75-45-60

Computer Operations/4: Presentations

Credits: 5  
Hours: 90

Course Description:
This competency-based course is the fourth in a sequence of five designed for computer operation. It provides students with technical instruction and practical experience in presentation programs. It includes an introduction and reviews of workplace safety and employability skills. Emphasis is placed on the different types of presentation graphics software, understanding the parts of the PowerPoint screen, navigating an existing presentation, creating a new presentation using the basic principles of design, filling in text boxes, inserting and formatting objects to edit and improve the presentation graphics, adding private notes for the speaker, printing the slides, and tips to maximize the effect and utility of the presentation. 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/2: Applications (75-35-90) course.

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

This course cannot be repeated once a student receives a Certificate of Completion.
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; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**GOALS AND PURPOSES**

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**

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

INSTRUCTIONAL STRATEGIES

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

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.

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

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

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 John Alvarez for developing and editing this curriculum. Acknowledgment is also given to Erica Rosario for designing the original artwork for the course covers.

Ana Martinez
Specialist
Career Technical Education

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Administrator
Division of Adult and Career Education

Approved:

Joe Stark
Executive Director
Division of Adult and Career Education
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.
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 Computer Operation/4: Presentations Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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</thead>
</table>
| A. INTRODUCTION AND SAFETY       | 1. Review the scope and purpose of the course.  
2. Review classroom policies and procedures.  
3. Review the importance of prioritizing work.  
4. Review classroom and workplace first aid and emergency procedures.  
5. Review the different occupations in the Finance and Business Industry Sector which have an impact on the role of the office computer operator.  
6. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing office computer operators.  
7. Review software copyright laws as they pertain to computers.  
8. Review the definition of ergonomics.  
9. Review and demonstrate sound ergonomic practices in organizing one’s workspace.  
10. Review causes, effects, and preventive measures for repetitive strain injuries.  
11. Review and demonstrate correct typing technique and posture.  
12. Review and demonstrate proper keyboard and monitor angle.  
13. Review the benefits of periodic breaks to stretch and relax.  
14. Review and demonstrate a variety of stretches involving the wrists, neck and shoulders.  
15. Review and demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it.  
16. Review the benefits of learning keyboard equivalent commands as opposed to mouse movements only.  
17. Pass the safety test with 100% accuracy. | Career Ready Practice:  
1, 2, 3, 4, 5, 6, 7, 8, 12  
CTE Anchor:  
Communications: 2.6  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  
Responsibility and Flexibility: 7.2, 7.4, 7.6  
Ethics and Legal Responsibilities: 8.3, 8.4, 8.6  
Technical Knowledge and Skills: 10.1, 10.2, 10.3  
Demonstration and Application: 11.1, 11.2, 11.4  
CTE Pathway:  

(2 hours)

| B. PRESENTATION GRAPHICS         | 1. Describe the advantage of an electronic presentation graphic program over overhead transparencies.  
2. Identify the latest presentation graphic application software in use today.  
3. Describe the potential uses of presentation graphics in:  
   a. business  
   b. education  
   c. personal research  
   d. employment search | Career Ready Practice:  
1, 4, 5, 12  
CTE Anchor:  
Technical Knowledge and Skills: 10.1, 10.2, 10.3 |
### COMPETENCY AREAS AND STATEMENTS

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<tr>
<td></td>
<td>4. Describe the pros and cons of presentation software programs.</td>
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<td>5. Research, evaluate, and document several presentation graphics in the following fields:</td>
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</table>
|   |   a. business | Demonstration and Application: 11.1  
|   |   b. education |  
|   |   c. personal research | CTE Pathway: A7.1, A7.2  
|   |   d. employment search |  |
| (2 hours) | | |

### C. POWERPOINT SCREEN

Understand, apply, and evaluate the parts of the PowerPoint screen.

|  | 1. Identify the different parts of a PowerPoint screen. |
|  | 2. Describe the features and functions of the following: |
|   |   a. slide layout |
|   |   b. graphic formatting options |
|   |   c. titles and labeling options |
|   |   d. examples of different types of graphics |
|   |   e. formatting procedures and styles |
|   |   f. text and graphic slide layouts |
|   | 3. Describe the reasons and instances for using design templates. |
|   | 4. Research and design templates for the following purposes: |
|   |   a. personal financial planning |
|   |   b. science class presentation |
|   |   c. athletic recruitment presentation |
| (4 hours) | | |

### D. EXISTING PRESENTATION

Understand, apply, and evaluate the techniques for viewing and editing existing presentation graphics.

|  | 1. Describe and demonstrate opening an existing presentation by: |
|   |   a. clicking on the Start button on the taskbar |
|   |   b. going to Programs |
|   |   c. clicking on Microsoft PowerPoint |
|   | 2. Describe and demonstrate the following: |
|   |   a. navigating through an existing presentation |
|   |   b. using the AutoContent Wizard to edit a presentation |
|   |   c. saving an existing presentation |
|   | 3. Research and edit the following existing presentations: |
|   |   a. business meeting |
|   |   b. educational workshop |
|   |   c. personal use |
|   |   d. employment portfolio presentation |
| (10 hours) | | |

### E. DESIGNING A NEW PRESENTATION

Understand, apply, and evaluate the principles and techniques for designing a new presentation.

<p>|  | 1. Define and discuss the following basic principles of design: |
|   |   a. color |
|   |   b. balance |
|   |   c. pattern |
|   |   d. contrast |
|   |   e. emphasis |
| | | |</p>
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</table>
| 2. Describe and demonstrate the following techniques: | | CTE Anchor:  
| a. launching PowerPoint | Technical Knowledge and Skills:  | CTE Pathway: |
| b. choosing the AutoContent Wizard for assistance by the computer-assisted designer | 10.1, 10.2, 10.3 | A7.1, A7.2 |
| c. applying a presentation design from either option: | Demonstration and Application: | |
| i. Design Template option for formatted presentation designs | 11.1 | |
| ii. Blank Presentation option for customized presentation from start to finish | | |
| d. entering and typing text including: | | |
| i. company name | | |
| ii. presentation title | | |
| iii. subtitles | | |
| e. adding blank slides according to the selection of: | | |
| i. texts which are automatically justified and bulleted | | |
| ii. pictures | | |
| iii. tables | | |
| iv. charts | | |
| f. saving the presentation | | |
| 3. Research and design the following new presentations using the basic principles of design: | | |
| a. workshop on customer service | | |
| b. management seminar on increasing productivity | | |
| c. lecture on increasing sales | | |
| d. a corporate meeting on employee recruitment | | |
| e. a lesson plan on workplace safety | | |

(20 hours)

F. FILLING IN TEXT BOXES

Understand, apply, and evaluate the techniques for filling in the text boxes in presentation slides.

1. Describe and demonstrate the following techniques:
   a. adding a new slide to the presentation using the blank format
   b. clicking on the Text Box button on the Drawing toolbar
   c. moving the cursor (which appears as an upside down cross) onto the slide screen
   d. positioning the pointer on the slide where the text box is desired
   e. clicking once in the title section of the slide to let the text label box appear
   f. typing in text/title, noting the expansion of the text box as the typing goes on
   g. clicking the Text Box button again
   h. placing the pointer at the left upper corner of the blank slide
   i. clicking and dragging the mouse to the bottom right of the screen
   j. releasing the mouse to show the width of the box
   k. pressing enter when finished with each line
   l. entering a few lines of text

2. Describe and demonstrate the following techniques to center the text in the main portion of the slide:
   a. clicking the text box to activate it
   b. selecting all of the text

Career Ready Practice:  
1, 4, 5, 12

CTE Anchor:  
Technical Knowledge and Skills:  
10.1, 10.2, 10.3  
Demonstration and Application:  
11.1

CTE Pathway:  
A7.1, A7.2
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<tr>
<td>c. pressing the Center text icon</td>
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<tr>
<td><strong>3. Describe and demonstrate the following techniques to change the spacing between the lines:</strong></td>
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<tr>
<td>a. keeping the text selected</td>
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<tr>
<td>b. clicking on the arrow at the end of the formatting toolbar to get more buttons</td>
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<tr>
<td>c. clicking on Add or Remove Buttons</td>
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<tr>
<td>d. clicking on Increase Paragraph Spacing to add this button and increase the space between the lines</td>
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<td>e. saving the presentation</td>
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<td><strong>4. Research and fill in the text boxes for the following presentations:</strong></td>
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<tr>
<td>a. workshop on customer service</td>
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<td>b. management seminar on increasing productivity</td>
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<td>c. lecture on increasing sales</td>
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<td>d. a corporate meeting agenda on employee recruitment</td>
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<td>e. a lesson plan on workplace safety</td>
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<td><strong>G. INSERTING AND FORMATTING OBJECTS</strong></td>
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<tr>
<td>Understand, apply, and evaluate the insertion and formatting of objects used to enhance presentation graphics.</td>
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<tr>
<td><strong>1. Use the AutoShapes button on the Drawing toolbar to insert an object in the presentation.</strong></td>
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<td><strong>Career Ready Practice:</strong></td>
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<tr>
<td><strong>2. Insert an arrow from the first line under the title bar leading to the next line of text.</strong></td>
<td></td>
<td><strong>1, 4, 5, 12</strong></td>
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<td><strong>3. Choose the Block Arrows option.</strong></td>
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<td><strong>CTE Anchor:</strong></td>
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<tr>
<td><strong>4. Choose Curved Right Arrow turning the cursor into a crosshairs pointer.</strong></td>
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<td>Technical Knowledge and Skills: 10.1, 10.2, 10.3</td>
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<td><strong>5. Place the crosshairs pointer at the beginning of the arrow.</strong></td>
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<td><strong>Demonstration and Application:</strong></td>
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<tr>
<td><strong>6. Click and drag the pointer to the desired end for the arrow.</strong></td>
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<td><strong>11.1</strong></td>
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<td><strong>7. Clicking on the Fill color button to change the color of the arrow.</strong></td>
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<td><strong>CTE Pathway:</strong></td>
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<tr>
<td><strong>8. Select fill effects like gradients, and add shading to the arrow.</strong></td>
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<td><strong>A7.1, A7.2</strong></td>
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<td><strong>9. Experiment with other shapes including the following:</strong></td>
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<td><strong>Activity:</strong></td>
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<tr>
<td>a. callouts</td>
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<td>b. stars</td>
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<td>c. banners</td>
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<td>d. lines</td>
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<td>e. basic shapes</td>
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<td>f. flowcharts</td>
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<tr>
<td><strong>10. Research and create the following presentations with embedded and formatted objects:</strong></td>
<td></td>
<td><strong>Career Ready Practice:</strong></td>
</tr>
<tr>
<td>a. workshop on telephone etiquette</td>
<td></td>
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<tr>
<td>b. management seminar on sexual harassment prevention</td>
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<tr>
<td>c. lecture on lowering costs</td>
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<tr>
<td>d. a corporate meeting agenda on employee absenteeism</td>
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<tr>
<td>e. a lesson plan on public relations</td>
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<tr>
<td>COMPETENCY AREAS AND STATEMENTS</td>
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<td>STANDARDS</td>
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| H. ADDING SPEAKER’S NOTES       | 1. Describe and demonstrate the following techniques for adding private notes for the speaker:  
   a. launching PowerPoint  
   b. creating notes (during presentation but not appearing as part of the presentation) by:  
      i. working on Normal View on Slide 2  
      ii. clicking on Add Notes  
      iii. typing the desired note in the bottom box to accompany the presentation slide on the top box  
   c. repeating the same procedures for the rest of the presentation slides  
2. Research and add speaker’s notes on the following presentations:  
   a. workshop on telephone etiquette  
   b. management seminar on sexual harassment presentation  
   c. lecture on lowering costs  
   d. a corporate meeting agenda on employee absenteeism  
   e. a lesson plan on public relations | Career Ready Practice:  
   1, 4, 5, 12  
CTE Anchor:  
Technical Knowledge and Skills:  
10.1, 10.2, 10.3  
Demonstration and Application:  
11.1  
CTE Pathway:  
A7.1, A7.2 |
| (10 hours)                      |                      |           |
| I. PRINTING SLIDES              | 1. Describe and demonstrate the following techniques for printing slides:  
   a. launching PowerPoint  
   b. viewing presentation in Normal View  
   c. choosing Slide 1  
   d. clicking File  
   e. selecting Print What by:  
      i. clicking Notes Pages to print notes pages  
      ii. clicking All from the Print range section to print all of the slides, notes, etc  
      iii. clicking the Slides button and then typing 4-5 in the box next to it if only pages 4 and 5 of the presentation need to be printed  
2. Research and repeat the same procedures for the following presentation slides:  
   a. office report  
   b. inventory list | Career Ready Practice:  
   1, 4, 5, 12  
CTE Anchor:  
Technical Knowledge and Skills:  
10.1, 10.2, 10.3  
Demonstration and Application:  
11.1  
CTE Pathway:  
A7.1, A7.2 |
| (5 hours)                       |                      |           |
| J. PRESENTATION TIPS            | 1. Describe the importance of the following:  
   a. limiting every line with six words maximum  
   b. using large and simple fonts  
   c. using decorated slide graphics and colors sparingly following the basic principles of design  
   d. adding sounds and movie clippings for attention-grabbing effects  
   e. using diagrams, charts, and graphs  
   f. gauging the nature of the presentation with the type of audience attending | Career Ready Practice:  
   1, 4, 5, 12  
CTE Anchor:  
Technical Knowledge and Skills:  
10.1, 10.2, 10.3 |
<table>
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<tr>
<td>g.</td>
<td>talking to the audience, not the presentation</td>
<td>Demonstration and Application:</td>
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<tr>
<td>h.</td>
<td>using a modulated and convincing voice for clarity and comprehension</td>
<td>11.1</td>
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<tr>
<td>i.</td>
<td>using gestures for emphasis of the important points</td>
<td>CTE Pathway:</td>
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<td>2.</td>
<td>Demonstrate the following:</td>
<td>A7.1, A7.2</td>
</tr>
<tr>
<td>a.</td>
<td>limiting every line with a maximum of six words</td>
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<tr>
<td>b.</td>
<td>using large and simple fonts</td>
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<td>c.</td>
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<td>d.</td>
<td>adding sounds and movie clippings for attention-grabbing effects</td>
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<td>e.</td>
<td>using diagrams, charts, and graphs</td>
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<td>f.</td>
<td>adjusting presentation graphic integration problems</td>
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<tr>
<td>g.</td>
<td>gauging the nature of the presentation with the type of audience attending</td>
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<td>h.</td>
<td>talking to the audience, not the presentation</td>
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<td>i.</td>
<td>using a modulated and convincing voice for clarity and comprehension</td>
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<tr>
<td>j.</td>
<td>using gestures for emphasis of the important points</td>
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(5 hours)

K. EMPLOYABILITY SKILLS REVIEW

Review, apply, and evaluate the employability skills required for office computer operator.

1. Review employer requirements for the following:
   a. punctuality
   b. attendance
   c. attitude toward work
   d. quality of work
   e. teamwork
   f. responsibility
   g. timeliness
   h. communication skills

2. Update the list of potential employers through traditional and internet sources.
3. Finalize a résumé.
4. Review the importance of filling out a job application legibly, with accurate and complete information.
5. Complete sample job application forms correctly.
6. Review the importance of enthusiasm in the interview and on a job.
7. Review the importance of appropriate appearance in the interview and on a job.
8. Review the importance of the continuous upgrading of job skills.
9. Review customer service as a method of building permanent relationships between the organization and the customer.

Career Ready Practice:
2, 3, 6, 7, 9, 11, 12

CTE Anchor:
Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
Responsibility and Flexibility: 7.7
Leadership and Teamwork: 9.3, 9.4, 9.7
Technical Knowledge and Skills: 10.4, 10.8
Demonstration and Application: 11.5
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<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
</tr>
</thead>
</table>
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


RESOURCES

Employer Advisory Board members

Employment Development Department

CDE Model Curriculum Standards for Business and Finance


COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion
B. Demonstration
C. Students hands-on practice
D. Individualized instruction
E. Critical thinking and listening skills
F. Peer teaching and cooperative learning

EVALUATION

SECTION A – Introduction and Safety – Pass a written exam on classroom and workplace safety with a score of 100%.

SECTION B – Presentation Graphics – Pass all assignments and exams on presentation graphics with a minimum score of 80%.

SECTION C – PowerPoint Screen – Pass all assignments and exams on PowerPoint screen with a minimum score of 80%.

SECTION D – Existing Presentation – Pass all assignments and exams on existing presentation with a minimum score of 80%.

SECTION E – Designing a New Presentation – Pass all assignments and exams on designing a new presentation with a minimum score of 80%.

SECTION F – Filling in Text Boxes – Pass all assignments and exams on filling in text boxes with a minimum score of 80%.

SECTION G – Inserting and Formatting Objects – Pass all assignments and exams on inserting and formatting objects with a minimum score of 80%.

SECTION H – Adding Speaker’s Notes – Pass all assignments and exams on adding speaker’s notes with a minimum score of 80%.

SECTION I – Printing Slides – Pass all assignments and exams on printing slides with a minimum score of 80%.

SECTION J – Presentation Tips – Pass all assignments and exams on presentation tips with a minimum score of 80%.

SECTION K – Employability Skills Review – Pass all assignments and exams on employability skills with a minimum score of 80%.
We Are DACE.

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.