COURSE NO.: 52-10-50  
REVISED: September/2002

TITLE: UNDERSTANDING AND USING TECHNOLOGY/BASIC COMPUTER LITERACY/INTERNET ACCESS  
(Former Title: Understanding and Using Technology/Computers)

DEPARTMENT: Programs for Older Adults

CREDITS: 0*  
HOURS: 40

APPORTIONMENT NO.: 08.084.403

COURSE DESCRIPTION:  
This competency-based course offers instruction in the use of personal computers for older adults. Instruction includes basic computer skills, word processing, accessing the Internet and locating information on the Internet of interest to older adults as well as adapting the computer to meet special physical needs.

PREREQUISITES:  
None

*This is a non-credit course and may be repeated to learn specific competencies.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS

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; 5CCR 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 prestated 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.

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 Older Adults, Programs for Adults with Disabilities.
## Course Outline Components

<table>
<thead>
<tr>
<th>UNIT OF STUDY, WITH APPROXIMATE HOURS AlLOTTED FOR EACH UNIT</th>
<th>Location</th>
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<tbody>
<tr>
<td>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.</td>
<td>Cover pp. 6-10</td>
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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. Instructor’s 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, 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

Appreciation is expressed to DON TORLUEMKE for his work on the revision of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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APPROVED:

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Assistant Superintendent
Division of Adult and Career Education
CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the
Understanding and Using Technology/Basic Computer Literacy/Internet Access Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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<tr>
<td>A. INTRODUCTION</td>
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<tr>
<td>Understand course content, goals and the use of computers by older adults.</td>
<td>1. Demonstrate an understanding of classroom policies and procedures.</td>
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<td>2. Demonstrate knowledge of classroom safety rules and computer care procedures.</td>
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<td>3. Identify class objectives and goals.</td>
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<td>4. Discuss methods of instruction used in this class:</td>
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<td>a. individualized instruction</td>
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<td>b. small-group cooperative learning</td>
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<td>c. lecture and demonstration</td>
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<td>d. student presentation (group and individual)</td>
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<td>e. Identify methods of evaluation (quizzes, portfolio of student work, etc.).</td>
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<td>5. Discuss the importance of the following personal skills in the classroom-computer lab environment:</td>
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<td>a. positive attitude</td>
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<td>b. self-confidence</td>
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<td></td>
<td>c. honesty</td>
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<td>d. perseverance</td>
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<td></td>
<td>e. self-management/work ethic</td>
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<td>f. pride in product and work</td>
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<td></td>
<td>g. dependability</td>
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<td>6. Assess current knowledge and experience of computer operations through discussion or needs assessment.</td>
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<td>7. Discuss the major effects of computers on the daily life of older adults.</td>
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<td>8. Discuss the impact of computers on family communications.</td>
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<td>9. Discuss ability/necessity to accomplish familiar tasks in new ways using computers.</td>
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<td>10. Discuss types of computers in common use (i.e., desktops, laptop, briefcase, hand-held computers).</td>
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<td>11. Discuss adaptations of computer components for physical limitations:</td>
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<td>a. mouse</td>
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<td>b. cursor</td>
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<td></td>
<td>c. screen</td>
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<td></td>
<td>d. keyboard</td>
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<tr>
<td></td>
<td>e. sound</td>
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<tr>
<td></td>
<td>f. voice</td>
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COMPETENCIES
Resources: Allocates Time/ Allocates Material and Facilities
Resources
Information: Acquires and Evaluates Information/ Organizes and Maintains Information
B. PERSONAL SAFETY

Understand safety issues when operating a computer, including avoidance of physical hazards.

1. Discuss and implement good safety practices, including the following:
   a. personal
   b. lab
   c. fire
   d. electrical
   e. equipment
2. Demonstrate correct typing technique and posture.
3. Demonstrate proper keyboard and monitor angle.
4. Discuss the benefits of periodic breaks to stretch and relax.
5. Demonstrate a variety of stretches involving the wrists, neck and shoulders.
6. Demonstrate the proper way to hold and move a mouse without gripping it hard or squeezing it.
7. Identify the benefits of learning keyboard equivalent commands to mouse movements.

C. BASIC COMPUTER COMPONENTS

Recognize basic computer hardware components, terminology and understand system of communication.

1. Identify basic computer hardware components and their functions
   a. central processing unit (CPU)
   b. keyboard
   c. mouse
   d. monitor
   e. floppy disk drive
   f. CD-Rom drive
   g. CDRW drive
   h. hard drive (storage)
2. Identify basic computer peripheral components and their function:
   a. speakers
   b. headphones
   c. microphone
   d. printer
   e. scanner
   f. video cam
3. List the contents of the hard drive.
4. Discuss the purpose of a hard disk.
5. Discuss the following data storing devices:
   a. floppy disk
   b. hard disk
   c. Zip or Jazz disk
   d. CD-ROM
6. Compare available storage space, ease of use and method of initialization for each data storing devices.
7. Discuss proper handling and storage of data disks.
8. Discuss simple troubleshooting procedures and/or classroom procedures if a computer component fails to respond.

COMPETENCIES
Resources: Allocates Material and Facilities
Information: Acquires and Evaluates Information/ Organizes and Maintains Information
Systems: Understands Systems
Technology: Selects Technology/ Applies Technology to Task/ Troubleshoots Technology

FOUNDATION
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making/ Knowing How to Learn/ Reasoning
Personal Qualities: Responsibility

C. BASIC COMPUTER SKILLS
   Understand basic computer operations.
   1. Demonstrate how to turn on and shut down the computer.
   2. Describe the desktop screen.
   3. Identify and describe an icon.
   4. Point to an icon.
   5. Click and drag on an icon.
   6. Locate the menu bar.
   7. Demonstrate the use of pull down menus.
   8. Open an icon (document) using the file menu.
  10. Describe a document window.
  11. Use scroll bars to view all parts of window.
  12. Use the mouse and window tile bar to move a window.
  13. Resize window box.
  14. Set the insertion point and enter text in an existing document.
  15. Use the File menu to save a document.
  16. Describe the keyboard shortcut to save a document.
  17. Create and name a folder.
  18. Save document to folder.
  19. Explain the importance of saving work frequently.
  20. Print a document.
  21. Locate trash on desktop.
  22. Drag a folder from the trash.
  23. Demonstrate the use of Help menu.
  24. Initialize floppy and zip disks.
  25. Create and name a folder on floppy and zip disks.
  26. Save a document into a folder on floppy and zip disks.
  27. Lock contents of floppy and zip disks.
  28. Eject a floppy and zip disks.
  29. Explain proper care of floppy and zip disks.
  30. Explain safe handling of floppy and zip disks in disk drives.
  31. Describe storage procedures to backup files and keep the hard drive and desktop well organized.
| D. INTERNET | 1. Describe the Internet and how it is used. |
|            | 2. Compare and contrast the advantages and disadvantages of accessing the Internet through an educational institution’s access line and subscribing to an on-line service. |
|            | 3. Describe “Acceptable Use Policy.” |
|            | 4. Describe dial-up modems and their scripts for connecting an Internet Service Provider (ISP). |
|            | 5. Use dial-up modems. |
|            | 6. Describe various speeds a computer can use to connect to the Internet. |
|            | 7. Differentiate among various ports for connecting a modem to a computer. |
|            | 8. Log on to the Internet. |
|            | 9. Access and bookmark various Internet sites of interest. |
|            | 10. Download information or software from the Internet and save it on the computer. |
|            | 11. Describe use of browsers and their ability to display web pages. |
|            | 12. Use the browser to “surf” web pages of interest. |
|            | 13. Describe search engines and their abilities to find sites of interest. |
|            | 14. Save and print text and images from the web to a computer. |
|            | 15. Save applications or helper programs to a computer. |
|            | 16. Gather images and text and paste them into a word processing application. |
|            | 17. Identify plug-ins used with browsers. |

**COMPETENCIES**

- Information: Acquires and Evaluates Information
- Systems: Understands Systems
- Technology: Selects Technology/ Applies Technology to Task/

**FOUNDATION**

- Basic Skills: Listening/ Speaking
- Thinking Skills: Decision Making/ Knowing How to Learn
- Personal Qualities: Responsibility

(12 hours)
### E. E-MAIL (ELECTRONIC MAIL)
Understand use of e-mail software.

1. Describe e-mail and the process by which it is received and downloaded from a server.
2. Describe and use e-mail from a server.
3. Use e-mail to send a message.
4. Create a document and send it as an attachment.
5. Develop a list of nicknames that can be used with an e-mail application.
6. Locate where to insert the SMTP server information.
7. Locate where to insert the POP server information.
8. Describe how to subscribe with a list server and how to stop the subscription.
9. Discuss the worldwide availability of e-mail, on-line providers and related costs.

#### COMPETENCIES
- Resources: Allocates Materials and Facilities
- Interpersonal: Participates as Member of a Team
- Information: Interprets and Communicates Information/ Uses Computers to Process Information
- Technology: Selects Technology/ Applies Technology to Task

#### FOUNDATION
- Basic Skills: Reading/ Writing/ Listening/ Speaking
- Thinking Skills: Creative Thinking/ Problem Solving/ Reasoning
- Personal Qualities: Self-Management

(4 hours)

### F. BASIC WORD PROCESSING
Understand basic operation of word processing software.

1. Discuss advantages of using word processors over handwriting or using a typewriter.
2. Discuss the differences of generating text with a word processing program and a typewriter.
3. Differentiate among various word processing programs.
4. Open a word processing program.
5. Set margins, justification, and spacing for a document.
6. Write a 50-100 word original paragraph utilizing prewriting, writing, proofreading, and editing skills.
7. Use cut, copy and paste commands.
8. Change the format of a selection:
   a. font style
   b. font size
   c. text color
   d. tabs
   e. right, center, left and justified alignment
   f. bold
9. Describe uses of the menu bar and ruler.
10. Use the spell check and thesaurus features.
11. Discuss the limitations of the spell check and thesaurus features.
12. Print out a completed document.
13. Save a document using correct file name to a data disk.

#### COMPETENCIES
- Information: Uses Computers to Process Information
- Systems: Understands Systems
- Technology: Selects Technology/ Applies Technology to Task
(3 hours)

FOUNDATION
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Problem Solving/ Reasoning
Personal Qualities: Self-Management
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Resources

• Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
• Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
• Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
• Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information

• Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
• Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
• Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
• Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal

• Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
• Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
• Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
• Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
• Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
• Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems

• Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
• Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
• Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
Definitions of SCANS Foundation Skills

**Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

**Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

**Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

**Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
# CBE
Competency-Based Education

## CAREER PREPARATION STANDARDS/SCANS SKILLS
for the
Understanding and Using Technology/Basic Computer Literacy/Internet Access Course

<table>
<thead>
<tr>
<th>CAREER PREPARATION STANDARDS</th>
<th>EXPECTED STUDENT PROFICIENCIES</th>
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<tbody>
<tr>
<td>1. PERSONAL SKILLS</td>
<td>1. Demonstrate an understanding of classroom policies and procedures.</td>
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<td>2. Discuss importance of the following personal skills in the classroom environment:</td>
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<td></td>
<td>a. positive attitude</td>
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<td>b. self-confidence</td>
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<td>c. honesty</td>
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<td>f. pride in product/work</td>
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<td>g. dependability</td>
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<td>3. Establish goals for self-improvement and further education/training.</td>
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<td>4. Prioritize tasks and meet deadlines.</td>
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<td>5. Understand the importance of initiative and leadership.</td>
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<td>6. Understand the importance of lifelong learning in a world of constantly changing technology.</td>
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<tr>
<td>2. INTERPERSONAL SKILLS</td>
<td>1. Identify and discuss behaviors of an effective team.</td>
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<td>2. Explain the central importance of mutual respect in interpersonal relations.</td>
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<td>3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment.</td>
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<td>4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.</td>
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<td>5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</td>
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<td>6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</td>
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<td>3. THINKING and PROBLEM-SOLVING</td>
<td>1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need.</td>
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<td>2. Use mathematical concepts in application of skills, techniques and operations.</td>
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<td>4. Read, write, and give directions.</td>
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<td>5. Demonstrate skills in technical reading and writing.</td>
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<td>6. Locate information from written and electronic sources, and identify strategies for evaluating their reliability.</td>
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7. **Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.**
   a. Work as a team member in solving problems.
   b. Diagnose the problem, its urgency, and its causes.
   c. Identify alternatives and their consequences.
   d. Explore possible solutions.
   e. Compare/contrast the advantages and disadvantages of alternatives.
   f. Determine appropriate action(s).
   g. Implement action(s).
   h. Evaluate results of action(s) taken.

| 6. **COMMUNICATION SKILLS** | 1. Use communication concepts in application of skills, techniques, and operations.
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                             | a. Prepare written material.
|                             | b. Analyze written material.
|                             | 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
|                             | 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
|                             | 4. Demonstrate active listening through oral and written feedback.
|                             | 5. Give and receive feedback.
|                             | 6. Demonstrate assertive communications (both oral and written).
|                             | 7. Demonstrate writing/editing skills as follows:
|                             | a. Write, proofread, and edit business correspondence.
|                             | b. Use correct grammar, punctuation, capitalization, vocabulary and spelling.
|                             | 8. Select and use appropriate forms of technology for communication.

| 5. **OCCUPATIONAL SAFETY** | 1. Discuss and implement good safety practices, including the following:
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                             | a. personal
|                             | b. lab
|                             | c. fire
|                             | d. electrical
|                             | e. equipment
|                             | 2. Apply sound ergonomic principles in organizing one’s workspace.

| 6. **EMPLOYMENT LITERACY** | 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                             | 2. Identify steps for setting goals and writing personal goals and objectives.
|                             | 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
|                             | 4. Develop a career portfolio, including the following documents:
|                             | a. job application
|                             | b. resume(s)
|                             | c. appropriate cover and follow-up correspondence
|                             | d. Identify and demonstrate effective interviewing techniques.
| 7. TECHNOLOGY LITERACY | 1. Understand and adapt to changing technology.  
|  | 2. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.  
|  | 3. Identify the characteristics and explain the importance of adapting to changes, being flexible and evaluating goals when working in the interpreting profession.  
|  | 4. Understand the importance of lifelong learning in adapting to changing technology. |
COMPETENCY-BASED SAMPLE LESSON PLAN
for the
Understanding and Using Technology/Basic Computer Literacy/Internet Access Course

COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY
---|---
E. E-MAIL (ELECTRONIC MAIL) | 2. Describe and use e-mail from a server.
| 3. Use e-mail to send a message.
| 4. Create a document and send it as an attachment.
| 5. Develop a list of nicknames that can be used with an e-mail application.
| 6. Locate where to insert the SMTP server information.
| 7. Locate where to insert the POP server information.

SAMPLE LESSON PLAN

Purpose: The older adult student will be able to locate and start an email program, enroll in an email service; read an email, compose an email, send an email, create an address in an address book, and confirm that the email has been sent; add an email attachment and send an attachment, open an email attachment.

Materials Needed:
1. Computer with internet access and a commonly used browser such as Internet Explorer, Netscape, or other brand.
2. Internet addresses for friends or a public elected representatives to whom an email can be directed.
3. Printer and paper to make a hard copy of the email.

Motivation:
1. Discuss how email has taken the place of letter writing for many friends or family with computer access.
2. Discuss how in many instances email is sometimes the only way to access some services.
3. Discuss the need for using “Netiquette” in composing emails, and how many users personalize emails by using “emoticons” such as 😊 and abbreviations such as CUL8R for “See You Later”.
4. Discuss the benefits of no-cost communications compared with postage and a trip to the mailbox or an expensive telephone call.
5. Discuss the immediacy that emails offer, delivery within seconds, and how a response can be obtained in minutes.
6. Discuss how many users will attach documents or pictures to their emails.

SCANS FOCUS

COMPETENCIES
Resources: Allocates Material and Facilities
Interpersonal: Participates as a Member of a Team
Information: Acquires and Evaluates Information/
Organizes and Maintains Information/
Interprets and Communicates Information
Uses Computers to Process Information

Systems:
Understands systems/ Monitors and Corrects Performance

Technology: Selects Technology/ Applies Technology to Task

FOUNDATION
Basic Skills: Reading/ Listening/ Speaking/ Writing Using Technology
Performance Objectives:

Upon completion of this lesson, the student will be able to:

1. Locate on the internet a free public internet email service such as MSN Hotmail (www.hotmail.com) or Yahoo mail (mail.yahoo.com).
2. Enroll in an internet email service.
3. Read an email.
4. Delete an email.
5. Save an email.
6. Use an address book to add an email address.
7. Compose an email.
8. Make corrections to an email.
9. Send an email.
10. Forward an email.
11. Check the Mail Sent folder to be sure that the email has been sent.
12. Print a file copy of the email.
13. Learn where a copy of the composed email is kept and how to view it.
15. Open an email attachment.
**COMPETENCY-BASED SAMPLE LESSON PLAN**
for the
*Understanding and Using Technology/Basic Computer Literacy/Internet Access Course*

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. BASIC WORD PROCESSING</td>
<td>6. Open a word processing program.</td>
</tr>
<tr>
<td></td>
<td>7. Set margins, justification, and spacing for a document.</td>
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<tr>
<td></td>
<td>8. Write a 50-100 word original paragraph utilizing prewriting, writing, proofreading, and editing skills.</td>
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<tr>
<td></td>
<td>9. Use cut, copy and paste commands.</td>
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<td></td>
<td>10. Change the format of a selection.</td>
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<td></td>
<td>11. Describe uses of the menu bar and ruler.</td>
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<td></td>
<td>12. Print out a completed document.</td>
</tr>
</tbody>
</table>

**SAMPLE LESSON PLAN**

**Purpose:** The older adult student will be able to use a basic word processor such as Microsoft WordPad to create, edit, save and print a letter.

**Materials Needed:**

1. Computer with a basic word processor such as Microsoft WordPad installed.
2. Printer and paper to make a hard copy of the letter
3. Basic letter parts formatting guide.
4. Navigation and editing keys guide
5. Proofreading techniques guide.

**Motivation:**

Discuss how a letter is the basic document of the world of business; how a proper letter makes a positive impression and gets results; how a letter serves as a legal document, meets many requirements, and assists with job searches.

**Performance Objectives:**

Upon completion of this lesson, the student will be able to:

1. Locate and open a basic word processor on the computer.
2. Save and name a document.
3. Format a business letter using block style including letterhead, date, inside address, greeting, body, complimentary close, and signature block.
4. Proofread and make corrections to the letter.
5. Save changes and print the letter.
6. Close the word processing program.
7. Re-open the word processing program and locate the letter again.

**COMPETENCIES**

- Information: Acquires and Evaluates Information/Maintains Information/Interprets and Communicates Information
- Uses Computers to Process Information
- Systems: Understands systems/ Monitors and Corrects Performance
- Technology: Selects Technology/ Applies Technology to Task
- Basic Skills: Reading/Writing/Speaking
- Creative Thinking
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


MULTIMEDIA AND TECHNOLOGY


PC100 Basic Skills: Tutorial CD. www.teknimedia.com

PC101: Tutorial CD. www.teknimedia.com

PC100: Basic Skills. www.teknimedia.com

PC101: Computer Basics. www.teknimedia.com

WEB SITES

www. howstuffworks.com

RESOURCES

Subject area specialist

Subject area teacher advisor
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture
B. Class Discussion
C. Small Group Interaction
D. Demonstrations
E. Guest Speakers
F. Hands-on Experience

EVALUATION

A. Teacher developed tests based on the competencies in this outline.
B. Portfolio of student work
C. Peer and self evaluation

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.