Course Outline

Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:1050 ESL Multi Level

50-04-54

ESL Multi-Level/Using Computers and the Internet for English Language Practice

Course Description:

This competency-based course offers instruction in the use of personal computers and the Internet for Beginning High and above ESL students. Instruction includes basic computer skills, accessing the Internet, and locating and using information on the Internet of interest to ESL students.

Credits: 0   **Hours:** 30

Prerequisites:
ESL Beginning Low (50-01-51) or equivalent skills

After a student has completed this course. He/she may not be allowed to re-enroll in the course.

DACE

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ACKNOWLEDGMENTS

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CBE
COMPETENCY-BASED EDUCATION

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   Location

GOALS AND PURPOSES   Cover

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   p. 9-11

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.

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.

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Course Outline Components	Location

INSTRUCTIONAL STRATEGIES   p. 12

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as   p. 9-11
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.

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   p. 15

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.

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   Cover
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.

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GUIDELINES for IMPLEMENTATION

The purpose of this course is to provide adult ESL students at <u>ESL Beginning High</u> and above with instruction to access and use computer technology for English language study and practice.

The class requires a computer lab with Internet access. It is also recommended that there be an LCD projector and an overhead projector available.

The first session of this course must include the distribution and completion of the LAUSD Acceptable Use Policy (AUP). (See pages 23-24). Students who enroll in the course after the first session must also fill out the AUP.

Suggestions for Conducting an ESL Computer Skills Lesson

An essential component of each lesson is a demonstration of the relevant computer application. In order to conduct a successful computer demonstration lesson, it is recommended that an LCD projector or monitor be used so that students can follow along easily. It is a good idea to begin each lesson with a review of the relevant commands the students will need to use in the lesson (i.e., click, drag, backspace, etc).

It is recommended that each demonstration include Modeling, Guided Practice, and Practice. Begin the Modeling portion of the demonstration by performing the task yourself slowly, step by step. Describe what you are doing with each step. Stop frequently to check comprehension and allow students to process the information. In the Guided Practice phase of the lesson, slowly go through the steps again, and have students follow along with you. Stop after every step to make sure students are keeping up. Finally, in the Practice stage, students will be free to practice on their own as you circulate and offer assistance. You may repeat all or part of this process several times a lesson depending on the skills of your students.

More suggestions

- Pair or group students so that the more technologically adept students can help the students who are new to computer technology.

- Devise a signal, such as putting out a colored card, for students to alert you that they need assistance.

- Break the task down into manageable chunks, teaching only one or two things at a time.

- Preview all Internet websites and addresses before introducing them to the class.

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EXIT LANGUAGE SKILL PROFICIENCIES
for the <u>ESL Multi Level/Using Computers and the Internet for English Language Practice</u> Course

Upon exiting the course, students will demonstrate the following proficiencies:

Listening

Demonstrate understanding of oral directions and commands in the computer classroom.

Speaking

Ask and answer simple questions.

Give simple commands and directions.

Ask for and give clarification and assistance.

Reading

Interpret and follow written instructions.

Interpret web-based forms, short readings, websites, charts, search engines and maps.

Scan for specific information.

Skim for general meaning.

Interpret a simple email message.

Writing

Write personal information on web-based forms, filling in blanks, lines and boxes correctly.

Write simple sentences.

Compose email.

Complete Acceptable Use Policy.

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the <u>ESL Multi Level/Using Computers and the Internet for English Language Practice</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
A. INTRODUCTION Understand course content, goals and the use of computers by adult ESL students. (1 hour)	1. Demonstrate an understanding of classroom policies and procedures. 2. Identify class objectives and goals. 3. Identify the ways in which being able to use a computer or the Internet can benefit an ESL student. 4. Identify types of computers in common use (i.e., desktop, laptop).
B. PERSONAL SAFETY Understand safety issues when operating a computer, including avoidance of physical hazards and safety issues related to using the Internet. (1 hour)	1. Demonstrate correct posture. 2. Demonstrate proper keyboard and monitor angle. 3. Demonstrate understanding of the Acceptable Use Policy for District Computer Systems (AUP), including Internet-based hazards. 4. Fill out, sign and return AUP.
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/touch pad d. monitor e. floppy disk drive (if present) f. CD-ROM drive (or CDRW drive or DVD depending on computer) g. hard drive (storage) h. USB/flash drive

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	2. Identify basic computer peripheral components and their functions:
	a. speakers
	b. headphones
	c. microphone
	d. printer
	e. scanner
	f. video cam (video camera)
	g. LCD projector or TV monitor
	3. Identify major keys on a keyboard (e.g., shift, delete, spacebar).
	4. Compare available storage space and speed of operation of various data storing devices such as floppy disks, hard drives, USB flash drives, CD-ROMs, and DVDs.
(6 hours)	

D. BASIC COMPUTER SKILLS
 	
Understand basic computer operations.
 	
(6 hours)
	1. Create, save, and print a basic text document.
	   a. Turn on and shut down the computer.
	   b. Use file menu (e.g., start, log off, open, save, print, save as).
	   c. Use the basic functions of a mouse or touch pad (e.g., move cursor, click, drag, scroll).
	   d. Use scroll bars to view all parts of window.
	   e. Resize, minimize and maximize windows.
	   f. Use basic editing functions (e.g., cut, copy, paste, undo).
	   g. Change font, font size, and/or font color.
	   h. Insert icons, clip art, pictures.
	   i. Use spell check tool to identify spelling errors.
	2. Use simple troubleshooting procedures if a computer component stops working (e.g., turn on and off the computer, press refresh, check cables).

E. INTERNET Demonstrate how to safely connect to and use the Internet.	1. Describe the Internet and how it is used. 2. Identify different ways one can obtain Internet access. 3. Log-on to/access the Internet. 4. Use a browser to view web pages of interest. 5. List common "search engines." 6. Demonstrate using a search engine to find information and sites of interest. 7. Define "bookmark" and demonstrate the use of an existing bookmark to find sites. 8. Save and print text and images from the web to a computer. 9. Use web-based forms to fill out and submit information, log-in to a website, or perform searches.

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	10. Identify hazards the Internet presents to youth and families. 11. Distinguish between content and advertising on an Internet site and identify strategies to avoid advertising (preventing or ignoring "pop-ups" or other forms of advertising).
(6 hours)	
F. E-MAIL BASIC SKILLS Understand and use e-mail safely. (4 hours)	1. Identify components of a typical email message and inbox. 2. Open an email message. 3. Respond to an email message (e.g., save, reply, forward). 4. Compose an email message. 5. Define email dangers such as: "phishing", "spam" and hoaxes. 6. Identify email safety tips (e.g., not opening attachments from unknown sources, never providing personal information).
G. COMPONENTS FOR LANGUAGE PRACTICE Access and use websites and/or computer software programs that provide opportunities for English language learners to study and practice reading, writing, listening, and speaking skills. (6 hours)	1. Use a search engine to locate websites which provide practice in reading, writing, listening, and/or speaking skills. 2. Demonstrate using a "bookmark" to identify and mark a site. 3. Use websites and/or computer software programs to practice reading, writing, listening, and speaking skills. 4. Use a variety of technologies to analyze, interpret, synthesize, apply, and/or communicate information.

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INSTRUCTIONAL STRATEGIES

Instructional strategies for the <u>ESL Multi Level/Using Computers and the Internet for English Language Practice</u> course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading and writing) to emphasize the holistic nature of language.

2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.

3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.

4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).

5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.

6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.

7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.

8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis and evaluation).

9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

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SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCE MATERIALS

Acceptable Use Policy in English

The Acceptable Use Policy has been translated into numerous languages including Armenian, Chinese, Korean, Russian, Spanish and Vietnamese. The translated versions can be downloaded from LAUSDnet, the main website of the Los Angeles Unified School District. From the homepage, http://www.lausd.net, click on the link at the bottom of the page titled "Acceptable Use Policy."

Annotated list of selected websites for teachers to use for background information or supplementary material.

Teacher Resource Books

Adendoeff, Olivia and Lois Wooden. *Welcome to Computers for ESL Students*. Labyrinth Publications, 2006. ISBN-13: 978-1-59136-075-9

Division Resources and Links

http://esl.adultinstruction.org

Safety and Ergonomics

http://www.hp.com/ergo/intro.html A manual available as a .pdf file describing posture and other health and work habits for computer users. Can be used as a basis for developing materials to use with students.

http://ergo.human.cornell.edu/ergoguide.html Ten steps for creating a safe and comfortable computer workstation compiled by Cornell University. Includes separate safety and comfort tips for using a computer mouse and laptops.

WEBSITES
Annotated List of Selected Websites for students to use to learn English:

AWESOME STORIES
http://www.awesomestories.com/ Numerous web-based hyperlinked readings about a wide variety of interesting subjects. As students read through each story, they can click on selected hyperlinked words or phrases that bring up related or explanatory images, graphs, articles or web pages. Best for intermediate level learners and above. A membership is required to use the site, but memberships are free for educators.

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ENGLISH FOR ALL

http://myefa.org Multi-skill video-based lessons accompanied by various types of web-based activities and exercises. Teachers register for free to create classes and class passwords. Students register for free and sign-in using the class password. Print materials can be downloaded. The videos are available as CD-ROMs and DVDs. It is recommended that the CD-ROMs and DVDs be used when viewing the videos because viewing quality can be reduced when the video is streamed online. English For All is part of the Cyberstep Project and was funded by the United States Department of Education. English For All was developed by the Division of Adult and Career Education (DACE) of the Los Angeles Unified School District.

RANDALL'S ESL CYBER LISTENING LAB

http://www.esl-lab.com Online listening passages with exercises organized by difficulty and topic. The exercises have "pre" and "post" exercises in addition to exercises based on the listening passage itself. Students can work at this site independently or with the guidance of an instructor.

CALIFORNIA DISTANCE LEARNING PROJECT

http://www.cdlponline.org/ A free site with listening and reading activities for adult learners. Some of the listening passages have accompanying videos. After listening to a passage, there are games and quizzes for comprehension checking and vocabulary building.

LITERACYCENTER.NET

http://www.literacycenter.net Very low level interactive literacy activities that are designed for parents working together with children.

THE SOUNDS OF AMERICAN ENGLISH

http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html This website, developed by the University of Iowa, provides extremely clear video and animated clips and explanations of the sounds of American English. It names the parts of the mouth and explains different aspects of sound production such as manner, and voice. While much of the textual explanation would be too difficult for most ESL students, many will find the videos of the individual sounds and their cross-reference to sample words useful.

THE INTERNET PICTURE DICTIONARY

http://www.pdictionary.com/ Free vocabulary lessons for beginning ESL students. Numerous interactive activities such as flash cards, scrambled spelling activities, missing letter activities and labeling activities.

RESOURCE PERSONS

ESL teacher advisor

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PLACEMENT and EVALUATION PROCEDURES

Placement

Students placed in this class should have language skills equivalent to ESL/Beginning High or above. Computer skills are not a prerequisite.

Ongoing Evaluation

Teachers will assess and evaluate student computer skills as they complete class projects and activities.

Final Evaluation

The final evaluation for students in this class will be teacher-created and may include a rubric assessing attainment of course competencies and proficiencies.

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GLOSSARY of BASIC COMPUTER and INTERNET TERMS

Note: Only computer or Internet-related definitions are provided for each entry.

a: drive	Same as floppy disk drive, used to read information from and place information on a floppy disk.
address bar	The part of the browser that identifies the website or Internet object that is being viewed.
application	A software program that performs a specific function. For example, Microsoft Word is an application for creating documents.
arrow keys	Keys used to move the cursor or insertion point right, left, up or down on the webpage or other documents.
attachment	A file attached to an email message.
back button	The part of the browser that when clicked sends you to the last page that was being viewed. See forward button.
backspace key	A key on the keyboard that moves the cursor backward one character space.
browser	Also called web browser-the software that is used to locate, view, or access information on a website. Some examples are Internet Explorer, Safari, and Mozilla Firefox.
CD-ROM	Abbreviation for Compact Disk Read Only Memory. Used to store information for future use. A typical CD-ROM can store 650 MB (megabytes) of information, equivalent to about 450 floppy disks.
CD-ROM drive	The device used to read the information stored on the CD-ROM.
central processing unit (CPU)	The part of the computer that processes instructions and manages information throughout the computer.
click	A movement of tapping on a mouse button to cause a computer process to take place.
clip art	Illustrations, art work, and photos that are stored electronically on the computer or the Internet and can be used in documents or other computer-based work.
computer	An electronic device that manipulates, displays, stores, retrieves, and processes data.
connect	To create a physical link using a wire, radio, wireless connection or cable between two or more devices.

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copy	The process of duplicating a section of a document for later use in another location of that document or in another document.
cursor	A symbol which indicates where the next character will be displayed on the computer screen or where the next action will take place when the mouse is clicked.
cut	The process of removing an object from a document, generally with the idea of using that exact same object in a different location in that document or in another document.
data	Information, electronic information.
delete	The process of removing an object from a document or a file from the memory of the computer.
desktop	The representation of files and programs on the computer screen.
disk drive	A device that accesses or places information on floppy disks, CD-ROMs, or DVD-ROMs.
diskette	Another name for a floppy disk.
document	A file created or accessed using a computer containing text, images, sound or a combination of text, images and sound.
double click	Tapping or clicking the mouse button twice in rapid succession.
DVD-ROM	Similar to a CD-ROM but capable of containing much more information. The DVD stands for "Digital Versatile Disk" or "Digital Video Disk." A typical DVD-ROM has the capacity of approximately CD-ROMs.
email	An electronic system of sending and receiving messages based on the Internet.
exit	To close an application or software program.
file	A collection of information or data that has been organized into one unit with a name.
font	The collection of letter shapes of different sizes for one particular style. All of the letters and number shapes that share the same characteristics of appearance and style.
font size	A number given to the particular height and width of each letter or number that represents its size. The larger the font size, the larger the number or letter will be/appear on the screen or page.

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GLOSSARY of BASIC COMPUTER and INTERNET TERMS (continued)

floppy disk	A magnetic storage disk that can be removed from the computer and transported to another location or computer for the purpose of transferring files or information.
floppy disk drive	The disk drive that accesses or places information on a floppy disk.
format	Specify the properties of an object, text, font, or document.
forward button	The forward button is a part of the browser that lets you move forward through websites that you have already visited. It is only available if you have already used the back button to move back through one or more websites.
hard drive or hard disk drive	A storage device used to store information within the computer, such as programs, or data. They are available in numerous capacities and speeds.
home button	A place on the web browser that when clicked, sends you back to the first page that you see when your browser is started.
home page	The first page of a website.
hyperlink	A way to cause your browser to open or view another document from within a first document. If, for example, the word browser in this paragraph was also a hyperlink, if the user clicks on the word browser, a new webpage would open with more information related to the word browser.
icon	A small picture that represents something else, such as a program or a document. Clicking on the icon causes the program to start or the document to be opened.
internet	A network that connects computers throughout the world.
keyboard	The device used to type information and instructions into the computer.
keys	The buttons on the keyboard.
login name	The name a user uses to enter a computer system, software program, or website.
log on	The process of "signing in" to a computer, website or program.
menu	A list of commands or options from which the user can choose.
monitor	The device that displays the video signals and other information from the computer.

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mouse	A device held in the hand that enable the user to enter information into the computer or to move the cursor to different locations on the desktop.
mouse button	The part of the mouse that the user clicks to perform various functions.
name	To give a name to an electronic document or file.
open	To cause a document, file, or program to be accessible to the user to read, use, view, print or change in some way.
password	A secret group of letters and/or numbers that allow the user to log on to a computer or complete a process of some type.
paste	The act of inserting information (text or a graphic for example) that had been previously copied from another part of the same document or a different document.
phish or phishing	Techniques used by unscrupulous individuals to gather personal or private financial information by misrepresenting their true identity. In a typical phishing attempt, you receive an email that looks like it's from your bank asking you to sign-in again and update information on your account. The information is not sent to the bank. It is sent to the person who is doing the phishing.
printer	The device that transfers information from the computer to paper. Can provide images and pages in color, or black and white.
program	The instructions that tell the computer what to do. A combination of large numbers of instructions into an organized set is also called an application. Different computer programs serve different functions.
save	Instructing the computer to transfer data or information from a temporary status to a more permanent storage medium. The more permanent storage medium could be a floppy disk, a CD-ROM, a hard drive or some other form of storage.
search engine	Application that helps the user locate specific information on the Internet. The user types in key words and the search engine finds those words on websites.
shut down	To turn the computer's power off.
software	Computer programs and applications that give instructions to the computer and make the computer a usable tool.
text	The letters, words, sentences, paragraphs that are part of or make up a document.
URL	The abbreviation for Uniform Resource Locator, which is the unique address that every website has on the Internet.

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GLOSSARY of BASIC COMPUTER and INTERNET TERMS (continued)

USB/flash drive

A USB flash drive consists of a flash memory data storage device integrated with a USB (Universal Serial Bus) interface. USB flash drives are typically removable and rewritable, and physically much smaller than a floppy disk.

web browser

Also called browser- the software that is used to locate, view, or access information on a website. Some examples are Internet explorer, Safari, and Mozilla Firefox.

web page

A document found on the Internet.

website

One or more web pages organized around a specific topic.

word processing software

Computer programs or applications that are especially designed for creating documents with text.

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TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course

_____

Directions: Please respond to these statements. If you choose a "No" or "Sometimes" response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

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Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?

2. What is the most helpful section or feature of this course outline? Why?

3. What section or feature of this course outline do you use the least? Why?

4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 18-170-05.

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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;

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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.

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Statement for Civil Rights

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