El Monte Union High School District

Course Outline

District: <u>EMUHSD</u>
High School: <u>Rosemead HS</u>

Course Title: <u>Technology Support</u>

Textbook(s):

Copyright date/Edition:

Transitional*_____(Eng. Dept. Only)

Sheltered (SDAIE)*___Bilingual*___

AP**_____Honors**_____

Department: _____

CTE*** :
Industry Sector:_____
Pathway:_____

Check One
Introductory:_____
Concentrator:_____
Capstone:_____

Grade Level (s):__11th and 12th__

Semester_____Year___X___

Year of State Framework Adoption_____

This course meets graduation requirements:

( )   English
( )   Fine Arts
( )   Foreign Language
( )   Health & Safety
( )   Math
( )   Physical Education
( )   Science
( )   Social Science
(X)   Elective

This course meets a-g requirements:

( )   "a" – Social Studies
( )   "b" – ELA
( )   "c" – Math
( )   "d" – Lab Science
( )   "e" – Language (not English)
( )   "f" – Vis/Perf Arts
( )   "g" – College prep elective

Department/Cluster Approval   Date

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Is this course an adaptation from another source?
☐   No
☑   Yes

If yes, please indicate the source of the original course:

_ Peer Support and Service Learning _

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*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.

***For CTE, **attach the CTE course outline** created in the online template (http://ctecourse.scoe.net/).

1. **Prerequisite(s):**
   a. Students must be core and credit current
   b. 11th and 12th Grade only
   c. Satisfactory grade in citizenship
   d. Satisfactory school attendance
   e. No period or full day truancies
   f. Teacher approval

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

   ▪ **Objectives of course**
     • Recognize basic traditional classroom management practices, emerging classroom routines and rituals, and assist in classroom systems as needed.
     • Practice leadership and communication skills in educational environments, including groups, teams, and conflict resolution.
     • Exercise ethical behavior on and off campus
     • Manage the trends and challenges of classroom network systems as a result of new technology.
     • Demonstrate effectiveness in assisting, executing, and follow up of activities with the teacher and students.
     • Demonstrate effective feedback and reflective observation regarding classroom activities and events.

   ▪ **3-5 sentences explaining overall course content**
     This course is designed for 11th and 12th grader students with core and credit current status. This course is an avenue for students to apply and develop their competencies in technology, enhance their initiative and critical thinking skills in assisting their teacher/supervisor, exercise ethical values and respectable behavior, and becoming an active participant in the classroom.

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

     There is a direct alignment to the CTE Anchor Standards Common Core English alignment.

     Anchor Standard 1: Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.

     Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (LS 9-10, 11-12.6)

     Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SLS 11-12.2)

Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. (WS 11-12.6)

Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WS 11-12.7)

Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (SLS 11-12.4)

Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SLS 11-12.1)

Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. (SLS 11-12.1d)

Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. (SLS 11-12.1b)

Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (WS 11-12.6)

Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

- **Student performance standards**
  Student performance will also be measured based on the following:
      Attendance, Punctuality, Quality of Work, and Behavior/Citizenship
  The following is the grading scale used for overall performance:
      90%-100% - A; 80%-89% - B; 70%-79% - C; 60%-69% - D; and Below 60% - F.

- **Evaluation/assessment/rubrics**
  Students will formulate a presentation (oral, PPT, written, video) detailing their learning experience during the course.
  Students will identify new applicable skills they learned while taking this course.

Students will demonstrate and share their experience on how they dealt with conflict.

Students will share how they managed their time when multiple tasks were given.

Students will share what personable skills they had to develop to effectively work with public, adults, and their peers.

Students will turn in their presentations electronically to the TTL. The presentations will be stored electronically and managed by TTL.

- **Include minimal attainment for student to pass course**
    - 60% participation in all required tasks and activities.
    - Satisfactory attendance.
    - Complete assigned task as directed by instructor.
    - Abide by school rules

3. Course content:

Content:
- Assist and support teachers during the class period
- Create, plan, implement, monitor weekly or daily task management systems
- Technology and computer literacy
- Conflict resolution
- Reading
- Oral and written communication
- Ethical behavior /Value systems
- Critical Thinking
- Feedback / Reflection

Sample Assignment(s):
- Re-cabling a charging cart
- Working with network systems
- Running a Powerwash on a chromebook
- Taking inventory of equipment
- Delivering equipment and setting it up on campus

Culminating Project:
- Learning Presentation (1 per semester)

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

Responsible: Students will develop a wide range of technology responsibilities throughout the course.

Resilient: Students will have opportunities to practice skills continually and learn to persevere through challenges.

Resourceful: Student will learn to find creative and unique ways to accomplish tasks using a variety of resources.

Respectful: Students will practice respectful behavior through their interactions with staff, students and faculty.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English

Language Learners:
   a. Oral language development will be utilized.
   b. Modeling.
   c. Engagement routines such as think-write-pair-share, and text mark-up
   d. Writing support scaffolds such as sentence-framing and paragraph-framing will be utilized.
   e. Reasoning and justifying answers will be highly encouraged.

6. **Describe the interdepartmental articulation process for this course:**
   Continuous articulation and communication among teachers with Technology Support will be provided.

7. **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:**
   Student will work towards developing professional relationships, positive work ethics, teamwork, collaboration, communication etiquette (telephone) and development of professional language communication skills**.**

8. **Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)**
   No textbook will be utilized for Technology Support