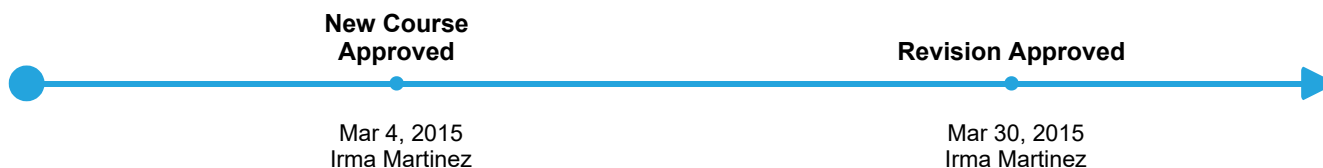


Communication Technology

Santa Maria Joint Union High School District



Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Ernest Righetti High School (053303)	Classroom Based	Abbreviation	Course Code
		Comm Tech A	BU7060
		Comm Tech B	BU7061
Pioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		Comm Tech A	BU7060
		Comm Tech B	BU7061

Title: Communication Technology

Length of course: Full Year

Subject area: College-Preparatory Elective (G) / Interdisciplinary

UC honors designation? No

Prerequisites: Computer Applications 1 (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 11th, 12th

course Description

course overview:

By the end of this course students will appreciate the importance of communication in their personal and professional lives, know what strategies to employ in different situations, and effectively use technology to communicate their messages. This course will enhance students' preparedness for college and employment with essential communication skills using technology. Upon successful completion of this course students will be able to :

1. Use a variety of communication strategies and techniques with the use of information technology.
2. Format, compose, and revise essays, memos, business letters, notes, emails, newsletters, flyers, reports, job-search documents, and multimedia presentations utilizing Microsoft Office software.
3. Understand the Elements of Communication (audience, sender, receiver, message, purpose) and utilize the Writing Process (plan, write, revise) to create effective written and oral messages.
4. Learn to improve grammar and tone in written and oral communications
5. Demonstrate the ability to apply critical thinking and decision making skills.
6. Critique and evaluate communication behaviors and processes in various settings.
7. Examine both non-literary and literary prose with the emphasis on developing their ability to extend their understanding of complex reading material.
8. Collaborate with others to analyze information and create and deliver communications.
9. Manage computer and Internet tools to make work more efficient.
10. Develop the ability to adapt what is learned in one content area to new problems and settings to deepen critical reading, writing, and thinking skills.
11. Prepare to enter the workforce by completing a job skills training workshop

course content:

I.* Orientation

- | | |
|--|---|
| A. Course objectives, expectations, procedures | A. Review course objectives, expectations, procedures. |
| B. Introduction to workplace communication | B. Understands what professional communications entail. |
| C. ROP | C. Complete ROP paperwork |
| D. Safety Training | D. Understand office safety, basic first aid procedures, and online SIPE training certificate |
| E. Employment outlook/ opportunities | E. Reviewed employment outlook/opportunities. |
| F. File management | F. Set up file system for saving and retrieving work and managing directories |
-

II. The Study of Communication

Using the textbook Communicating for Success, students will examine the five elements of communication and the stages of the writing process to become familiar with and recognize effective writing. Students will look at and create several types of documents that incorporate the use of formatting, editing, self-evaluation, and peer editing, and partner projects to demonstrate their ability to communicate effectively.

TOPIC	EXAMPLE
A. Elements of Communication	A. Identifies the 5 Elements: Audience, sender, receiver, purpose, content
B. Writing Process	B. Identifies the 3 stages: planning, writing, revising
C. Editing & Proofreading	C. Practice editing a document for form and accuracy
D. Typing & Ergonomics	D. Practice keyboarding for efficiency and accuracy and understand ergonomics
E. Purpose and Content	E. Analyze the purpose & content of different types of business communications
F. Persuasive writing	F. Learn how to effectively influence with writing style
G. Compare and Contrast	G. Set up data in tables to compare information
H. Analyzing data and drawing conclusions	H. Learn how to organize reports for making decisions and recommendations & proving opinions
I. Giving Instructions	I. Learn to write and give effective instructions for favorable outcomes
J. Research & Reports	J. MLA format and effectual written presentation of content

III. MS Office Word

Students will learn MS Office Word features while creating a variety of professionally styled workplace documents. They will utilize technical reading skills to follow directions and steps in the Microsoft Office textbook.

TOPIC	EXAMPLE
A. Correct formatting techniques of workplace documents	A. Memo, Fax, Email, Note, Letters, Mail merge, Press Release
B. Editing features, hyperlinks	B. Spelling/grammar, find & replace, adding and removing links
C. Format paragraphs, lists, lines, tabs, borders, shading	C. business report, construction bid, tri-fold brochure
D. Format page, sections, breaks, columns, headers & footers, tables, endnotes, footnotes, sources & bibliography	D. Business and informational brochures
E. Reports	E. MLA format of reports and bibliography
F. Brochure/Pamphlet with images	F. Travel brochure
G. Usability – Readability Statistics	G. Use Flesch-Kincaid levels to review work

IV. MS Office PowerPoint

Following steps in the Microsoft Office textbook, students will learn to use MS Office PowerPoint to create effective and interesting presentations.

TOPIC	EXAMPLE
A. Create a basic presentation	A. Create and add text to a presentation
B. Add styles, images	B. Format a presentation and add pictures
C. Use tables, graphs, shapes	C. Add and format graphic information
D. Animations and transitions	D. Add movement to a presentation
E. Color choices and readability	E. Edit a presentation for effectiveness

V. Research Paper and Presentation

Students learn about a famous entrepreneur by researching their life and how they came into success. They will write a correctly formatted report and create a presentation for the class.

TOPIC	EXAMPLE
A. Research and notes/outline	A. Online research
B. Writing & Revising	B. MLA formatted report
C. Bibliography	C. Proper Works Cited
D. PowerPoint	D. Create a presentation and show to audience

VI. Job Search and Workplace Skills

Research and learn about the types of careers that interest them. Students learn the proper way to conduct themselves in the workplace to optimize success. Students will participate in six weekly job skill and interviewing seminars put on by the North county Volunteer Corps.

TOPIC	EXAMPLE
A. Personal Inventory	A. Identify career interests

B. Resume	B. Create an effective resume
C. Job Skills Training Workshop	C. Attend six sessions
D. Employment Paperwork	D. Application, resume, cover letter
E. Workplace Attire	E. Explain why dress is or isn't appropriate
F. Communication & conflict	F. How to talk to supervisors, colleagues, customers and manage negativity
G. Interviews	G. What to expect, how to prepare, mock interview practice
H. Financial Literacy	H. Paycheck and taxes

VII. Introduction to Website Programming

Understand basic programming with HTML. Students will create and original webpage outlining the job skills learned throughout the year.

TOPIC	EXAMPLE
A. Saving web documents	A. Use Notepad to create web page
B. Text, lines, lists	B. Learn basic HTML tags
C. Color, headings, fonts	C. Add formatting with HTML and CSS
D. Links	D. Add onsite and offsite links to a page
E. Images	E. Add and format pictures

VIII. Career/Occupational Knowledge and Workplace Skills (infused throughout the course)

Students will demonstrate career skills that will enable them to be successful in the workplace and in post-high school educational settings. Teamwork and collaboration are encouraged and practiced. Critical thinking and problem solving are developed through independent project based learning.

TOPIC	EXAMPLE
A. Technology and information	A. Accessing and utilizing technology and information.
B. Safety standards	B. Practicing occupational safety standards.
C. Critical thinking and solving problems	C. Thinking critically and solving problems effectively.
D. Basic skills in reading, writing, mathematics, listening and speaking	D. Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.
E. Real world problems and situations	E. Applying knowledge to real world problems and situations.

- F. Independent & collaborative work
- G. Communication
- H. Reliability
- I. Diversity
- J. Punctuality and Dependability
- K. Directions
- L. Supervision
- M. Cooperation
- N. Initiative
- O. Grooming
- P. Constructive Criticism

- F. Works independently and collaboratively.
- G. Communicates effectively and appropriately
- H. Performs reliably and responsibly.
- I. Working with diverse populations effectively and respectfully.
- J. Is punctual and has good attendance
- K. Follows directions and asks questions
- L. Works well with minimum supervision.
- M. Is cooperative and works effectively with peers
- N. Takes initiative by working beyond minimum requirements.
- O. Meets job standards of neatness and grooming.
- P. Responds appropriately to constructive criticism.

Course Materials

Other

Title	Authors	Date	Course material type	Website
Written assignments	[empty]	[empty]	Review of key concepts and vocabulary that is learned from reading, research, and practice. Writing allows the student to demonstrate their mastery and understanding of the material.	[empty]
Direct Whole Group Instruction	[empty]	[empty]	Demonstration and visual presentation	[empty]
Independent Practice	[empty]	[empty]	Students practice with step-by-step instructions.	[empty]
One-on-One Instruction	[empty]	[empty]	Teacher assists and gives feedback to students individually.	[empty]
Cooperative Learning Group	[empty]	[empty]	Collaboration and sharing of information is encouraged so students are learning from working with each other. Group projects encourage teamwork and cooperation.	[empty]

Title	Authors	Date	Course material type	Website
Independent Internet Research	[empty]	[empty]	Structured research skills are developed throughout the course, both individually and in small groups to provide platforms for analysis and synthesis of information.	[empty]
Troubleshooting Errors and Revision	[empty]	[empty]	Learning to recognize errors and know where and how to find them and how to fix them. Peer editing develops teamwork and commitment to producing high quality work the whole group is proud of.	[empty]
Projects	[empty]	[empty]	Students demonstrate use of all skills and concepts in original works. Students do a written self-evaluation after a project to analyze what worked, what they would change about the process, and what they learned.	[empty]
Oral Presentation and Peer Evaluation	[empty]	[empty]	Students share and present original works and evaluate for effectiveness.	[empty]