

**GOLDEN OAK ADULT SCHOOL
ADULT EDUCATION**

**Computers for the Workplace
Course Outline
Schoolwide Learner Outcomes**

Golden Oak Adult School students demonstrate:

Critical thinking and problem solving Goal
setting skills
Effective communication
Global citizenship

Grade Level: Intermediate - Advanced

Credits: 0

Hours / Length: 122 hours (42 Hours Mandatory Class Time AND 80 Hours Mandatory Distance Learning/Independent Study Time)

Course Description/Goals & Purposes (Student Learning Outcomes): Students in this level will continue to develop their English Language proficiency through listening, reading, speaking and writing activities. Students practice basic business principles and procedures before proceeding to the career path specializations. *Upon Completion*, students will be employable at an entry level position at local businesses, or enrolled in more advanced training in their career pathway such as a CTE certificate program in Business or Project Management, advanced excel or accounting classes.

Integrated Education and Training

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Concurrently and contextually” means that, within the overall scope of the Integrated EL Civics program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available;
- Occur simultaneously; and
- Use occupationally relevant instructional materials.

Prerequisites: Successful completion of Blue/Level One, or Green/Level 2, or CASAS Scores 220 – 235 (Reading and Listening) or by placement assessment, or Common Core Band 6th – 8th (Level D).

Repetition Policy: Students may repeat this course until at least 80% accuracy of language skills’ objectives has been. Need for repetition may also be determined by pronounce weakness in one or more major language skills.

Curriculum Standards / Competencies to Be Met

During this semester-long course, the students will have an opportunity to receive literacy support so students can access the following Standards for Career Ready Practice:

- Business Academics
 - Communication
 - Career Planning and Management
 - Technology
 - Problem Solving and Critical Thinking
 - Responsibility and Flexibility
-

READING

(CCR 1, 2, 3, 5 & 7)

Hours per unit: 30

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why events, and ideas develop and interact over the course of a text.
- Analyze the structure of texts.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

WRITING

(CCR 2, 4, 5, 6, 7 & 8)

Hours per unit: 30

- Write informative/explanatory texts.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LANGUAGE

(CCR 1, 2, 3, 4 & 6)

Hours per unit: 30

- Demonstrate command of the conventions of standard English grammar, punctuation and usage when writing and speaking.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

SPEAKING & Listening:
(CCR 1, 2, 5 & 6)

Hours per unit: 30

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Course Content Outline

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive, and use of intensive pronouns).
 - b. Recognize and correct vague or unclear pronouns.
 - c. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 - d. Form and use verbs in the active and passive voice and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - e. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, and place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to set off nonrestrictive/parenthetical elements.
 - b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
 - c. Use an ellipsis to indicate an omission.
 - d. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style and tone.
 - c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
5. Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading

1. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
2. Analyze the structure of a text, including how the major sections contribute to the whole and to the development of the ideas.
3. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.
4. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
5. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Speaking & Listening

1. Engage 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.
2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
4. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Writing

1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
2. Provide a concluding statement or section that follows from and supports the information or explanation presented
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
5. Use technology, including the Internet, to produce and publish writing and link to interact and collaborate with others.
6. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
7. Gather relevant information from multiple print and digital sources, using search terms effectively.

Course Content / Vocabulary/Thematic Units

- Basic Computer Skills
 - Technology pre and post assessment, parts of the computer, identify and find files and applications, trouble shooting, use calculator for basic math operations
- Internet Basics

- Wifi, spyware, privacy, reload, scroll and hyperlinks, passwords, Browser Security, Math Skills: Averages, Searching the Internet, Netiquette, Social Media
- Personal Inventory
 - Describe personal traits, compare professions and personal traits, create Pie Charts to interpret information, create presentation on Google Slides
- Effective Qualities in the American Workforce
 - Analyze American Business Structure, Employee Manual, Benefits, Vacation Policies, Reporting in Sick, Body Language
- Career Exploration
 - Types of Jobs, Research Job Trends, Conduct Career Planning, Research Education and Careers, Create and Share Google Slide Show
- Job Search Tactics & Interview Skills
 - Communicate job skills, examine resume and cover letters, decipher abbreviations in job descriptions, prepare for and communicate during a job interview, calculate minimum wages, complete job applications
- Work Readiness
 - Identify work discrimination, distinguish professional and unprofessional communication via telephone and email, multiplication and division skills while learning paystubs, practice in Microsoft Word
- 21st Century Employability Skills
 - Communication, ethics, team work, problem solving, self-management
- Business Websites
 - Analyze effective business websites and create a mock website using Weebly. Solve mathematical word problems as related to business websites
- Social Media and Business
 - Examine professional social media presence to construct presence utilizing Face Book, LinkedIn, & Twitter

Instructional Strategies

- Total Physical Response, Video
- Technology/Computers
- Audio, Lecture, Discussion, and Group Work, Information Gap
- Google Slides, Google Docs

Evaluation Procedures

Benchmark Assessments Exams/Tests/Quizzes Oral Presentations Projects, Written Assignments, CASAS, Passing Score on COAAP 33.9 and 33.10

Typical Assignments

Grammar review, vocabulary review, audio scripts, nonfiction reading selections, online study guides, short writing projects, writing, presentations and collaborating online.

Suggested Materials

Online and Face to Face Curriculum:

Author: Licensed under CCBY 4.0

Title: Integrated Digital English Acceleration

Publisher: Washington State Board for Community and Technical Colleges

Publication Date: 2017

Book

Author: Natalya Dollar, Candace Lynch-Thompson

Title: Identify Qualities of an Effective

Employee in the American Workplace Student Workbook

Student Level: Intermediate Low to Advanced

Publisher: NOCCCD SCE/ESL Program

1830 W. Romneya Drive

Anaheim, CA 92801

Publication Date: 2009

Internet Resource:

New World Of Work