 | 81 | Final Performance Task | O'Rourke | | | | |
| 84 | 82 | Final Performance Task | O'Rourke | | | | |

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| 85 | 83 | Final Performance Task | O'Rourke | | | | |
| 86 | 84 | Final Performance Task | O'Rourke | | | | |
| 87 | 85 | Final Performance Task | O'Rourke | | | | |
| 88 | 86 | Final Performance Task | O'Rourke | | | | |
| 89 | 87 | Final Performance Task | O'Rourke | | | | |
| 90 | 88 | Final Performance Task | O'Rourke | | | | |
| 91 | 89 | Final Performance Task | O'Rourke | | | | |
| 92 | 90 | Final Performance Task | O'Rourke | | | | |