

School District of the City of St. Charles

9-12 Technology Curriculum

Computer Applications
Advanced Computer Applications
Broadcast Media
Desktop Publishing
Digital Imaging/Graphic Design
Digital Video
Web Design
Word Processing

Approved by the Board of Education
May 9, 2013



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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ➤ High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- ➤ High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- > Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

- 1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
- 2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
- 3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- 4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
- 5. Governance
 - Govern the district in and efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

PHILOSOPHICAL FOUNDATIONS

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

- 1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
- 2. A strong educational program should provide developmental continuity.
- 3. The successful learner is motivated, strategic, knowledgeable, and interactive.
- 4. Children learn best when they have real purposes and can make connections to real life.
- 5. Effective learning is a combination of student exploration and teacher and mentor modeling.
- 6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
- 7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
- 8. Literacy for the future means literacy in multiple technologies.
- 9. Education must respond to society's diverse population and serve all children.
- 10. Interactions among students, teachers, parents, and community from the network that supports learning

Technology Curriculum Scope & Sequence

In the 21st century, it is important to recognize that technology has become an important part of our entire educational process for all age levels, kindergarten through college. Technology should be viewed and taught as a tool for problem-solving and decision-making. Students should be encouraged to analyze, synthesize, and evaluate situations at home, school, or work and apply technology to complete tasks efficiently and effectively. The technology competencies have been based on a developmental approach.

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Technology Ethics													
1. Define ethics	Ι	D	D	D	D	D	D	D	D	D	D	D	M
2. Describe legal and ethical aspects of technology (i.e. copyright laws, network etiquette, information security, plagiarism)	I	D	D	D	D	D	D	D	D	D	D	D	M
3. Explain the importance of ethical standards in the school and work environments	I	D	D	D	D	D	D	D	D	D	D	D	M
4. Identify confidentiality concepts and policies (i.e. log on, e-mail)	I	D	D	D	D	D	D	D	D	D	D	D	M
B. Computer Concepts and Operations													
1. Operate cursor movement keys (i.e. arrow, backspace, delete, page up, page down)	Ι	D	D	D	D	M							
2. Perform basic mouse operations	I	D	D	M									
3. Perform open/close/save/quit functions in applications	Ι	D	D	D	D	M							
4. Describe proper care and use of computers	I	D	D	D	D	D	D	M					
5. Define terms related to hardware and software	I	D	D	D	D	D	D	D	D	D	D	D	M
6. Identify basic hardware components (i.e. monitor, keyboard, etc.)	Ι	D	D	M									

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Demonstrate ergonomic principles when using computers (i.e. chair adjustment, wrist position, distance from monitor)	I	D	D	D	D	D	D	D	D	M			
8. Handle storage media correctly	I	D	D	D	D	D	M						
9. Operate Function/Command keys								Ι	D	D	D	D	M
10. Describe troubleshooting techniques for hardware and software						I	D	D	D	D	D	D	M
11. Describe use of technology in the workplace	I	D	D	D	D	D	D	D	D	D	D	D	M
12. Analyze technology's impact on careers	I	D	D	D	D	D	D	D	D	D	D	D	M
13. Investigate required education, training, and experience for technology-related careers						I	D	D	D	D	D	D	M
14. Compare and contrast standalone and networked computer environments								Ι	D	Ι	D	D	M
15. Differentiate different types of networks (i.e. LAN, WAN, client/server)										Ι	D	D	M
16. Transfer files between computers								Ι	D	D	D	D	M
C. Keyboarding Skills													
1. Use correct posture	I	D	D	D	D	D	D	D	D	M			
2. Use correct hand and arm positions for home row keys			I	D	D	D	D	D	D	M			
3. Introduce keyboarding skills: a. Introduce alphabetic keys and correct fingering			Ι	D	D	D	D	D	D	D	M		
positions b. Introduce numeric/symbol keys and correct fingering positions					I	D	D	D	D	D	M		
4. Develop keyboarding speed					Ι	D	D	D	D	D	D	D	M
5. Develop keyboarding accuracy				I	D	D	D	D	D	D	D	D	M
Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Introduce and apply ten-key technique on numeric key pad					I	D	D	D	D	D	D	D	M

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Word Processing Activities													
Perform save and retrieve procedures			Ι	D	D	D	M						
2. Print documents	I	D	D	D	M								
3. Use spell check			I	D	D	D	M						
4. Define word processing terms			I	D	D	D	D	D	D	D	M		
5. Describe word processing applications			I	D	D	D	D	D	D	D	M		
6. Create documents	I	D	D	D	M								
7. Format documents			I	D	D	D	D	D	D	D	M		
8. Select fonts		I	D	D	D	D	D	D	D	D	D	D	M
9. Use thesaurus				I	D	D	D	M					
10. Use style enhancement features					I	D	D	D	D	D	D	D	M
11. Cut, copy and paste text				I	D	D	D	D	D	D	M		
12. Perform find and replace activities							I	D	D	D	D	D	M
13. Use features (headers/footers, page numbers)							I	D	D	D	D	D	M
14. Evaluate document format							I	D	D	D	M		
15. Combine graphics and text into the same document							I	D	D	D	M		
16. Use and create templates									I	D	D	D	M
17. Create multi-page documents with special pages (i.e. title page, table of contents, special numbering)							I	D	D	D	M		
18. Use merge feature										I	D	D	M
19. Integrate a spreadsheet file into a word processing file										Ι	D	D	M
20. Enhance tables (i.e. shading, math, formatting, alignment)										I	D	D	M
21. Use features (i.e. tables, outlines, endnotes/footnotes)										I	D	D	M
22. Prepare documents with special feature (i.e. agendas, news releases, multi-page business letters)										I	D	D	M

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
23. Use sort feature								I	D	D	D	D	M
24. Integrate word processing, spreadsheet & databases										I	D	D	M
25. Create/use macros										I	D	D	M
F. Spreadsheet Activities													
1. Perform save and retrieve functions							I	D	D	D	M		
2. Print documents							I	D	D	D	M		
3. Define spreadsheet terms							I	D	D	D	D	D	M
4. Describe common uses							I	D	D	D	M		
5. Use basic spreadsheet features (i.e. sum, average, mean, mode, etc.)							I	D	D	D	M		
6. Edit and revise an existing spreadsheet							I	D	D	D	M		
7. Create a graph							I	D	D	D	M		
8. Design/create a spreadsheet							I	D	D	D	M		
9. Use advance features (i.e. math formulas, format, graphics)								I	D	D	M		
10. Create/use macros										I	D	D	MS
G. Database Activities													
Perform save and retrieve features								I	D	D	M		
2. Print documents										I	M		
3. Define terms								Ι	D	D	D	D	M
4. Describe common uses								I	D	D	D	D	M
5. Use basic database features										I	D	D	M
6. Edit and revise an existing database										I	D	D	M
7. Design/create tables										I	D	D	M
8. Use advanced features (i.e. sort, query/select)										I	D	D	M
10. Modify database design (i.e. field type, size, name)										Ι	D	D	M
11. Merge database information into useful documents											Ι	D	M
12. Create customized reports											I	D	M

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Internet Exploration													
1. Use INTERNET resources	I	D	D	D	D	D	D	D	D	D	D	D	M
2. Define terms	Ι	D	D	D	D	D	D	D	D	D	D	D	M
3. Download files					Ι	D	D	D	D	D	D	D	M
4. Print files					I	D	D	D	D	D	D	D	M
5. Use INTERNET to explore careers								I	D	D	D	D	M
6. Describe impact of INTERNET technology on the global marketplace										I	D	D	M
I. Presentation Activities													
Perform save and retrieve procedures						I	D	D	D	D	M		
2. Print presentation files						Ι	D	D	D	D	M		
3. Use spell check						I	D	D	D	D	M		
4. Define terms						I	D	D	D	D	M		
5. Use slide layouts						I	D	D	D	D	M		
6. Edit a presentation						I	D	D	D	D	D	D	M
7. Add audio files						I	D	D	D	D	D	D	M
8. Add scanned text, graphics & digital images from scanner or digital camera						I	D	D	D	D	D	D	M
9. Describe common uses of presentation software						Ι	D	D	D	D	M		
12. Use enhancement features (i.e. color, graphics, animations, transitions)						I	D	D	D	D	D	D	M
18. Add video files										I	D	D	M
20. Create graphics and add to presentation										Ι	D	D	M
21. Create a slide presentation						I	D	D	D	D	D	D	M
J. Print and Online Publishing													
1. Use HTML tags											Ι	D	M
2. Create tables											Ι	D	M
3. Create forms											I	D	M

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Apply elements of web page design											I	D	M
5. Create links											I	D	M
6. Use web page software to design background											I	D	M
7. Apply correct web page components (i.e. color, fonts, size, style)											Ι	D	M
8. Perform save and retrieve function									I	D	D	D	M
9. Print documents									I	D	D	D	M
10. Use spell check									I	D	D	D	M
11. Create text frames									I	D	D	D	M
12. Place images									I	D	D	D	M
13. Place text into multiple columns									I	D	D	D	M
14. Create headlines									I	D	D	D	M
15. Add drop caps									I	D	D	D	M
16. Use correct leading, kerning, and tracking									Ι	D	D	D	M
17. Add rules to documents									I	D	D	D	M
18. Use correct layering of objects										I	D	D	M
19. Use typography											I	D	M
20. Apply graphical web page layout											I	D	M
21. Create hyperlinks in Flash											I	D	M
22. Develop Flash files for web page design											I	D	M
23. Apply proper use of master pages											I	D	M
24. Apply proper color design to documents									I	D	D	D	M
Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
25. Place text in documents									Ι	D	D	D	M
K. Multimedia													
1. Understand copyright issues					I	D	D	D	D	D	D	D	M
2. Describe ethical uses of multimedia					I	D	D	D	D	D	D	D	M

Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Create digital images	Ι	D	D	D	D	D	D	D	D	D	D	D	M
4. Scan and save files					I	D	D	D	D	D	D	D	M
5. Change printer settings to achieve desired output					I	D	D	D	D	D	D	D	М
6. Be able to store data on various type of storage medium								I	D	D	D	D	M
7. Select and manipulate graphical objects		I	D	D	D	D	D	D	D	D	D	D	M
8. Use layers to define images											I	D	M
9. Apply filters											I	D	M
10. Color an image	Ι	D	D	D	D	D	D	D	D	D	D	D	M
11. Apply RGB/CMYK modes										I	D	D	M
12. Create a 3D object											I	D	M
13. Change image size and resolution									I	D	D	D	M
14. Import an image										Ι	D	D	M
15. Use channels effectively											I	D	M
16. Understand mask mode											I	D	M
17. Create vector graphic images											I	D	M
18. Save image files with multiple extensions											I	D	М
19. Create new brushes for drawing											I	D	M
20. Use video camera to create video clips						I	D	D	D	D	D	D	M
21. Capture video						I	D	D	D	D	D	D	M
22. Use track management tools to create video timelines											I	D	M
23. Import and create audio							I	D	D	D	D	D	M
24. Use video effects and transitions											I	D	M
25. Understand and use markers on timeline											I	D	M
26. Export video for intended use						I	D	D	D	D	D	D	M
27. Use draw features (i.e. circles, boxes)	Ι	D	D	D	D	M							
28. Use paint features (i.e. fill, shade)	Ι	D	D	D	D	M							

Computer Applications

COURSE DESCRIPTION

Computer Applications is designed to meet the Computer Applications graduation requirement set forth by the City of St. Charles School District. Computer Applications is created to build upon the computer skills established in the elementary and middle school Technology Curriculums. This course will give all students the tools necessary to achieve success in today's technological world.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Computer Applications Essential Outcomes

Strand 1: Word Processing

Topic 1 – Fliers, research papers, resumes and cover letters

Objective 1 - Students will be able to format flyers

Objective 2 - Students will be able to format Modern Language Association research papers

Objective 3 - Students will be able to format résumés and cover letters

Strand 2: Spreadsheet

Topics - Spreadsheet, Graph, Formulas

Objective 4 - Students will be able to create and format spreadsheet documents

Objective 5 - Students will be able to create spreadsheet charts

Objective 6 - Students will be able to calculate and analyze spreadsheet documents

Strand 3: Database

Topics - Tables, queries, reports

Objective 7 - Students will be able to organize, design and update a database

Objective 8 - Students will be able to create queries in a database

Objective 9 - Students will be able to create reports in a database

Strand 4: Slide Presentation

Topics - text and graphics, animations and transitions and timings

Objective 10 - Students will be able to create and format presentation slide shows

Objective 11 - Students will be able to format presentation slide shows with animation/transitions

Strand 5: Imaging Editing

Topics - editing digital photos

Objective 12 - Students will be able to edit digital images

	urse Name:			Grade:		Duration of U	Jnit:			
	mputer Applications			9-12		4 weeks				
	it Title									
	rd Processing									
	arning Objective/ E					ta muadiiaa filam		a la		
	idents will be able t ers and e-mail.	to use v	vora processi	ng reatur	es	to produce filers	s, resear	cn p	apers,	resumes, cover
	mary Text: Micros	oft 2012	Shalloy Cash	man						
	ries	OIL 2013	Silelley Casi	IIIIaII						
JCI	Equity/Wor	kplace	Readiness			Instru	ctional N	leth	od (Stra	ategy)
X	Equity	X	Research		Х	1. Identify similar	arities		6. Co	operative Learning
^	Equity		^	/differences	2111100		0.000	operative Learning		
Χ	Technology	Х	Workplace		X	2. Summarizing	/Note	Х	7. Set	ting Objectives &
			Readiness S	kills		Taking				ding Feedback
					X					nerating & Testing
				Х	Providing Reco	gnition		Hypot		
						4. Practice			1	es, Questions, &
			Х	E Nonlinguistis			10. Of	nced Organizers		
						Nonlinguistic Representation			10.0	uiel.
Ass	sessment/Evaluation	n/Lear	ning Activity:		Co	ntent	Process	ess		ICTL CLEs
					Sta	andards	Standar			<u></u> 00
Lea	arning Activity – Gu				CA	\1	1.1			6A
	1. Identify and se				C.A		1.2			6C
	functions on t				CA		1.4			
	the creation of				CA	-	1.6			
	2. Format senten incorporating				CA	\ 6	1.7			
	Clipart-based			ıllate			1.10			
	and other form			illoto,			2.1			
	3. Utilize Spell ch			and			2.3 2.6			
	Print Preview						3.1			
	accuracy befo	re print	ing.				3.1			
	4. Format a result	me and	a cover letter	using			4.5			
	a Wizard.						4.8			
	5. Explain the us			ot a						
	MLA-style rese			order						
	to create docu									
	than one sour		inciged iroini							
	7. Utilize e-mail f		ness							
	communicatio									
۸ ـ -	2222man4/5	.n A-4!-	.:4							
	ssessment/Evaluation Activity:									
	udents will demonstrate skill on a rmative/summative assessment.									
	mative/Julimative	u <i>33</i> 533	mont.							
<u> </u>			اد م دا ما العاديدي الد م							

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Cou	ırse Name:			Grade:		Duration of U	Jnit:			
	nputer Applications			9-12		4 weeks				
_	t Title									
	eadsheets									
	rning Objective/ Ess									
	dents will be able to	manı	pulate text, nu	mbers a	ind 1	formulas as we	II as form	at a	spread	Isheet and utilize
	phs and charts.	£ 2042	Challey Cook	man	1					
Ser	nary Text: Microsof	11 2013	Shelley Cash	man						
361	Equity/Work	place	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Χ	Equity		Research		Х	1. Identify simil	aritios		6 Co	operative Learning
^	Equity		Research		^	/differences	anues		0. CO	operative Learning
Х	Technology	X	Workplace		Х	2. Summarizing	n/Note	Х	7 . Set	ting Objectives &
``	Toomiology		Readiness Sk	ills	^ `	Taking	g, 1 1010	^		ding Feedback
					Х	3. Reinforcing I	Effort/			nerating & Testing
						Providing Reco			Hypot	
					Х	4. Practice			9. Cu	es, Questions, &
										nced Organizers
					X	5. Nonlinguistic			10. O	ther:
						Representation				
Ass	sessment/Evaluation	ı/Learı	ning Activity:			ntent	Process			ICTL CLEs
	mina Astivity Cui	dina C)aatiana.		Sta	andards	Standar	ds		
	rning Activity – Gui				CA		1.1 1.2			6A
	Explain the purpos				CA	-	1.4			6C
	spreadsheets in the				CA		1.5			
	2. Enter, format, calculate, muse of various spreadsheet co	nampurat ommands	e and anaryze data tn s and features.	rougn the	CA		1.6 1.7			
	_			,	MA		1.8			
3. (Create and embed		~ -		MA		1.10			
	from the data con		-		M.A		2.1 2.2			
4. U	J se formulas to ma	-			MA	-	2.3			
	to achieve desired	resul	ts (sums, ave	rages,	MA	A 5	2.6			
	etc.).						2.7 3.1			
5. I	Retrieve external d	ata fr	om a web sou	ırce			3.2			
	using a Web quer						3.3 3.4			
6. I	Jtilize "What if" fu	L .	ns and Goal				4.4			
```	Seeking to make p						4.5			
	worksheets.	nojec	tions in the				4.8			
۸۵۵	sessment/Evaluation	. Acti	ritvr-							
	dents will demonstr									
	ormative/summative assessment.									
.5.1	0,00									
Pos	ources. Teacher de	norat	ad nublished	comput	or a	nd online resou	ircas to h	م طو	tormin	ad

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced spreadsheet documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Cal	urse Name:			Grade:		Duration of U	Init:			
	nputer Applications			9-12		4 weeks	Jnit.			
	t Title			0 12		1 1 1100110				
	abase									
	rning Objective/ Es									
	dents will be able to		-		ts ar	nd queries from	a databa	se.		
	nary Text: Microso	ft 2013	Shelley Cash	nman						
Ser	Equity/Work	place	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Χ	Equity		Research		X 1. Identify similarities 6.				<b>6.</b> Coo	operative Learning
, ,			. 10000		/differences					
Χ	Technology	Х	Workplace							ting Objectives &
			Readiness S	kills	.,	Taking				ling Feedback
				X	3. Reinforcing B				nerating & Testing	
				X	Providing Reco	grillori		Hypot	es, Questions, &	
					^	<b>4.</b> 1 1actice				nced Organizers
						5. Nonlinguistic			<b>10.</b> Of	
						Representation				
<u>Ass</u>	Assessment/Evaluation/Learning Activity:					ontent	Process			ICTL CLEs
1.00	urning Activity Cui	idina C	Vuostionau			andards	Standar	ds		
Lea	rning Activity – Gui 1. Describe data	_			CA		1.1			6A
			_	tho	CA CA		1.2 1.5			6C
	systems and ex business envir	_		ı me	CA	-	1.5 1.8			
		-		-4	CA		2.1			
	2. Create a datal		_		CA	۸6	2.2			
	records into tl or datasheet v		ne using fort	ii view	CA	<b>\7</b>	2.3			
			4 41.				3.1			
	3. Produce vario		orts using th	ie			3.2 3.3			
	report wizard		. 1 4				3.4			
	4. Explain busin	_	-				4.1			
	queries and h		• •				4.8			
	meet business	needs	or solve bus	iness						
	problems.									
	5. Create and ru		• •							
	queries to disp	play se	elected data.							
Δοσ	sessment/Evaluatio	n Activ	ritv:							
	dents will demonst									
	native/summative a									
	T		- 1 1 P - 1 - 1					! .	. 4	1

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced database documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of	Jnit:			
	mputer Applications			9-12		4 weeks				
_	it Title									
	sentation/Graphics									
	arning Objective/ Endents will be able				hot	os and dosign	wah naga			
			•		1100	os, and design	web page	<i>-</i> 3.		
	mary Text: Micros ries	OTT 2013	Snelley Casi	nman						
<u>oci</u>	Equity/Wor	rkplace	Readiness			Instru	ictional M	leth	od (Str	ategy)
Χ	Equity	X	Research		X	1. Identify simil /differences	arities		operative Learning	
Χ	Technology	Х	Workplace		X		Х		tting Objectives &	
			Readiness S	kills		Taking				ding Feedback
					X					nerating & Testing
					X	Providing Reco	gnition		Hypot	tnesis es, Questions, &
					^	4. Practice				nced Organizers
					Х	5. Nonlinguistic	<u> </u>		<b>10.</b> O	
					-	Representation				
Ass	sessment/Evaluation	on/Learı		Co	ntent	Process	;		ICTL CLEs	
					Sta	andards	Standar	ds		
Lea	arning Activity - G				CA	<b>\1</b>	1.1			6A
	<ol> <li>Design a temp slideshow.</li> </ol>	plate and	a develop a		CA	-	1.2			6C
	2. Format fonts	on slide	s annronriate	ly for	CA		1.4			
	readability.	on ondo	o appropriate	.,	CA CA		1.5 1.6			
	3. Develop slide			nages	C,	10	1.8			
	scaled to the						2.1			
	4. Apply animati						2.2			
	timings to the 5. Edit photos for						2.3			
	6. Design web p		•				2.5			
	7. Deliver a pres		١.				2.7 3.1			
							3.1			
	sessment/Evaluati						3.7			
	dents will demons						4.4			
tor	mative/summative	assessi	ment.				4.5			
							4.6			
Res	sources: Teacher	generat	ed. published	. comput	er a	and online reso	urces to h	e de	etermir	l ned.
				<u> </u>						
nr	richment Exercises:	Students	s will produce	more adv	anc	ed presentations	. Refer to	Lev	el 4 sca	ales.

Enrichment Exercises: Students will produce more advanced presentations. Refer to Level 4 scales.

Correction Exercises: Self assessment based on examples and allow for revision.

#### **Advanced Computer Applications**

#### **COURSE DESCRIPTION**

Computer Applications is designed to meet the Computer Applications graduation requirement set forth by the City of St. Charles School District. Computer Applications is created to build upon the computer skills established in the elementary and middle school Technology Curriculums. This course will give all students the tools necessary to achieve success in today's technological world.

#### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

#### PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

# **Advanced Computer Applications Essential Outcomes**

#### Strand 1: Advanced Word Processing applications

Topic 1: Communicate effectively using Word Processing software

Objective 1: Students will be able to prepare a business report using watermark, table, and a chart.

Objective 2: Students will be able to create a data source and merge to a Word document

Objective 3: Students will be able to prepare a newsletter using desktop publishing software.

#### Strand 2: Advanced Spreadsheet applications

Topic 1: Calculate and design financial tables and charts

Objective 4: Students will be able to calculate a loan amortization schedule.

Objective 5: Students will be able to sort and query data in a table.

Objective 6: Students will be able to calculate multiple worksheets.

Objective 7: Students will be able to create a variety of charts.

#### Strand 3: Advanced Database applications

Topic 1: Manage and report data in usable formats

Objective 8: Students will be able to design and edit reports and forms.

Objective 9: Students will be able to add subforms and hyperlinks to forms.

Objective 10: Students will be able to create a switchboard for a database.

#### Strand 4: Advanced Electronic and Oral Presentation applications

Topic 1: Prepare presentation using advanced editing techniques

Objective 11: Students will be able to prepare slides designing the background, graphics, links, and text.

Objective 12: Students will be able to give oral presentation using prepared slides.

#### Strand 5: Integrate the applications

Topic 1: Using more two or more of the applications in a document

Objective 13: Students will be able to import a spreadsheet into a Word document.

Objective 14: Students will be able to export data from database into a spreadsheet.

Cor	ırse Name:			Grade:		Duration of U	Init [.]			
	anced Computer App	licatio	ns	9-12		4 weeks	J			
	t Title		-							
	anced Word Process									
	rning Objective/ Ess									
	dents will be able to	use v	vord processi	ng featui	res	to produce busi	ness repo	orts	, merge	ed documents,
	newsletters nary Text: Advance	d Mic	rosoft 2013 S	hallav						
	hman Series	u Wiic	103011 2013 3	iciicy						
	Equity/Work	place	Readiness			Instru	ctional M	ethe	od (Stra	ategy)
Χ	Equity	X	Research		X 1. Identify similarities				6 Co	operative Learning
^	Lquity	^	Research		^	/differences	aritics		0.00	operative Learning
Χ	Technology	X	Workplace		Χ	2. Summarizing	g/Note	X	<b>7.</b> Set	ting Objectives &
			Readiness S	kills		Taking				ding Feedback
				X	3. Reinforcing I			1	nerating & Testing	
					X	Providing Reco	gnition		Hypot	
					^	4. Practice				es, Questions, & nced Organizers
					Х	5. Nonlinguistic	;		<b>10.</b> O	Ţ
					Representations					
Ass	essment/Evaluation	/Lear	ning Activity:			ontent	Process			ICTL CLEs
					Sta	andards	Standard	ds		
	rning Activity – Gui 8. Apply borders,			ate	CA		1.4			6A
	breaks, tabs, an				CA	-	1.6			
	9. Insert files, sym				CA	A7	1.7 1.8			
	drawings.		•				1.10			
	10. Format a resum						2.1			
	11. Create docume						2.2			
	12. Select the approto to create docum						2.3			
	than one source		inciged from	111010			2.4 2.7			
	13. Create newslett	ers ut	ilizing multi-c	olumn			2. <i>1</i> 2.8			
	layout						4.6			
	14. Utilize e-mail fo communication		ness							
	communication	•								
Ass	essment/Evaluation	Activ	rity:							
Stu	dents will demonstr	ate sk	till on a							
forr	native/summative as	ssess	ment.							
Ros	ources: Teacher de	nerat	ad nuhlishad	comput	ωr	and online reso	urces to b	<u> </u>	otermi	l ned

Resources: Teacher generated, published, computer, and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

0	Nome			0		Dunation of I	I !4.					
	irse Name:	iootio	20	Grade:		Duration of U	Jnit:					
	anced Computer Appl t Title	icatio	IIS	9-12		4 weeks						
	anced Spreadsheet A	nnlics	ations									
	rning Objective/ Ess			ome:								
	dents will be able to				cial 1	tables and char	ts using a	a vai	ietv of	functions such		
	PMT (payment), PV (p											
	cell references, and					,,		• //				
	nary Text: Advanced Shman Series	d Mic	rosoft 2013 Sh	elley								
	Equity/Workp	lace	Readiness			Instru	ctional M	etho	od (Stra	ategy)		
Х	Equity	Х	Research		Х	X 1. Identify similarities /differences			6. Cooperative Lear			
Х	Technology	Х	Workplace		Χ	2. Summarizing	/Note	Х	<b>7.</b> Set	ting Objectives &		
	Readiness Skills					Taking	•			ding Feedback		
						3. Reinforcing I	Effort/		<b>8.</b> Ge	nerating & Testing		
						Providing Reco	gnition		Hypot			
						X 4. Practice				es, Questions, & nced Organizers		
						5. Nonlinguistic			<b>10.</b> O			
						Representation						
Ass	essment/Evaluation/	Lear	ning Activity:			ntent	Process			ICTL CLEs		
			_		Sta	andards	Standar	ds				
Lea	rning Activity – Guid				CA	\1	1.2			6C		
	1. Calculate worksl		using a varie	ty of	CA		1.4					
	financial equatio 2. Create loan amo		ione utilizina	ho	MA		1.6					
	PMT, PV, and FV			iii C	MA		1.7					
	3. Add calculated of				MA MA		1.8 2.1					
	4. Sort data in a tak	ole ba	sed on multip	ماد	IVI F							
	fields.			/IC	92	6	22					
1			•		SS		2.2 2.7					
	5. Query data from		ble utilizing th		SS SS		2.2 2.7 3.3					
	5. Query data from VLOOKUP, SUM		ble utilizing th				2.7					
	5. Query data from VLOOKUP, SUM functions.	IF, Al	ble utilizing th	e			2.7 3.3 3.6 4.1					
	<ul><li>5. Query data from VLOOKUP, SUM functions.</li><li>6. Adjust the decim</li></ul>	IF, Al nals i	ble utilizing th	e			2.7 3.3 3.6					
	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decim the ROUND func</li> <li>Add identical data</li> </ol>	IF, Al nals i tion. ta to	ble utilizing th ND COUNT n a calculation	e n using			2.7 3.3 3.6 4.1					
	<ul> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decimenthe ROUND functions.</li> <li>Add identical data at the same time</li> </ul>	IF, Al nals in tion. ta to	ble utilizing th ND COUNT n a calculation	e n using sheets			2.7 3.3 3.6 4.1					
	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decim the ROUND func</li> <li>Add identical dat at the same time</li> <li>Create the same</li> </ol>	IF, Al nals in tion. ta to form	ble utilizing th ND COUNT n a calculation multiple works	e n using sheets			2.7 3.3 3.6 4.1					
	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decim the ROUND func</li> <li>Add identical dat at the same time</li> <li>Create the same worksheets usin</li> </ol>	IF, AI nals in tion. ta to form g 3-D	ble utilizing th ND COUNT n a calculation multiple work ula on severa cell reference	e n using sheets l es			2.7 3.3 3.6 4.1					
	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decim the ROUND func</li> <li>Add identical dat at the same time</li> <li>Create the same</li> </ol>	IF, All tion. ta to form g 3-D	ble utilizing the ND COUNT  n a calculation  multiple work  ula on severa  cell reference  onsolidate dat	e n using sheets l es a.			2.7 3.3 3.6 4.1					
	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decime the ROUND functions.</li> <li>Add identical data at the same time.</li> <li>Create the same worksheets usin.</li> <li>Link worksheets.</li> <li>Print worksheets.</li> </ol>	IF, All nals in tion. ta to form g 3-D to co	ble utilizing the ND COUNT  In a calculation multiple works  ula on severa consolidate dat variety of formatity:	e n using sheets l es a.			2.7 3.3 3.6 4.1					
Stu	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decime the ROUND functions.</li> <li>Add identical data at the same time.</li> <li>Create the same worksheets usin.</li> <li>Link worksheets.</li> <li>Print worksheets.</li> </ol>	IF, All nals in tion. ta to form g 3-D to co in a	ble utilizing the ND COUNT  In a calculation multiple works ula on severa cell reference on solidate dat variety of formity: ill on a	e n using sheets l es a.			2.7 3.3 3.6 4.1					
Stu	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decime the ROUND functions.</li> <li>Add identical data at the same time.</li> <li>Create the same worksheets usin.</li> <li>Link worksheets.</li> <li>Print worksheets.</li> </ol>	IF, All nals in tion. ta to form g 3-D to co in a	ble utilizing the ND COUNT  In a calculation multiple works ula on severa cell reference on solidate dat variety of formity: ill on a	e n using sheets l es a.			2.7 3.3 3.6 4.1					
Stu	<ol> <li>Query data from VLOOKUP, SUM functions.</li> <li>Adjust the decime the ROUND functions.</li> <li>Add identical data at the same time.</li> <li>Create the same worksheets usin.</li> <li>Link worksheets.</li> <li>Print worksheets.</li> </ol>	IF, All nals in tion. ta to form g 3-D to co in a	ble utilizing the ND COUNT  In a calculation multiple works ula on severa cell reference on solidate dat variety of formity: ill on a	e n using sheets l es a.			2.7 3.3 3.6 4.1					

Resources: Teacher generated, published, computer, and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Special Needs: Modify as needed according to the student's 504 plan/IEP.

**Content Area: Business** 

Advanced Computer Applications 9-12 5 weeks	
Unit Title	
Advanced Database Applications	
Learning Objective/ Essential Course Outcome:	
Students will be able to customize tables, reports, forms, subforms, hyperlinks, queries, filters,	, input
masks, OLE objects, tab order, and properties.	
Primary Text: Advanced Microsoft 2013 Shelley Cashman Series	
Equity/Workplace Readiness Instructional Method (Strategy	7)
X Equity X Research X 1. Identify similarities 6. Coopera /differences	tive Learning
	Objectives &
Readiness Skills Taking Providing F	
	ng & Testing
Providing Recognition Hypothesis	
X 4. Practice 9. Cues, Qu	·
X 5. Nonlinguistic Advanced C	organizers
Representations	
	L CLEs
Standards Standards	_
Learning Activity – Guiding Questions: CA5 1.4 2A	
1. Customize reports to meet specified CA6 1.6	
needs. SS6 1.8	
2. Edit forms and subforms to include SS7 2.1	
hyperlinks, OLE objects, and tab order 2.2	
edits. 3. Modify controls and tab order for new 4.4 4.7	
fields in forms.	
Customize tables to include input masks,     memo fields, hyperlinks and OLE objects.	
5. Set properties for queries and filters.	
6. Add fields and text boxes to reports.	
7. Format report controls.	
8. Adjust properties for tables, reports, and	
forms	
9. Customize database utilizing SQL	
Commands. 10. Print tables, queries, and reports.	
Assessment/Evaluation Activity:	
Students will demonstrate skill on a	
formative/summative assessment.	
Resources: Teacher generated, published, computer, and online resources to be determined.	

Resources: Teacher generated, published, computer, and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Cou	ırse Name:			Grade:		Duration of U	Jnit:				
Adv	anced Computer Ap	<u>plic</u> atio	ns	9-12		5 weeks					
_	t Title	-									
	anced Presentation										
	rning Objective/ Es										
	dents will be able to	o creat	e a slide pres	entation	usii	ng advanced ap	plications	s inc	cluding	the use of	
	ohics. nary Text: Advance	ed Mic	rosoft 2013 SI	nellev							
	hman Series			,							
	Equity/Work	place	Readiness			Instru	ctional M	etho	od (Stra	ategy)	
Х	Equity	X	Research		Х	1. Identify simily/differences	arities		<b>6.</b> Co	operative Learning	
Х	Technology	Х	Workplace		Х		g/Note	Χ	<b>7.</b> Set	ting Objectives &	
			Readiness S	kills		Taking				ding Feedback	
			`		X					nerating & Testing	
					X	Providing Reco	gnition		Hypot	es, Questions, &	
					^	4. Practice				nced Organizers	
					X 5. Nonlinguistic				<b>10.</b> O		
						Representation					
Ass	essment/Evaluatio	n/Lear	ning Activity:			ontent andards	Process Standar			ICTL CLEs	
l ea	rning Activity – Gu	idina C	)uestions:					us			
Lou	1. Embed visuals				CA CA	-	1.1 1.2			6A	
	2. Custom design				SS		1.4				
	3. Add interactive	digita	I components	to	SS		1.6				
	presentation			4-4!			1.8				
	<ol> <li>Include charts</li> <li>Add audio and</li> </ol>						2.1				
	6. Utilize buttons			11			2.2				
	presentation		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				4.4 4.7				
	<ol> <li>Deliver oral pre</li> </ol>						4.1				
	presentation sl	ide sh	ow								
Ass	essment/Evaluatio	n Activ	rity:								
	dents will demonst										
forr	native/summative a	ssess	ment.								
<u> </u>	<b>T</b>				<u> </u>				-1	<u> </u>	

Resources: Teacher generated, published, computer, and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

#### **Broadcast Media**

#### **COURSE DESCRIPTION**

This year-long course focuses on guiding students to use the same digital video technology found in top newsrooms while utilizing the digital-editing computer skills learned in previous computer classes. The students will work in production teams to plan and develop stories, gather footage, edit broadcast quality video, and deliver the news. The students will help create a school/campus newsroom facility for reporting events in their community via the school, Internet, cable TV and DVD/Blu-Ray.

#### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

#### **PROGRAM GOALS**

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

#### Broadcast Media Essential Outcomes

#### Strand 1: News Stories

Topic 1: As a news team, prepare stories for broadcast

Objective 1: Understand how to create storyboards

Objective 2: Prepare for interview

Objective 3: Plan activities to meet deadlines

#### Strand 2: Broadcast Roles

Topic 1: Prepare for broadcast as a member of a staff/team

Objective 4: Contribute to the team as a news reporter Objective 5: Contribute to the team as a videographer

Objective 6: Contribute to the team as an audio/video editor

#### Strand 3: Organize video editing timeline

Topic 1: Perform editing techniques for broadcast

Objective 7: Import video, still images, and audio files

Objective 8: Enhance video using special effects as needed

Objective 9: Enhance video using text captions and titles

Objective 10: Enhance video using transitions for video flow

Objective 11: Enhance video with audio adjustments, sound effects, and music

#### Strand 4: Publish video

Topic 1: Export video for broadcast

Objective 12: Export video in a variety of formats to meet needs of intended audience

Course Name:			Grade:						
Broadcast Media Unit Title: Ethical Iss	ues: Ne	ws Stories	10-12		36 weeks				
Learning Objective/Es				Obje	ectives:				
As a news team, prep	are stor	ies for broad	cast						
Primary Text: Equity/Wor	knlaco	Paadinass			Inetri	ıctional M	loth	od (Str	atomy)
X Equity	Х	Research		Х	/differences		Х		operative Learning
X Technology	X	Workplace Readiness S	kills	X	2. Summarizing Taking	g/Note	X		ting Objectives & ding Feedback
				X	3. Reinforcing Providing Reco			8. Ge	nerating & Testing hesis
				X	4. Practice	<u> </u>		<b>9.</b> Cu	es, Questions, & nced Organizers
			X 5. Nonlinguistic Representations				10. Other:		
Assessment/Evaluation	on/Lear	ning Activity:			entent andards	Process Standar		ı	ICTL CLEs
Learning Activity – Gu 1. Understand ho 2. Prepare for int 3. Plan activities  Assessment/Evaluation Students will demons formative/summative	ow to createrview to mee on Activate sk	eate storyboa t deadlines rity: ill on a	ards	CA CA FA M1 M2 S8 S8	A3 A4 A1 I 2	1.1 1.2 1.4 1.5 2.1 2.2 2.5 2.7 3.1 3.2 3.6 4.1 4.2 4.3 4.4			6A 6C

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of	Jnit:			
	adcast Media			10-12		36 weeks				
Uni	it Title: Photoshop	: Broad	cast Roles							
			Carrage Orate							
	arning Objective/Es pare for broadcast									
	mary Text:	t as a m	ciliber of a ste	an/team						
	Equity/Wor	kplace	Readiness			Instru	ictional N	/leth	od (Stra	ategy)
Χ	Equity	X	Research		X 1. Identify similarities /differences				<b>6.</b> Co	operative Learning
Χ	Technology	Х	Workplace Readiness S	kills	X	<b>2.</b> Summarizing Taking	g/Note	X		ting Objectives & ding Feedback
					X	Providing Reco			Hypot	
					X	4. Practice			Advar	es, Questions, & nced Organizers
					X	0			<b>10.</b> O	ther:
۸۵۵	│ sessment/Evaluatio	on/Lear	ning Activity:		Representations Content Process					ICTL CLEs
<u> </u>	3C33IIICIIV E Valuatii	OII/ECAII	ing Activity.			andards	Standar			IOTE OLLS
Lea	arning Activity – G				CA	<u> </u>	1.1			6A
	1. Contribute to				CA		1.3			6C
	2. Contribute to		_	•	CA		1.5			
	3. Contribute to editor	tne tean	n as an audio	video	CA		1.7			
	euitoi				CA		2.1			
Ass	sessment/Evaluation	on Activ	ritv:		FA		2.3			
	dents will demons				M1 M2		2.5 3.1			
fori	mative/summative	assessi	ment.		M3		3.1			
					M5		4.1			
					S8		4.2			
					SS		4.5			
							4.8			
	sources: Teacher									<u> </u>

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	ırse Name:			Grade: Duration of Unit:						
	adcast Media t Title: Photoshop: (	Organ	viza vidao adit	10-12	lino	36 weeks				
Oili	i filie. Pholoshop. (	Jigai	iize video edit	ing time	IIIIE					
	rning Objective/Ess			ome:						
Per	form editing techniq	ues f	or broadcast							
Prir	nary Text:						_			
	Equity/Workp	olace	Readiness			Instru	ictional M	ategy)		
X	Equity	Х	Research		Х	<ol> <li>Identify similar / differences</li> </ol>	arities	Х	<b>6.</b> Coo	operative Learning
Х	Technology	X	Workplace Readiness S	kills	Х	Taking	•	X		ting Objectives & ding Feedback
					Х				8. Gei	nerating & Testing hesis
					Х	4. Practice	-		<b>9.</b> Cue	es, Questions, &
					Х	5. Nonlinguistic	<del></del> ;		<b>10.</b> Of	nced Organizers ther:
					Representation	S				
Ass	Assessment/Evaluation/Learning Activity:					ontent	Process			ICTL CLEs
l ea	rning Activity – Guid	lina (	Duestions:			andards	Standar	as		
	1. Import video, sti			o files	CA CA		1.1 1.2			6A 6C
	2. Enhance video ι	using	special effect	s as	CA		1.3			00
	needed				CA		1.5			
	3. Enhance video u	ısing	text captions	and	CA		1.8			
	titles 4. Enhance video u	ıcina	transitions fo	r video	FA		1.9			
	flow	Joney	transitions to	i video	M1		1.10			
	5. Enhance video v	with a	udio adjustme	ents,	M2 M3		2.1 2.2			
	sound effects, a	nd m	usic	·	M4		2.6			
					M5		2.7			
	sessment/Evaluation				S8		3.2			
	dents will demonstra native/summative as				SS	<b>57</b>	3.3			
1011	ilative/Sullillative as	3533	illelit.				3.4			
							3.6 3.8			
							3.6 4.1			
							4.4			
							4.5			
Res	sources: Teacher ge	nerat	ed, published	, comput	ter a	ınd online resou	urces to b	e de	etermin	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of I	Jnit:			
	adcast Media			10-12		36 weeks				
Un	it Title: Photosho	p: Publis	sh Video							
1	overing Objective/F	'aaan4'al	Carrage Order							
	arning Objective/E port video for broa		Course Outco	ome:						
	mary Text:									
• • •		rkplace	Readiness			Instru	ictional M	eth	od (Stra	ategy)
X	Equity	X	Research		X	X 1. Identify similarities /differences			<b>6.</b> Co	operative Learning
Χ	Technology	Х	Workplace Readiness S	kills	X	X 2. Summarizing/Note Taking			1	ting Objectives & ding Feedback
					X	3. Reinforcing I Providing Reco			8. Ge Hypot	nerating & Testing thesis
					X	4. Practice			1	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	ther:
	sessment/Evaluat		_			ontent andards	Process Standard			ICTL CLEs
Lea	arning Activity – G				C/	<b>\</b> 5	1.4			6A
	1. Export video meet needs o		•	s to	CA	<b>4</b> 6	1.5			6C
	meet needs c	or intend	ea audience		CA		1.8			
					M1		2.1			
As	sessment/Evaluati	ion Activ	rity:		M2	=	2.2 2.5			
	idents will demon				FA		3.6			
for	mative/summative	assess	ment.		FA		3.8			
							4.5			
							4.6			
							4.6			
	sources: Teacher	generat	ed, published	, compu	ter a	and online reso	urces to b	e d	etermir	ned.

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

#### **Desktop Publishing**

#### **COURSE DESCRIPTION**

This class teaches in-depth concepts starting at the beginner level of Adobe Photoshop®. If you are interested in using the latest in technology to create various print and web documents, this is the course for you. Find out how to manipulate photos, create graphical images, and design documents and files for use in today's technological society. Learn to create Posters, Flyers, Banners, Iron-On transfers, Magazine Covers, 3D Objects, and animations.

#### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

#### **PROGRAM GOALS**

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

# **Desktop Publishing Essential Outcomes**

#### Strand 1: Publishing Editor Software

Topic 1: Introduction to Publishing Software

Objective 1: Students will be able to identify elements of good print design and layout. Objective 2: Students will be able to design and assemble desktop publishing projects. Objective 3: Students will be able to modify text formatting and styles for desktop publishing projects.

#### Strand 2: Parts of a Publication

Topic 1: Adding Other Components to a Publication

Objective 4: Students will be able to apply master pages appropriately to publications Objective 5: Students will be able to import and format text appropriately for desktop publications

Objective 6: Students will be able to arrange text in columns appropriate for a publication

Objective 7: Students will be able to create and apply colors for publications

Objective 8: Students will be able to import and format images and graphics appropriately for desktop publications

#### Strand 3: Finishing Publication

Topic 1: Prepare Publications for completion

Objective 9: Students will be able to organize publication into chapters, table of contents, and index

Objective 10: Students will be able to prepare color separations as needed for professional printing

Objective 11: Students will be able to add slugs and printers' marks as needed for professional printing

ourse Name:	Grade:	Duration of	Unit:			
esktop Publishing	10-12	1 week				
nit Title: Introduction to Publishing Sof	tware					
	/4 01:					
earning Objective/Essential Course Out tudents will be able to identify elements			out.			
rimary Text:	or good prin	t design and lay	, out			
Equity/Workplace Readiness		Instri	uctional M	ethe	od (Stra	ategy)
Equity X Research	X	<ol><li>Identify simi /differences</li></ol>	larities		<b>6.</b> Co	operative Learning
Technology X Workplace Readiness	Skills X	2. Summarizin Taking	g/Note	Х		tting Objectives & ding Feedback
	Х					nerating & Testing
	X	4. Practice	- <del>J</del>		<b>9.</b> Cu	es, Questions, & nced Organizers
	Х	5. Nonlinguistic Representation			<b>10.</b> O	
ssessment/Evaluation/Learning Activity	/: Co	ontent	Process			ICTL CLEs
		andards	Standar	ds		
earning Activity – Guiding Questions:	C	<b>A1</b>	1.1			6A
4. Explore the design workspace	C.	A5	1.2			2A
5. Apply a variety of page setup attr			4.4			
6. List the factors that make up good document layout and design	a		4.5			
document layout and design						
ssessment/Evaluation Activity:						
tudents will demonstrate skill on a						
ormative/summative assessment.						
esources: Teacher generated, publishe	d computer :	and online rese	urcas to b	۵ ۵٬	tormin	ned .

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Co	urse Name:			Grade:		Duration of U	Jnit:				
	sktop Publishing			10-12		1 weeks					
Uni	it Title: Introduction	on to Pu	blishing Softw	/are							
	arning Objective/E						t-				
		to desig	jii anu asseiiii	Jie deski	op	publishing proj	ecis				
Prii	mary Text:	ulan la a a	Daadinaaa			lu atuu	otional M	- 4 lo	ad /C4=a4.	\	
	Equity/Wo	гкріасе	Readiness			instru	ictional M	etne	od (Strate	egy)	
X	Equity	Х	Research		X	,			6. Cooperative Learn		
		X				/differences			_		
X	Technology	Workplace		X		g/Note	X		ng Objectives &		
			Readiness SI	kills		Taking				ng Feedback	
					X					erating & Testing	
				-		Providing Reco	gnition		Hypothe		
					X	4. Practice				, Questions, &	
				-	v	E Naminaviatia				ed Organizers	
					X	<ol><li>Nonlinguistic Representation</li></ol>			<b>10.</b> Oth	er:	
Λει	⊥ sessment/Evaluati	on/Lear	ning Activity:		<u></u>	ontent	Process		1 1	CTL CLEs	
73.	3C33IIICIII/LVAIGALI	OII/ LCai	illing Activity.			andards	Standar		-	OIL OLLS	
Lea	arning Activity – G	uiding G	Questions:	-	CA	\ 1	1.6			6A	
	4. Design correct	ct layout	for a given		CA		2.1			BB	
	publication				M2		2.2		'		
	5. Insert a text fi				M		2.5				
	6. Insert graphic						4.4				
	7. Divide publica	ation int	o pages and								
	columns										
Δεσ	sessment/Evaluati	on Activ	ritv-								
	idents will demons										
	mative/summative										
			-								
Res	sources: Teacher	generat	ed, published.	comput	er a	and online resou	urces to b	e de	etermine	d.	

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of U	Jnit:			
	sktop Publishing			10-12		2 weeks				
Uni	it Title: Introduction	on to Pu	blishing Softv	vare						
	arning Objective/E				-4	laa fan daalstan	مانطه الطبيم		-:4-	
	dents will be able	to modi	iy text iorinati	ung and	Styl	es for desktop	publishing	g pr	ojects	
Prii	mary Text:		Dandinasa			lu atur	4 !   1 1 1	- 41	l /Ot	-4 A
	Equity/Wo	гкріасе	Readiness			instru	ictional M	etno	oa (Str	ategy)
Χ	Equity	X	Research		X	,	arities		<b>6.</b> Co	operative Learning
						/differences				
X	Technology	X	Workplace		X		g/Note	Х		ting Objectives &
			Readiness SI	kills		Taking				ding Feedback
					X					nerating & Testing
					Х	Providing Reco	gnition		Hypot	
					X	4. Practice				es, Questions, & nced Organizers
					Х	<b>5.</b> Nonlinguistic			<b>10.</b> O	
					^	Representation			10.0	uiei.
Ass	sessment/Evaluati	on/Lear	ning Activity:		Co	ntent	Process	l	1	ICTL CLEs
					Sta	andards	Standard	ds		
Lea	arning Activity – G				CA	\ 1	1.1			2A
	6. Create charac				C.A		1.2			4A
	7. Create paragr				CA		2.1			
	8. Apply style se						2.2			
	such as colur	nns, nea	idings and foo	oters			3.4			
Δς	sessment/Evaluati	on Activ	ritv:							
	dents will demons									
	mative/summative									
			-							
₹e:	sources: Teacher	generat	ed, published	, comput	era	and online resou	urces to b	e de	etermir	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Ca.	rse Name:			Grade:		Duration of U	lmit.			
				10-12			Jilit.			
	ktop Publishing	0				2 weeks				
	Title: Add Publishir		•		nen					
	rning Objective/Esse dents will be able to a				nen	ts to publicatio	ns			
Prin	nary Text:									
	Equity/Workpl	ace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Χ	Equity	Х	Research		Х	1. Identify similar /differences	arities		<b>6.</b> Co	operative Learning
Χ	Technology	Х	Workplace Readiness SI	kills	X	2. Summarizing Taking	J/Note	Х		tting Objectives & ding Feedback
				-	X	3. Reinforcing E Providing Reco				nerating & Testing
					X	4. Practice	<u>g</u>		<b>9.</b> Cu	es, Questions, &
					X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	essment/Evaluation/	ear	ning Activity:		Co	ntent	Process			ICTL CLEs
			_		Sta	andards	Standard			<u>1912</u> 0220
	rning Activity – Guidi 2. Describe the use				CA		1.6			6A
	document	01 11	iastei pages ii	ıı a	CA	-	1.8			6C
	3. Create master pa	200			CA		2.1			
	4. Place text items		as footers an	d/or	M2		2.2			
	page numbers to			a, o.	M5	)	4.1			
	<ol> <li>Add images such</li> </ol>			er			4.5			
	pages									
Ass	essment/Evaluation /	Activ	vity:							
	dents will demonstra									
forn	native/summative ass	sess	ment.							
Res	ources: Teacher ger	orat	ad nublished	comput	or a	and online resou	ircas to h	<u> </u>	termin	ned.
1/62	ouroco. Featilei yei	ıcı at	cu, publisii <del>c</del> u	, somput		and chillie resul	41 0 <del>0</del> 3 10 D	- ut	, CC	icu.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Des	ırse Name: ktop Publishing t Title: Add Publishir	ng Co	omponents to	Grade: 10-12 a Docum	nent	Duration of U 2 weeks	Jnit:			
	rning Objective/Esse dents will be able to i				opr	riate for a public	ation			
	nary Text:	•			<u> </u>	•				
	Equity/Workpl	ace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Х	Equity	Х	Research		X	1. Identify similar / differences	arities		<b>6.</b> Coo	operative Learning
Х	Technology	Х	Workplace Readiness S	kills	X	2. Summarizing Taking		Х		ting Objectives & ding Feedback
						3. Reinforcing E Providing Reco			Hypot	
						4. Practice				es, Questions, & nced Organizers
						<ol><li>Nonlinguistic Representation</li></ol>			<b>10.</b> Ot	ther:
Ass	essment/Evaluation/	Lear	ning Activity:			ontent andards	Process Standar			ICTL CLEs
Ass Stu	rning Activity – Guidi 1. Determine uses of script fonts 2. Place text docum 3. Adjust font attrib underline size, st 4. Adjust character kerning, tracking 5. Add special text of wrap, drop cap, in the sesment/Evaluation and dents will demonstrated the sesment of the sessment of the sesment of the sessment of the sess	of se nents utes yle and , and featu nitial	rif, sans serif, into a publication into a publicat	ation italics, using vord	CA CA M2 M5	A 5 2	1.6 2.1 2.2 4.1 4.5 4.6			6A 5C
Res	ources: Teacher ger	nerat	ed. published	. comput	er a	ınd online resou	irces to h	e de	termin	led.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	ırse Name:			Grade:		Duration of U	Jnit:			
	ktop Publishing			10-12		2 weeks				
	t Title: Add Publishin		•		nent	l				
	rning Objective/Esse dents will be able to a				pro	priate for a publ	ication			
Prir	nary Text:									
	Equity/Workpl	ace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Х	Equity	Х	Research		X	/differences				operative Learning
Χ	Technology	Х	Workplace Readiness S	kills	X	2. Summarizing Taking	g/Note	X		ting Objectives & ding Feedback
					X	3. Reinforcing E Providing Reco			8. Ger	nerating & Testing hesis
					Х	4. Practice				es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	essment/Evaluation/l	Lear	ning Activity:			ontent andards	Process Standard			ICTL CLEs
Ass Stu forr	rning Activity – Guidi  1. Add columns as a publication  2. Adjust guttering and a limport a text document of the sessment/Evaluation and the	appr in a parting ume n parting Activ	opriate for publication ention in colu nt into columi ge" for colum rity: ill on a ment.	ns ns	CA CA M2 M5	A 5 2 5	1.6 2.1 2.2 2.5 3.3 4.1	o de	otormin.	6A 5C
Res	ources: Teacher gen	erat	ed, published	, comput	er a	and online resou	irces to b	e de	etermin	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	ırse Name:			Grade:		Duration of l	Jnit:			
	ktop Publishing			10-12		1 week				
	t Title: Add Publishii		•		nent	t				
	rning Objective/Esse dents will be able to				pul	blications				
Prir	nary Text:									
	Equity/Workp	lace	Readiness			Instru	ictional M	etho	od (Stra	ategy)
Χ	Equity	X	Research		X	1. Identify similar /differences	arities		<b>6.</b> Coo	operative Learning
Χ	Technology	Х	Workplace Readiness SI	kills	X	2. Summarizing Taking	g/Note	Х		ting Objectives & ding Feedback
					X	3. Reinforcing E Providing Reco			8. Gei Hypot	nerating & Testing hesis
					X	4. Practice				es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> Of	ther:
Ass	essment/Evaluation/	Lear	ning Activity:			ontent andards	Process Standard			ICTL CLEs
Ass Stu- forr	rning Activity – Guid  1. Apply existing consettings  2. Apply industry signs  3. Create new shad  4. Add colors to basessment/Evaluation dents will demonstrative/summative asserts	tanda es of ckgr Activ te sk sess	to text using and colors to	ext apes	CA	A 5	1.4 1.8 2.2 2.5 2.7 3.4			6A 6C
Res	ources: Teacher ger	nerat	ed, published.	, comput	er a	and online resou	urces to b	e de	etermin	ied.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Course Name:			Grade:		Duration of U	Jnit:			
Desktop Publishing Unit Title: Add Publish	ina Ca	omnonents to	10-12	nt	2 weeks				
Office Title. Add Publish	iiig C	omponents to	a Docume	; I I L	•				
Learning Objective/Ess									
Student will be able to	import	and format in	nages and	lo	ther graphics fo	or publica	tion	IS	
Primary Text:								1.40	
Equity/Work	place	Readiness			Instru	ctional M	etho	od (Stra	ategy)
X Equity	Х	Research	)	X	1. Identify similar /differences	arities		<b>6.</b> Coo	perative Learning
X Technology	Х	Workplace Readiness S		K	2. Summarizing Taking	/Note	Х		ting Objectives & ling Feedback
			)	K	3. Reinforcing E Providing Reco			8. Gei Hypot	nerating & Testing hesis
			>	K	4. Practice	<u> </u>		<b>9.</b> Cue	es, Questions, & nced Organizers
			>	K	5. Nonlinguistic Representation			<b>10.</b> Of	
Assessment/Evaluation	n/Learı	ning Activity:			ntent	Process Standard	ds		ICTL CLEs
Learning Activity – Gui  1. Place images a publications 2. Scale and layer 3. Set transparend 4. Wrap text arous  Assessment/Evaluation Students will demonstrative/summative a	nd oth image cy for i nd ima n Activ rate sk	er graphics ir es mages ges rity: ill on a	)   d	CA CA M5	3	1.6 2.1 3.3 4.1			6A 5C

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of U	Jnit:			
	sktop Publishing			10-12		3 weeks				
Uni	t Title: Prepare pu	ıblicatio	ns for comple	tion						
1 00	rning Objective/Es	scontial	Course Outee	mo:						
	dents will be able				00	k				
	mary Text:		<u> </u>							
	Equity/Wor	kplace	Readiness			Instru	ctional N	lethe	od (Stra	ategy)
Χ	Equity	Х	Research	3	X	1. Identify similar /differences	arities		<b>6.</b> Coo	operative Learning
X	Technology	Х	Workplace		X	2. Summarizing	/Note	Х		ting Objectives &
			Readiness SI			Taking				ding Feedback
					X	3. Reinforcing E				nerating & Testing
				<u> </u>	Χ	Providing Reco <b>4.</b> Practice	gnition		Hypot	
					^	4. Practice				es, Questions, & nced Organizers
				<u> </u>	X	5. Nonlinguistic			<b>10.</b> Of	
				1	`	Representation				
Ass	sessment/Evaluation	on/Leari	ning Activity:	(	Со	ntent	Process	;	ı	ICTL CLEs
					Sta	andards	Standar	ds		
Lea	rning Activity – Gu		uestions:	(	CA	.1	1.1			6A
	<ol> <li>Create a book</li> <li>Determine and</li> </ol>	-	andar of			. 3	1.4			5C
	documents	ı set tile	e order or		CA	-	1.6			
	3. Set paragraph	styles			M2		2.1			
	4. Create a table		ents		M5	)	3.2 3.3			
	5. Create an inde	€X					4.1			
							4.5			
Δοσ	sessment/Evaluatio	on Activ	rity:							
	dents will demons									
	mative/summative									
	sources: Teacher									

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	ırse Name:			Grade:		Duration of l	Jnit:			
	ktop Publishing			10-12		2 weeks				
Uni	Title: Prepare pu	ublicatio	ns for comple	etion						
l ea	rning Objective/E	ssential	Course Outco	me.						
	dents will be able				ıme	ent for professi	onal print	ing		
Prin	nary Text:		<del>-</del>			<u> </u>				
	Equity/Wor	rkplace	Readiness			Instru	ctional M	eth	od (Stra	ategy)
Χ	Equity	X	Research		Χ	1. Identify simily/differences	arities		<b>6.</b> Coo	operative Learning
Χ	Technology	Х	Workplace Readiness S		X	2. Summarizing	g/Note	X		ting Objectives & ding Feedback
					Χ	3. Reinforcing In Providing Reco			8. Gei Hypot	nerating & Testing hesis
					Χ	4. Practice				es, Questions, & nced Organizers
					Χ	<b>5.</b> Nonlinguistic Representation			<b>10.</b> Ot	ther:
Ass	essment/Evaluation	on/Lear	ning Activity:			ntent andards	Process Standar			ICTL CLEs
Ass	rning Activity – Go  1. Create and pr  2. Create bleeds  3. Package a docu  4. Export a docu  essment/Evaluation	int colors, slugs cument iment	r separations and printers' i rity:	marks	CA CA M2 M5	3 3 5	1.1 1.4 1.6 2.1 3.2 3.3 4.1 4.5			6A 5C

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

### Digital Imagine/Graphic Design

#### COURSE DESCRIPTION

This class teaches in-depth concepts starting at the beginner level of Adobe Photoshop®. If you are interested in using the latest in technology to create various print and web documents, this is the course for you. Find out how to manipulate photos, create graphical images, and design documents and files for use in today's technological society. Learn to create Posters, Flyers, Banners, Iron-On transfers, Magazine Covers, 3D Objects, and animations.

### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

#### PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

# **Digital Imaging Essential Outcomes**

#### Strand 1: Ethical Issues

Topic 1: Computer Ethics and Copyright Laws

Objective 1: Students will be able to identify copyright laws.

Objective 2: Students will be able to explain ethical issues related to computer use regarding safety, security, and privacy.

# Strand 2: Equipment

Topic 1: Understanding Graphic Design Equipment

Objective 4: Students will be able to use digital cameras.

Objective 5: Students will be able to scan photos.

Objective 6: Students will be able to use a variety of printers.

## Stand 3: Photoshop

Topic 1: Photo Editing

Objective 7: Students will be able to edit a photo utilizing various tools in the toolbox panel.

Objective 8: Students will able to create, manipulate, and analyze the effects of layers within the image.

Objective 9: Students will be able to apply filters to images and/or masking techniques to create desired results.

Objective 10: Students will be able to apply the appropriate color techniques to a photo.

Objective 11: Students will be able to select and extract a part of an image.

Topic 2: Web/Video

Objective 12: Students will be able to create images for web or video.

#### Strand 4: Illustrator

Topic 1: Vector Graphics

Objective 13: Students will be able to apply fill and stroke to basic shapes.

Objective 14: Students will be able to create paths to design unique shapes.

Objective 15: Students will be able to create 3-D graphics.

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	irse Name:	_		Grade:		Duration of U	Jnit:			
	tal Imaging/Graphic De			10-12		1 week				
	t Title: Ethical Issues		•		pyri	ght Laws				
	rning Objective/Esse dents will be able to a				iss	ues associated	with grap	hic	design	
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	Equity/Workpl	ace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
X	Equity	Х	Research		X	<ol> <li>Identify similar /differences</li> </ol>	arities		<b>6.</b> Cod	operative Learning
Χ	Technology	Х	Workplace Readiness SI	kills	X	<b>2.</b> Summarizing Taking	J/Note	X		ting Objectives & ding Feedback
				X	3. Reinforcing E Providing Reco				nerating & Testing	
					X	4. Practice	<u>g</u>		<b>9.</b> Cue	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> Ot	
Ass	essment/Evaluation/	Learı	ning Activity:		-	ontent andards	Process Standard			ICTL CLEs
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	7. Prepare a plan to	сор	yright original		CA		1.2			6C
	materials				0,	`	4.2			
	8. Identify ethical is						4.3			
	<ol><li>Make a flyer or per</li></ol>						4.4			
	computer safety, issues	secu	urity, and priva	асу						
Stu	essment/Evaluation a dents will demonstra native/summative ass									
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Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Cal	ırse Name:			Grade:		Duration of U	Init:			
	tal Imaging/Graphic Do	ocian		10-12		1 week	Jilit.			
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	nipulate images utiliz				ter,	and computer s	oftware			
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			Readiness Si	KIIIS	Х	3. Reinforcing B	=ffort/			nerating & Testing
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					Х	4. Practice	grittori			es, Questions, &
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					Х	5. Nonlinguistic	;		<b>10.</b> O	
						Representation				
Ass	essment/Evaluation/	Lear	ning Activity:		Co	ontent	Process			ICTL CLEs
					Sta	andards	Standard	sk		
Lea	rning Activity – Guid				CA	٨ 4	1.4			6A
	5. Download photo		hs to compute	er from		۸ 5	1.8			6C
	camera and scan	-					2.2			
	6. Print photograph						2.5			
	installed printer to 7. Print images on a						2.7			
	7. Frint images on a	a var	iety of paper t	quanty			3.4			
Δςς	essment/Evaluation	Activ	ritv:							
	dents will demonstra									
	native/summative as:									
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Res	ources: Teacher de	nerat	ed nublished	comput	er a	and online resou	irces to b	e de	termin	ad

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:	Dasim		Grade:		Duration of U	Jnit:			
	ital Imaging/Graphic it Title: Photoshop			10-12		2 weeks				
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	arning Objective/Es									
	t photos utilizing v mary Text:	arious	toois in tooibe	ox panei						
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			Readiness S	kills		Taking				ding Feedback
1					X	3. Reinforcing I Providing Reco				nerating & Testing thesis
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	sessment/Evaluatio					ontent andards	Process Standard			ICTL CLEs
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	size	ili <del>c</del> s usi	ing correct iiii	aye	_	A 5	1.2			6C
	10. Edit existing p	hotos ι	ısing various	tools	CF	<b>A</b> 3	2.1 2.2			
Ì	in toolbox						3.4			
	11. Add properly f			ages						
	12. Edit existing p foreground/ba			nae						
	roreground/ba	ickgi ou	na color setti	igo						
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	idents will demons									
tor	mative/summative	assessi	ment.							
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Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Course Name:	Grade:		Duration of U	Jnit:			
Digital Imaging/Graphic Design	10-12		2 weeks				
Unit Title: Photoshop: Photo editing							
Learning Objective/Essential Course Ou	.toomo.						
Create and manipulate layers	ilcome.						
Primary Text:		1					
Equity/Workplace Readiness			Instru	ctional M	ethe	od (Stra	ateav)
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X Technology X Workplace Readines:		X	2. Summarizino Taking	g/Note	X		ting Objectives & ling Feedback
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							nced Organizers
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			Representation				
Assessment/Evaluation/Learning Activity	<u>ty</u> :		ontent	Process			ICTL CLEs
Learning Activity – Guiding Questions:			andards	Standard	as_		
8. Create a variety of layers within	an image	_	<b>A</b> 1	1.6			6A
9. Edit layer properties	an image	_	A 5	2.1			6C
10. Group, link, and hide layers as n	needed	M2 M5		2.2 2.5			
11. Rasterize type layers		IVI	)	3.3			
				4.1			
Assessment/Evaluation Activity:				•••			
Students will demonstrate skill on a							
formative/summative assessment.							
Resources: Teacher generated, publish	ed compu	ter a	and online resou	irces to b	e de	etermin	led

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of	Unit:			
	ital Imaging/Graphi			10-12		2 weeks				
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						/differences	<b></b>			
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			Readiness SI	KIIIS	Х	Taking  3. Reinforcing	· Cffort/			ding Feedback nerating & Testing
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Lea	arning Activity – G			_	CA		1.6			6A
	<ul><li>6. Apply extract</li><li>7. Edit photos a</li></ul>			5	_	<b>\</b> 5	2.1			6C
	8. Apply maskir				M2		2.2			
			and editing ph	otos	M	•	2.5 3.3			
			<b>J</b>				3.3 4.1			
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	sessment/Evaluati									
	dents will demon									
tor	mative/summative	assess	ment.							
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Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of U	Jnit:			
	ital Imaging/Graphic			10-12		2 weeks				
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	ply appropriate col									
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						Representation				-
Ass	sessment/Evaluation	on/Lear	ning Activity:			ntent	Process			ICTL CLEs
		!			Sta	andards	Standar	ds		
Lea	arning Activity – Gu 1. Select colors			sl.	CA		1.6			6A
	2. Apply image a			,,	CA		2.1			6C
	3. Apply saturati			t	M2 M5		2.2 3.3			
	exposure to p	hotos a	s needed for d	quality	FA		4.1			
	image	•4•					4.5			
	4. Fill selections	with gr	adient colors				4.6			
Ass	sessment/Evaluation	on Activ	rity:							
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fori	mative/summative	assess	ment.							
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Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

urse Name:			Grade:		Duration of I	Unit:			
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rning Objective/F	ssential	Course Outco	ome.						
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mary Text:									
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Learning Activity – Guiding Questions:  6. Select part of a photo using lasso and magic wand tools  7. Select part of a photo using marquee tools  8. Expand or contract selections					A 5 A 3 !	1.6 1.8 2.1 2.2 3.3 4.1 4.5			6A 6C
	and dele	te selections				4.7			
dents will demons	strate sk	ill [°] on a							
	ital Imaging/Graphi it Title: Photosho  arning Objective/E ect and extract a p mary Text:	ital Imaging/Graphic Design it Title: Photoshop: Photo  arning Objective/Essential ect and extract a part of an  mary Text:  Equity/Workplace  Equity  X  Technology  X  sessment/Evaluation/Learn  arning Activity – Guiding G 6. Select part of a photo magic wand tools 7. Select part of a photo tools 8. Expand or contract se 9. Adjust feather and tol selections 10. Copy, move, and dele  sessment/Evaluation Activ idents will demonstrate sk	it Title: Photoshop: Photo editing  arning Objective/Essential Course Outcoect and extract a part of an image  mary Text:  Equity/Workplace Readiness  Equity  X Research  Technology  X Workplace Readiness S  sessment/Evaluation/Learning Activity:  arning Activity – Guiding Questions: 6. Select part of a photo using lasso a magic wand tools 7. Select part of a photo using marquitools 8. Expand or contract selections 9. Adjust feather and tolerance on	ital Imaging/Graphic Design It Title: Photoshop: Photo editing  arning Objective/Essential Course Outcome: ect and extract a part of an image  mary Text:  Equity/Workplace Readiness  Equity  X Research  Technology  X Workplace Readiness Skills  sessment/Evaluation/Learning Activity:  arning Activity – Guiding Questions: 6. Select part of a photo using lasso and magic wand tools 7. Select part of a photo using marquee tools 8. Expand or contract selections 9. Adjust feather and tolerance on selections 10. Copy, move, and delete selections sessment/Evaluation Activity: Idents will demonstrate skill on a	ital Imaging/Graphic Design It Title: Photoshop: Photo editing  arning Objective/Essential Course Outcome: ect and extract a part of an image mary Text:  Equity/Workplace Readiness  Equity  X Research  X Workplace Readiness Skills  X  X  X  Sessment/Evaluation/Learning Activity:  arning Activity – Guiding Questions: 6. Select part of a photo using lasso and magic wand tools 7. Select part of a photo using marquee tools 8. Expand or contract selections 9. Adjust feather and tolerance on selections 10. Copy, move, and delete selections  sessment/Evaluation Activity: Idents will demonstrate skill on a	it Title: Photoshop: Photo editing  arning Objective/Essential Course Outcome: ect and extract a part of an image mary Text:  Equity/Workplace Readiness  Technology  Technology  Technology  X  Workplace Readiness Skills  Technology  X  Workplace Readiness Skills  X  1. Identify simily /differences X  2. Summarizing Taking X  3. Reinforcing Providing Reco X  4. Practice X  5. Nonlinguistic Representation  sessment/Evaluation/Learning Activity:  arning Activity – Guiding Questions: 6. Select part of a photo using lasso and magic wand tools 7. Select part of a photo using marquee tools 8. Expand or contract selections 9. Adjust feather and tolerance on selections 10. Copy, move, and delete selections  sessment/Evaluation Activity: Idents will demonstrate skill on a	it Title: Photoshop: Photo editing  arning Objective/Essential Course Outcome: ect and extract a part of an image mary Text:  Equity/Workplace Readiness  Technology  X Research  Technology  X Workplace Readiness Skills  Technology  X Workplace Readiness Skills  X 3. Reinforcing Effort/ Providing Recognition  X 4. Practice  X 5. Nonlinguistic Representations  Sessment/Evaluation/Learning Activity: Select part of a photo using lasso and magic wand tools  7. Select part of a photo using marquee tools  8. Expand or contract selections  9. Adjust feather and tolerance on selections  10. Copy, move, and delete selections  sessment/Evaluation Activity: deents will demonstrate skill on a	it Title: Photoshop: Photo editing  arning Objective/Essential Course Outcome: ect and extract a part of an image  mary Text:  Equity/Workplace Readiness  Technology  X Research  Readiness Skills  Technology  X Workplace Readiness Skills  X 3. Reinforcing Effort/ Providing Recognition  X 4. Practice  X 5. Nonlinguistic Representations  Sessment/Evaluation/Learning Activity:  arning Activity – Guiding Questions: 6. Select part of a photo using lasso and magic wand tools 7. Select part of a photo using marquee tools 8. Expand or contract selections 9. Adjust feather and tolerance on selections 10. Copy, move, and delete selections  sessment/Evaluation Activity: deents will demonstrate skill on a	it Title: Photoshop: Photo editing  arning Objective/Essential Course Outcome: ect and extract a part of an image  mary Text:  Equity/Workplace Readiness  Equity  X Research Technology  X Workplace Readiness Skills  X 1. Identify similarities //differences  Technology  X Workplace Readiness Skills  X 2. Summarizing/Note Taking Provice  X 3. Reinforcing Effort/ Providing Recognition Hypot  X 4. Practice  Y 5. Nonlinguistic Representations  Seessment/Evaluation/Learning Activity:  arning Activity – Guiding Questions: 6. Select part of a photo using lasso and magic wand tools 7. Select part of a photo using marquee tools 8. Expand or contract selections 9. Adjust feather and tolerance on selections 10. Copy, move, and delete selections  seessment/Evaluation Activity: Idents will demonstrate skill on a

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Cou	ırse Name:			Grade:		Duration of	Unit:			
	tal Imaging/Graphic			10-12		2 weeks				
Uni	t Title: Photoshop	e: Web c	or Video							
	rning Objective/Es			ome:						
Cre	ate images for wel	b or vid	eo							
Prin	nary Text:									
	Equity/Wor	kplace	Readiness			Instru	uctional N	leth	od (Str	ategy)
Χ	Equity	X	Research		Х	1. Identify simil /differences	arities		<b>6.</b> Co	operative Learning
Χ	Technology	Х	Workplace Readiness S	kills	Х	2. Summarizing Taking	g/Note	Х		tting Objectives & ding Feedback
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					Х	4. Practice				es, Questions, & nced Organizers
					Х	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	essment/Evaluation	on/Lear	ning Activity:			ontent andards	Process Standar		•	ICTL CLEs
Ass Stu	rning Activity – Gu 5. Size images ap 6. Create a timeli 7. Adjust frames 8. Set timings an video eessment/Evaluation dents will demonstrative/summative	ppropriation in the for a second layer and tweel on Activity trate skew properties.	ate for web or animation or v yers as neede ning as neede vity: ill on a	rideo d			1.6 2.1 3.3 4.1			6A 6C
Res	ources: Teacher	generat	ed, published	, comput	ter a	and online reso	urces to b	e de	etermir	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of U	Jnit:			
	ital Imaging/Graphic			10-12		3 weeks				
Uni	it Title: Illustrator:	Vector	Graphics							
l ea	arning Objective/Es	ssential	Course Outco	ome.						
	eate and edit vecto			J.110.						
Pri	mary Text:									
	Equity/Wor	rkplace	Readiness			Instru	ctional M	ethe	od (Stra	ategy)
Х	Equity	X	Research		X	1. Identify simily/differences	arities		<b>6.</b> Coo	operative Learning
Χ	Technology	Х	Workplace Readiness S	kills	Х	2. Summarizing Taking	g/Note	X		ting Objectives & ding Feedback
					Х					nerating & Testing
					Х	4. Practice	<u> </u>		<b>9.</b> Cue	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	sessment/Evaluation	on/Lear	ning Activity:		Co	ontent	Process			ICTL CLEs
					St	andards	Standar	ds		
Lea	arning Activity – Go 1.   Create drawin			.e	_	<b>\</b> 1	1.1			6A
	2. Apply a variet					A 3 A 5	1.4 1.6			6C
	to shapes		•		M2	-	2.1			
	3. Create unique			ools	M		2.5			
	<ul><li>4. Create 3D sha</li><li>5. Map artwork t</li></ul>				FA	۸1	3.2			
	5. Wap artwork	0 3D 3H	apes				3.3			
							3.4 4.1			
	sessment/Evaluation						4.1			
	dents will demons									
tor	mative/summative	assessi	ment.							
Res	sources: Teacher	generat	ed, published	, compu	ter a	and online reso	urces to b	e de	etermin	l ned.

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

## Digital Imaging/Graphic Design

### **COURSE DESCRIPTION**

How do they render the special effects in the latest movies? How are rock videos created? What techniques are used when encoding video onto DVDs? How do companies produce video sales presentations or commercials? Work with cutting edge hardware and software to let your imagination come to life digitally. Use Adobe PhotoShop®, Premiere Pro ®, After Effects ®, encore ®, and Audition ® to produce movie trailers, commercials, short films, marketing campaigns, and more!

#### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

# **PROGRAM GOALS**

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

# Digital Video Essential Outcomes

## Strand 1: Video Editing

Topic 1: Getting Started with Video Editing Software

Objective 1: Students will be able to organize files for use in video editing.

Objective 2: Students will be able to create, and import video clips from camera

Objective 3: Students will understand the effectiveness of properly used transitions in video

## Strand 2: Video Components

Topic 1: Adding More Components to Digital Video

Objective 4: Students will be able to apply key frames for desired effect in audio and video editing

Objective 5: Students will be able to create and use still images properly in video projects.

Objective 6: Students will be able to create and use text effectively in video projects

Objective 7: Students will be able to add animation as needed for effective video

Objective 8: Students will be able create and edit audio clips for use in video

## Strand 3: Exporting Video

Topic 1: Exporting Video for a Variety of Purposes

Objective 9: Students will be able to create DVD or Blu-Ray discs for viewing and for portfolio

Objective 10: Students will be able to create and edit video for web pages or other real world applications

ırse Name:			Grade:		Duration of U	Jnit:			
tal Video			10-12		1 week				
t Title: Getting Sta	arted wi	th Video Editir	g Softwa	re	·				
	<u>_</u>								
Equity/Wor	rkplace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Equity	X	Research		Χ	1. Identify similar /differences	arities	X	<b>6.</b> Co	operative Learning
Technology	Х	Workplace Readiness Sk		Χ	2. Summarizing Taking	g/Note	X		ting Objectives & ding Feedback
				Χ	•			8. Gel	nerating & Testing hesis
				Χ	4. Practice		Х		es, Questions, & nced Organizers
				Χ				<b>10.</b> O	ther:
									ICTL CLEs
10. Create folders audio, and ima 11. Set up editing 12. Import assets essment/Evaluation dents will demons native/summative	s for org age clip i timeling to Proje on Activ strate sk assessi	anizing video, s e ect Panel rity: ill on a ment.				1.4 1.5 1.8 2.5 2.7			6A 6C
	rning Objective/Edents will be able nary Text: Equity/World Technology  rning Activity – G 10. Create folders audio, and im 11. Set up editing 12. Import assets dents will demons native/summative	tal Video t Title: Getting Started with the company of the company	tal Video t Title: Getting Started with Video Editir  rning Objective/Essential Course Outcodents will be able to organize files for usinary Text:  Equity/Workplace Readiness  Equity  X Research  Technology  X Workplace Readiness Sk  Readiness Sk  resement/Evaluation/Learning Activity:  rning Activity – Guiding Questions:  10. Create folders for organizing video, audio, and image clips  11. Set up editing timeline  12. Import assets to Project Panel  resement/Evaluation Activity: dents will demonstrate skill on a native/summative assessment.	tal Video t Title: Getting Started with Video Editing Softwarning Objective/Essential Course Outcome/A+ Odents will be able to organize files for use in videonary Text:  Equity/Workplace Readiness  Equity  X Research  Technology  X Workplace Readiness Skills  Research  Technology  Technology  X Workplace Readiness Skills  Research  Technology  X Workplace Readiness Skills  Technology  X Workplace Readiness Skills	tal Video t Title: Getting Started with Video Editing Software rning Objective/Essential Course Outcome/A+ Objective will be able to organize files for use in video contary Text:  Equity/Workplace Readiness  Equity  X Research  Technology  X Workplace Readiness Skills  X  X  X  X  X  In the sessment/Evaluation/Learning Activity: To create folders for organizing video, audio, and image clips 11. Set up editing timeline 12. Import assets to Project Panel  Sessment/Evaluation Activity: dents will demonstrate skill on a native/summative assessment.	tal Video t Title: Getting Started with Video Editing Software  rning Objective/Essential Course Outcome/A+ Objective: dents will be able to organize files for use in video editing  nary Text:  Equity/Workplace Readiness  Fequity  X Research  Technology  X Workplace Readiness Skills  Technology  X Workplace Readiness Skills  X 1. Identify similar / differences Taking  X 2. Summarizing Taking  X 3. Reinforcing Beroviding Reco X 4. Practice  X 5. Nonlinguistic Representation Representation  Content Standards  M2  M2  M2  M2  M2  M2  M2  M2  M3  M2	tal Video to Title: Getting Started with Video Editing Software  Trning Objective/Essential Course Outcome/A+ Objective: dents will be able to organize files for use in video editing  Text:  Equity/Workplace Readiness  Equity	tal Video to Title: Getting Started with Video Editing Software  rning Objective/Essential Course Outcome/A+ Objective: dents will be able to organize files for use in video editing  nary Text:  Equity/Workplace Readiness  Equity	trille: Getting Started with Video Editing Software  rning Objective/Essential Course Outcome/A+ Objective: dents will be able to organize files for use in video editing  nary Text:  Equity/Workplace Readiness  Equity/Workplace Readiness  Instructional Method (Strate)  Equity/Workplace Readiness  Fechnology  Instructional Method (Strate)  Instructional Method (Strate)

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

						15 ()				
	ırse Name:			Grade:		Duration of U	Jnit:			
	tal Video			10-12		2 weeks				
Uni	t Title: Getting Starte	ed wi	th Video Editi	ng Softw	are					
Lea	rning Objective/Esse	ntial	Course Outco	me/A+ C	Obje	ective:				
Stu	dents will be able to d	creat	e, and import	video cli	ips 1	from camera				
Prin	nary Text:									
	Equity/Workpl	lace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Χ	Equity	Х	Research		X	1. Identify similar /differences	arities	Х	<b>6.</b> Coo	operative Learning
Χ	Technology	Х	Workplace Readiness SI	kills	X	2. Summarizing Taking	g/Note	Х		ting Objectives & ding Feedback
					X	3. Reinforcing E Providing Reco				nerating & Testing
					X	4. Practice			<b>9.</b> Cue	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	essment/Evaluation/	Lear	ning Activity:			ontent andards	Process Standard			ICTL CLEs
	rning Activity – Guidi				CA		1.4			6A
	12. Setup and record 13. Download audio/			. 40	CA	-	1.5			
	computer	vide	o iroin camera	110	M2		1.6			
	Computer				M5	5	1.8			
							1.10			
Ass	sessment/Evaluation	Activ	ritv:				2.1 2.2			
	dents will demonstra						2.2			
forn	native/summative ass	sess	ment.				2.5			
							2.7			
							3.4			
							=			
Res	ources: Teacher ger	nerat	ed. published.	. comput	er a	and online resou	urces to b	e de	etermin	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

•	ırse Name:			Grade:		Duration of U	Jnit:			
	ital Video			10-12		1 week				
Uni	t Title: Getting Starte	ed wi	th Video Editii	ng Softw	are					
	rning Objective/Esse dents will understand						s in video	)		
	nary Text:									
	Equity/Workp	lace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Х	Equity	Х	Research		X	1. Identify similar /differences	arities		<b>6.</b> Co	operative Learning
Х	Technology	X	Workplace Readiness SI	rille	X		g/Note	Х		ting Objectives & ding Feedback
			Treadilless Of	MIS	X					nerating & Testing
					X	4. Practice	<u>g</u>		<b>9.</b> Cu	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	
	sessment/Evaluation/					ontent andards	Process Standard			ICTL CLEs
Lea	rning Activity – Guid 13. Apply transition 14. Modify transition	s for	video		CA M2	. •	1.4 1.8 2.1			2A 3A
Stu	sessment/Evaluation dents will demonstra mative/summative as	te sk	ill on a				2.5 2.7			
Res	sources: Teacher ge	nerat	ed, published	comput	er a	and online resou	ırces to b	e de	etermin	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

CO	urse Name:			Grade:		Duration of U	Jnit:			
	ital Video			10-12		2 weeks				
Uni	it Title: Adding M	ore Com	ponents to Di	gital Video						
		·	0			-4:				
	arning Objective/E Idents will be able						d video e	diti	na	
	mary Text:								<u> </u>	
		rkplace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
X	Equity	Х	Research	Х		1. Identify similar	arities		<b>6.</b> Co	operative Learning
X	Technology	Х	Workplace Readiness SI	kills		2. Summarizing Taking	J/Note	Х		ting Objectives & ding Feedback
				Х		3. Reinforcing E Providing Reco			8. Gei Hypot	nerating & Testing hesis
				X		4. Practice				es, Questions, & nced Organizers
				X		5. Nonlinguistic Representation			<b>10.</b> O	ther:
Ass	sessment/Evaluat	ion/Lear	ning Activity:			ntent ndards	Process Standard			ICTL CLEs
Lea	arning Activity – G 11. Adjust audio 12. Enhance spe	with key	frames	rames CA	A 12	6	1.4 1.5 1.8 2.1			2A 3A
Stu	sessment/Evaluat dents will demon mative/summative	strate sk	ill on a				2.3 2.7 3.6 3.8 4.6			

Resources: Teacher generated, published, computer and online resources to be determine3Ad.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Course Name:			Grade:		Duration of U	Init:			
Digital Video			10-12		3 weeks	Jilit.			
Unit Title: Addin	a Mara Cam	nonente to Di	_		3 WEEKS				
Office rice. Adding	ig wore com	ponents to Di	gitai vide	<del>;</del> U					
Learning Objecti Students will be						roiects			
Primary Text:				•	. , .				
	//Workplace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
X Equity	X	Research		X	1. Identify similar /differences	arities	X	<b>6.</b> Co	operative Learning
X Technology	X	Workplace Readiness S	kills	X		g/Note	Х		ting Objectives & ding Feedback
				X	3. Reinforcing Beroviding Reco			8. Ger Hypot	nerating & Testing hesis
			<u> </u>	X	4. Practice				es, Questions, & nced Organizers
				X	5. Nonlinguistic Representation			<b>10.</b> O	ther:
Assessment/Eva					ontent andards	Process Standard			ICTL CLEs
Learning Activity				CA	۸5	1.4			3A
		nages for vide		CA		1.5			4A
		d .PSD files in	nto	SS	-	1.6			
video pro				M4	1	1.8			
7. Adjust dı	uration of still	Il clip for vide	0	M5		1.10			
				M2	2	2.1			
Assessment/Eva	Justion Activ	ritv.				2.2			
Students will der						2.3			
formative/summa						2.5			
						2.7 3.5			
						3.3			
Becauses Tee	-b	المانالمان المما			and anline reces		- له ح	4	\

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Col	ırse Name:			Grade:		Duration of U	Init [.]			
	tal Video			10-12		3 weeks	Jilit.			
	t Title: Adding More	Com	nonents to Di		20	3 WCCK3				
<b>U</b>	ritio. Adding more	00	pononto to Di	gitai via						
Lea	rning Objective/Esse	ntial	Course Outco	ome/A+ (	Obie	ective:				
	dents will be able to						:S			
Prin	nary Text:									
	Equity/Workp	lace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
V					v				,	
Χ	Equity	X	Research		Х	<ol> <li>Identify similar /differences</li> </ol>	arities		<b>6.</b> Co	operative Learning
Х	Technology	Х	Workplace		Х		n/Note	Х	<b>7</b> Set	ting Objectives &
^	recimology	^	Readiness S	kills	^	Taking	g/INOLG	^		ding Feedback
			rtoadii iooo O	· · · · · · · · · · · · · · · · · · ·	Χ		=ffort/			nerating & Testing
						Providing Reco			Hypot	
					Χ	4. Practice	<u> </u>			es, Questions, &
									Advar	nced Organizers
					X				<b>10.</b> O	ther:
						Representation				1
<u>Ass</u>	essment/Evaluation/	Lear	ning Activity:			ontent	Process			ICTL CLEs
		~			Sta	andards	Standard	ds		
Lea	rning Activity – Guid  1. Create and edit to				CA		1.4			3A
	2. Import text and .	-		^	CA	-	1.5			4A
	project	rsb	illes illito vide	U	SS		1.6			
	3. Adjust duration of	of tex	t for video		M4		1.8			
					M5 M2		1.10 2.1			
					IVIZ	4	2.1			
	essment/Evaluation						2.3			
	dents will demonstra						2.5			
forr	native/summative as:	sessi	ment.				2.7			
							3.5			
Das	ALURADA TARABAR MAN		امماداداداد	00000		and anline recei	urana ta b	م ما د	. 4	

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

UU	urse Name:			Grade:	Duration of	Unit:			
	ital Video			10-12	2 weeks				
Un	it Title: Adding Mo	ore Com	ponents to Dig	jital Video					
			0		4 !				
	arning Objective/E Idents will be able					ıse			
Pri	mary Text:								
		rkplace	Readiness		Instr	uctional N	leth	od (Stra	ategy)
Χ	Equity	X	Research	Х	1. Identify simi	larities	X	<b>6.</b> Co	operative Learning
X	Technology	Х	Workplace Readiness Sk	ills	Taking	•	X		ting Objectives & ding Feedback
				Х	Providing Rec			Hypot	
				X	4. Practice				es, Questions, & nced Organizers
				X	5. Nonlinguisti Representatio			<b>10.</b> O	ther:
	sessment/Evaluati				ontent andards	Process Standar			ICTL CLEs
	9. Adjust motion desired result	d apply ation for n/animat t	proper a certain vided ion as needed	· IVI	A6 1 2	1.4 1.5 1.8 2.1 2.2 2.5			4A
Stu	sessment/Evaluati idents will demons mative/summative	strate sk	till on a			3.4 3.8 4.5			

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Course Name: Digital Video		<b>Grade</b> 10-12		Duration of Unit: 3 weeks					
Unit Title: Adding Mo	re Com	ponents to Digital Vic	leo						
Learning Objective/Es	sential	Course Outcome/A+	Ohie	ective:					
Students will be able t									
Primary Text:									
Equity/Wor	kplace	Readiness		Instru	ictional M	leth	od (Stra	ategy)	
X Equity	Х	Research	X	1. Identify simil /differences	arities	X	<b>6.</b> Co	operative Learning	
X Technology	Х	Workplace Readiness Skills	Х	Taking		Х	7. Setting Objectives 8 Providing Feedback		
			Х	3. Reinforcing I Providing Reco			Hypot		
			X				Advar	es, Questions, & nced Organizers	
			X				<b>10.</b> O	ther:	
 Assessment/Evaluation	n/Lear	ina Activity:	Co	Representations Process		 S		ICTL CLEs	
		<del>-</del>	St	andards	Standards				
Learning Activity – Gu 9. Create and im			CA		1.4			4A	
project	port au	uio illes lillo video	C/		1.5				
10. Adjust audio to	o meet	movie needs	M ²	=	1.8 2.1				
	unwant	ed sounds within an	M		2.2				
audio track					2.3				
					2.7				
Assessment/Evaluation	on Activ	rity:			3.4 3.6				
Students will demonstrate skill on a formative/summative assessment.					4.4 4.6				
Resources: Teacher	generat	ed, published, compu	iter a	and online reso	urces to b	oe de	etermir	ned.	

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Co	urse Name:	Grade:	Duration of Unit:								
Dig	ital Video			10-12	2 1 week						
Uni	it Title: Illustrator	: Exporti	ng Video								
Los	arning Objective/E	iccontial	Course Outco	mo/A+ C	hic	octivo:					
	idents will be able						for portfo	lio			
Pri	mary Text:										
	Equity/Wo	rkplace	Readiness			Instru	ictional M	ethe	od (Stra	ategy)	
X Equity X Research					X	1. Identify similar	arities		6. Cooperative Learning		
Х	Technology	Х	Workplace Readiness Sk	kills	X		narizing/Note  proing Effort/ g Recognition		7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypothesis 9. Cues, Questions, & Advanced Organizers		
					X	3. Reinforcing E Providing Reco					
					Х	4. Practice					
					X	5. Nonlinguistic Representation			<b>10.</b> O	•	
Ass	sessment/Evaluati	ion/Lear	ning Activity:			ontent andards	Process Standar			ICTL CLEs	
Lea		<ul><li>Guiding Questions: OVD/Blu-Ray of video projects</li></ul>			_	A5 1.4 A6 1.5				4A	
					M1		1.8				
Δς	sessment/Evaluati	ion Activ	ritv-		M2	_	2.1				
	dents will demon				M	1	2.2				
	mative/summative						2.5 2.7				
							3.6				
							3.8				
							4.5				
							4.6				

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	tal \/idaa	Course Name: Gra				Duration of I	Jnit:				
Unit	Digital Video 10- Unit Title: Illustrator: Exporting Video			10-12	1 week						
• • • • • • • • • • • • • • • • • • • •	t Title: Illustrator:	Exporti	ng Video								
	waina Ohiootiya/F	4:-1	Carrage Order		<b>\</b>  -:-	ativa.					
	rning Objective/E dents will be able						aal world	ann	lication	ne	
	nary Text:	to creat	c and can vide	.0 101 W	, D P	ages of other t	cai world	арр	ilcatioi		
F11111	Equity/Wo	rknlace	Paadinass			Inetri	ctional M	oth.	od (Str	eteav)	
								Cuit			
X	Equity	X	Research		X	1. Identify simil /differences	arities		<b>6.</b> Coo	operative Learning	
Χ	Technology	Х	Workplace		X		g/Note	X	<b>7</b> . Set	7. Setting Objectives &	
			Readiness Sk	ills		Taking			Providing Feedback		
					X				8. Generating & Test		
						Providing Recognition			Hypot		
					X	4. Practice			9. Cues, Questions, & Advanced Organizers 10. Other:		
					X	<ol><li>Nonlinguistic Representation</li></ol>					
۸۵۵	l sessment/Evaluati	on/Lear	ing Activity:		<u></u>	ontent	Process			ICTL CLEs	
733	essinein/Lvaidati	OII/ Lear	ing Activity.		Standards		Standards			ICIL CLLS	
Lea	rning Activity – G	uiding G	uestions:		C/		1.4			4A	
	1. Export video				CA	-	1.4		4A		
	2. Export video	for a var	iety of hardwa	re use	M1	-	1.8				
					M2		2.1				
_			•		M	1	2.2				
	essment/Evaluati						2.5				
Students will demonstrate skill on a							2.7 3.6				
formative/summative assessment.											
							3.8				
							4.5				
							4.6				

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

### Web Design

# **COURSE DESCRIPTION**

Students design, create, publish, and maintain web sites. Students will work independently and as a team using various digital media tool to complete web page projects. Adobe Dreamweaver®, Flash®, and Photoshop® will be the software used when teaching this class.

### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

### **PROGRAM GOALS**

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

# **Web Design Essential Outcomes**

# Strand 1: HTML Coding

Topic 1: Introduction to HTML

Objective 1: Students will be able to plan web pages.

Objective 2: Students will be able to write code for web pages Objective 3: Students will be able to preview and edit a web page. Objective 4: Students will be able to create links to other web pages.

### Strand 2: HTML Editor

Topic 1: Using an HTML editor to create web page Components

Objective 5: Students will be able to create ordered and unordered lists.

Objective 6: Students will be able to design and insert graphics.

Objective 7: Students will be able to link graphics and video.

Objective 8: Students will be able to add backgrounds to web pages.

# Strand 3: Advanced Web Design Components

Topic 1: Adding advanced web design components to a web page

Objective 9: Students will be able to plan and create forms, radio buttons, checkboxes, and pull-down menus for web pages.

Objective 10: Students will be able to plan and format table for web pages.

Objective 11: Students will be able to plan and format frames for web pages.

Objective 12: Students will be able to understand and apply good components of quality web page design and layout.

Course Name: Grad						Duration of Unit:					
	b Design			10-12	1 week						
Un	it Title: Introduction	n to HT	ML								
	omina Obio otivo /Fo		0	(A - Ol-		-4!					
	arning Objective/Es ıdents will be able t			ome/A+ Or	уe	ective:					
	mary Text:	-	mem hemane								
	Equity/Worl	<b>cplace</b>	Readiness			Instru	ctional M	letho	od (Str	ategy)	
X Equity X Research				)	(	1. Identify similar	arities		<b>6.</b> Co	operative Learning	
Χ	Technology	Х	Workplace Readiness SI		(	<b>2.</b> Summarizing Taking	zing/Note		7. Setting Objectives 8 Providing Feedback		
		X 3. Reinforcing Effort/ Providing Recognition				8. Generating & Testin Hypothesis					
				X		4. Practice	I. Practice		<b>9.</b> Cues, Questions, & Advanced Organizers		
				)	<b>\</b>	5. Nonlinguistic Representation			<b>10.</b> O	ther:	
As	Assessment/Evaluation/Learning Activity:					ntent andards	Process Standar			ICTL CLEs	
As: Stu	arning Activity – Gu 13. Determine pur 14. Determine the 15. Design hierarc 16. Apply basic we choosing appr backgrounds l 17. Organize files sessment/Evaluation idents will demonst	pose and contend hy for which designed to be under the content of the content has been designed to be an Activate skew an Activate skew an Activate skew an Activate skew and activate skew an Activate skew and activate skew activate	nd use of web t of the web p web pages gn principles fonts, colors o HTML files sed in a web s rity: ill on a	site ()	CA CA CA M12 M4 M5	1 14 15 16	1.1 1.2 2.1 2.2 2.3 2.6 3.1 3.4 3.6 4.2 4.3 4.4			4A 6C	

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Course Name: Web Design						Duration of U	Jnit:				
	ช Design it Title: Introductio	on to HT	ML	10-12	<u> </u>						
•											
	arning Objective/E				Obje	ective:					
	dents will be able	to write	code for web	pages							
Pri	mary Text:	.11	D !'				4 1 8/	1 - 41	1 (0)	- ( )	
	Equity/Wo	гкріасе	Readiness			Instru	ctional N	ietno	oa (Str	ategy)	
X Equity X Research				Х	/differences			<b>6.</b> Co	operative Learning		
X	Technology	Х	Workplace Readiness Sk	tills	X	2. Summarizing Taking			7. Setting Objectives & Providing Feedback		
					Х				8. Generating & Testing Hypothesis		
					X	4. Practice	<u> </u>		<b>9.</b> Cu	es, Questions, & nced Organizers	
					X	5. Nonlinguistic Representation			<b>10</b> . O		
As	Assessment/Evaluation/Learning Activity:				Content Proces			SS		ICTL CLEs	
			<u> </u>		Sta	andards	Standar				
Lea	arning Activity – G			- f	CA		1.1			4A	
	1. Use tags/code web site	es to sta	irt a nome pag	e for a	CA 5 M2 M5		1.2			6C	
	2. Add images to	o web p	ages				2.1 2.2	2.1			
	3. Use a variety			veb	IVI	•	2.2				
	page						2.6				
	4. Add paragrap			es			3.1				
	5. Add horizonta	ai ruie to	web pages				3.4				
							3.6				
Assessment/Evaluation Activity:							4.2 4.3				
Students will demonstrate skill on a							4.3				
for	mative/summative	assess	ment.				4.8				
R	sources: Teacher	generat	ed nublished	comput	er a	and online resou	irces to b	ne de	etermin	l ned	

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

				rade:	Duration of Unit:						
			0-12	2 1 week							
Un	t Title: Introduction	on to HT	ML								
				,, <u>.</u>	_						
	arning Objective/E dents will be able				je	ective:					
		to previ	ew and edit a we	b page							
Pri	mary Text: Equity/Wo	rknlaco	Pandinass			Inetru	ctional M	oth	ad (Str	atomy)	
	<u> </u>							eun			
Χ	Equity	X	Research	X	X 1. Identify similarities				<b>6.</b> Co	operative Learning	
					4	/differences	-				
X	Technology	X	Workplace	X	.	2. Summarizing	/Note	X	1	ting Objectives &	
			Readiness Skill			Taking			Providing Feedback		
				X	.	3. Reinforcing E			8. Generating & Testin		
						Providing Reco	gnition		Hypot		
		X 4. Practice				<b>9.</b> Cues, Questions, & Advanced Organizers					
				X	.	5. Nonlinguistic			<b>10.</b> O	ther:	
						Representation	S				
<u>As</u>	sessment/Evaluati	on/Lear	ning Activity:	C	0	ntent	<b>Process</b>			ICTL CLEs	
				St	ta	andards	Standards				
Lea	rning Activity – G	_		C	CA 1 CA 5		1.1			4A	
	15. View HTML fil						1.2			6C	
	16. Verify all com			C	Α	. 3	2.1				
	17. Open HTML a	nd edit	the items that				2.2				
	correcting						3.4				
	18. Refresh HTMI	_									
	verify correct	ness of	edited code								
۸ -		an A -4!-	,;4. ,.								
	sessment/Evaluati dents will demons										
	dents will demons mative/summative										
ıor	mative/summative	assess	ment.								
_	sources: Teacher									L .	

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Assessment/Evaluation Activity:   Students will demonstrate skill on a   Assessment/Evaluation Activity:		· <u></u>	Unit:	Duration of U		Grade		-	ourse l	
Learning Objective/Essential Course Outcome/A+ Objective: Students will be able to create link to other web pages  Primary Text:  Equity/Workplace Readiness  X				1 week						
Students will be able to create link to other web pages  Primary Text:  Equity/Workplace Readiness  X						ML	n to HTML	ntroduction to h	nit Title	Un
Students will be able to create link to other web pages  Primary Text:  Equity/Workplace Readiness  X					O la ! a	Occurs of Octobrida (A)		h in ations /= a a auti		
Primary Text:  Equity/Workplace Readiness  X										
Equity/Workplace Readiness  X				•		- min to other from pe				
Assessment/Evaluation Activity: Students will demonstrate skill on a   Assessment/Evaluation Activity:   A	d (Strategy)	etho	ictional M	Instru		Readiness	cplace Readiness		iiiai y	
Readiness Skills   Taking   Providing	6. Cooperative Learning		arities	•	X	Research	X Research	Х	Equ	X
X 3. Reinforcing Effort/ Providing Recognition X 4. Practice 9. Cues, Advance X 5. Nonlinguistic Representations  Assessment/Evaluation/Learning Activity:  Learning Activity – Guiding Questions: 1. Using text links create links to internal web pages within the same web site 2. Using text add links on web pages to external web sites 3. Set up links for email 4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	7. Setting Objectives &	Х	g/Note		X			ology	Tec	Χ
X 4. Practice 9. Cues, Advance X 5. Nonlinguistic Representations  Assessment/Evaluation/Learning Activity:  Content Process Standards  CA 1 1.6 CA 5 1.8 CA 3 2.1 M2 2.2 M5 3.3 Set up links for email 4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Assessment/Evaluation Activity:  Students will demonstrate skill on a	Providing Feedback  8. Generating & Testing		Effort/		Х	Readiness Skills	Readines			
Assessment/Evaluation/Learning Activity:  Learning Activity – Guiding Questions:  1. Using text links create links to internal web pages within the same web site  2. Using text add links on web pages to external web sites  3. Set up links for email  4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	Hypothesis		gnition							
Assessment/Evaluation/Learning Activity:  Learning Activity – Guiding Questions:  1. Using text links create links to internal web pages within the same web site  2. Using text add links on web pages to external web sites  3. Set up links for email  4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	<b>9.</b> Cues, Questions, & Advanced Organizers			4. Practice	X					
Assessment/Evaluation/Learning Activity:  Learning Activity – Guiding Questions:  1. Using text links create links to internal web pages within the same web site  2. Using text add links on web pages to external web sites  3. Set up links for email  4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	10. Other:				X					
Learning Activity – Guiding Questions:  1. Using text links create links to internal web pages within the same web site  2. Using text add links on web pages to external web sites  3. Set up links for email  4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	ICTL CLEs	ш			C-	ning Activity	n/l corning Activ	t/Evaluation/La	20000	Λ α
1. Using text links create links to internal web pages within the same web site  2. Using text add links on web pages to external web sites  3. Set up links for email  4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	ICIL CLES									
web pages within the same web site  2. Using text add links on web pages to external web sites  3. Set up links for email 4. Set link targets for linking within the same web page  Assessment/Evaluation Activity:  Students will demonstrate skill on a	4A		1.6	A 1	CA					Lea
2. Using text add links on web pages to external web sites 3. Set up links for email 4. Set link targets for linking within the same web page  Assessment/Evaluation Activity: Students will demonstrate skill on a	6C		_	-	_					
external web sites 3. Set up links for email 4. Set link targets for linking within the same web page  Assessment/Evaluation Activity: Students will demonstrate skill on a				-	_					
3. Set up links for email 4. Set link targets for linking within the same web page  Assessment/Evaluation Activity: Students will demonstrate skill on a						ii web pages to				
4. Set link targets for linking within the same web page  Assessment/Evaluation Activity: Students will demonstrate skill on a				-	1					
same web page 4.7  Assessment/Evaluation Activity: Students will demonstrate skill on a				AI	FF					
Assessment/Evaluation Activity: Students will demonstrate skill on a						_	е	ne web page	5	
Students will demonstrate skill on a										
Students will demonstrate skill on a						vitv:	n Activity:	t/Evaluation Ac	ssessn	Ass
formative/summative assessment										
ormative/summative assessment.						ment.	assessment.	ummative asses	rmativ	for
Resources: Teacher generated, published, computer and online resources to be determined										

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

C	waa Nama.			Crada		Duration of U	Incia.			
	irse Name:			Grade:			Jnit:			
	Design			10-12		1 week				
	t Title: Using an HTM									
	rning Objective/Esse dents will be able to o									
Prin	nary Text:									
	Equity/Workpl	ace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
Χ	Equity	Х	Research		Х	1. Identify similar /differences	arities		<b>6.</b> Coo	operative Learning
Χ	Technology	Х	Workplace Readiness S	kills	Х	2. Summarizing Taking	g/Note	Х		ting Objectives & ding Feedback
					Х	3. Reinforcing E Providing Reco				nerating & Testing
					Х	4. Practice				es, Questions, & nced Organizers
					Х	5. Nonlinguistic Representation			<b>10.</b> O	ther:
	essment/Evaluation/l					ontent andards	Process Standard			ICTL CLEs
Lea	rning Activity – Guidi	ing C	Questions:		CA	۱ 1	1.6			4A
	8. Contrast the diffe	erenc	e between or	dered		\ 5	2.1			6C
	and unordered lis	sts			M2	-	2.2			
	<ol><li>Create ordered list</li></ol>	sts			MS		3.3			
	10. Create unordered	list	S		FA		4.1			
							4.5			
_			•				4.6			
	essment/Evaluation									
	dents will demonstrat									
rorn	native/summative ass	sessi	ment.							
Res	ources: Teacher gen	erat	ed, published	, comput	ter a	and online resou	urces to b	e de	etermin	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Cou	ırse Name:			Grade:		Duration of U	Jnit:				
	o Design			10-12		1 week					
Uni	t Title: Using an HTI	ML ed	litor to create	web pag	es						
	rning Objective/Esse dents will be able to				Obj€	ective:					
Prir	nary Text:										
	Equity/Workp	olace	Readiness			Instru	ctional M	etho	od (Stra	ategy)	
Χ	Equity	X	Research		X	<ol> <li>Identify similar / differences</li> </ol>	arities		<b>6.</b> Coo	operative Learning	
Χ	Technology	Х	Workplace		X	2. Summarizing	g/Note	Х	<b>7.</b> Set	ting Objectives &	
	0,		Readiness SI	kills		Taking			Provid	ding Feedback	
					X 3. Reinforcing Effort/					nerating & Testing	
					Providing Reco	gnition		Hypot	hesis		
						4. Practice			<b>9.</b> Cue	es, Questions, &	
							Advar	nced Organizers			
					X	<ol><li>Nonlinguistic</li></ol>	;		<b>10.</b> Ot	ther:	
						Representation	S				
Ass	essment/Evaluation	/Lear	ning Activity:			ontent andards	Process Standar			ICTL CLEs	
Lea	rning Activity - Guid	ding C	Questions:		CA	. 1	1.6			4A	_
	9. Identify the mod	le and	types of imag	ge files	CA		2.1			6C	
	that can be used				M2	-	2.2			00	
	10. Create images for			tions	M5		2.5				
	to used in web p						3.3				
	11. Insert a variety of						4.1				
	using design ap										
	12. Set the image si										
	location of the in	mage	in the web pa	ge							
۸۵۵	essment/Evaluation	۸ مدن	,i4.,.								
	dents will demonstra										
	native/summative as										
1011	nanversummanve as	3633	mont.								
Res	ources: Teacher ge	nerat	ed. published.	comput	er a	nd online resou	urces to b	e de	etermin	ed.	_

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of U	Jnit:			
	b Design			10-12		1 week				
Uni	it Title: Using an F	ITML ed	litor to create w	eb pages	;					
			0	/4 01	_	-4*				
	arning Objective/Es Idents will be able				јe	ective:				
	mary Text:	•	, .,							
	Equity/Wor	rkplace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
X	Equity	X	Research	х	X 1. Identify similarities 6. Cooper /differences			operative Learning		
X	Technology	Х	Workplace Readiness Ski		(	<b>2.</b> Summarizing/Note Taking			7. Setting Objectives Providing Feedback	
		Х	X 3. Reinforcing Effort/ Providing Recognition				8. Generating & Tes Hypothesis			
				X	(	4. Practice				es, Questions, & nced Organizers
				X	(	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	sessment/Evaluation	on/Lear	ning Activity:	_	_	ntent andards	Process Standard			ICTL CLEs
Lea	arning Activity – Go 10. Using image I and external v 11. Insert/embed	inks cre veb pag	ate links to inte			. 4 . 5	1.4 1.8 2.2 2.5 2.7			4A 6C
Stu	sessment/Evaluation Idents will demons Imative/summative	strate sk	ill [°] on a				3.4			
Res	sources: Teacher	generat	ed, published,	computer	a	ınd online resou	ırces to b	e de	etermir	ned.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:			Grade:		Duration of U	Jnit:										
	b Design t Title: Using an I	UTMI od	liter to erecte w	10-12		1 week											
Uni	t ritte: Using an i	HINL ed	iitor to create v	ven pages	,												
Lea	rning Objective/E	ssential	Course Outco	me/A+ Ob	je	ctive:											
	dents will be able																
Pri	mary Text:																
	Equity/Wo	rkplace	Readiness			Instru	ctional M	etho	od (Stra	ategy)							
Χ	Equity	X	Research	Х		1. Identify similar /differences	arities		<b>6.</b> Co	operative Learning							
X	Technology	Х	Workplace Readiness Sk	ills		<b>2.</b> Summarizing Taking		X		tting Objectives & ding Feedback							
				Х		3. Reinforcing E Providing Reco			Hypot								
				X		4. Practice				es, Questions, & nced Organizers							
				X		<ol><li>Nonlinguistic Representation</li></ol>			<b>10.</b> O	ther:							
	sessment/Evaluat			-	_	ntent andards	Process Standard			ICTL CLEs							
Lea	rning Activity – G			С	;A	. 1	1.6			4A							
	12. Set backgrou			_   •		. 3	2.1			6C							
	13. Set backgrou	ound image for web pages			set background image for web pages				ground image for web pages			15		3.3			
					Α	.1	4.1										
	sessment/Evaluati		•														
	dents will demons mative/summative		• •.														
iori	nauve/Summative	assess	ment.														
Do	sources: Teacher	gonorst	ad nublished	computer	_	nd online reser	iroos to b	۰ ۵	otormir	nod.							
K68	sources: reacher	generat	ea, publistiea,	computer	a	na omme resot	irces to D	e de	etermir	ieu.							

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	Design Title: Using Adv	anced V	10-12   Veb Design Compon		1 week to a Web Page				
	dents will be able		Course Outcome/A- and create forms, ra			es and	pull	down ı	menus for web
Prin	nary Text:								_
	Equity/Wor	kplace	Readiness		Instru	ictional N	/leth	od (Stra	ategy)
Х	Equity	X	Research	Х	1. Identify simil /differences	arities		<b>6.</b> Co	operative Learning
X	Technology	Х	Workplace Readiness Skills	Х	<b>2.</b> Summarizing Taking	g/Note	X		tting Objectives & ding Feedback
				Х	3. Reinforcing Providing Reco				nerating & Testing
				X	4. Practice				es, Questions, & nced Organizers
				X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	essment/Evaluation	on/Lear	ning Activity:		ontent andards	Proces: Standa	_	l	ICTL CLEs
Ass	down lists to	opropria yn of the for web ompiling tons, ch form op nit butto on Activ strate sk	te use of forms form page for the data eckboxes and pull tions on on the form	_	A 3 A 5 2 5	1.1 1.4 1.6 2.1 2.5 3.2 3.3 3.4 4.1 4.5			4A 6C

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

We	ur <mark>se Name:</mark> b Design it Title: Using Advi	anced V	Grade 10-12 Veb Design Compon	2	Duration of U 3 weeks	Unit:			
Lea	arning Objective/Es	ssential	Course Outcome/A- and format table for	- Obje	ectives:				
	mary Text:	to plan	and format table for	Men I	Jayes				
ГП	Equity/Wor	kplace	Readiness		Instru	ictional M	ethe	od (Stra	ategy)
X	Equity	X	Research	Х	1. Identify simil	arities		<b>6.</b> Co	operative Learning
Χ	Technology	Х	Workplace Readiness Skills	X		g/Note	X		tting Objectives & ding Feedback
				X	3. Reinforcing Providing Reco			8. Ge Hypot	nerating & Testing thesis
				X 4. Practice				9. Cues, Questions, & Advanced Organizers	
			X	Representation	ns		<b>10.</b> O		
	sessment/Evaluation				ontent andards	Process Standar			ICTL CLEs
Lea	web pages 2. Plan the design tables 3. Create web paranganizing the 4. Apply attribute	propria In and the Iges util Is web pa	te use of tables in he layout of the izing tables for	CA CA M2 M2 FA	5	1.1 1.4 1.6 2.1 2.5 3.2 3.3 3.4 4.1 4.5			4A 6C
Stu	sessment/Evaluation dents will demons mative/summative	trate sk assessi	ill on a		and online vess			040 mm !:	

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

	urse Name:		•	Grade:		Duration of U	Init:			
	b Design			10-12		3 weeks				
Uni	t Title: Using Adv	anced V	Veb Design Cor	nponents	t	o a Web Page				
			0	/A - Ol-1	• -	-4!				
Lea	arning Objective/Es dent will be able to	ssentiai o nlan a	Course Outcon	ne/A+ Ubj ss for web	je	ctives:				
	mary Text:	o piaii a	Tid Torriac Irain	73 101 WCK	_	pages				
FIII	Equity/Wor	rkplace	Readiness			Instru	ctional M	etho	od (Stra	ategy)
								1		
X	Equity	X	Research	X		<ol> <li>Identify similar /differences</li> </ol>	arities		<b>6.</b> Co	operative Learning
X	Technology	Х	Workplace	Х		2. Summarizing	/Note	X		ting Objectives &
			Readiness Skil			Taking				ding Feedback
				X		3. Reinforcing E				nerating & Testing
					_	Providing Recog	gnition		Hypot	
				X		4. Practice				es, Questions, &
						<b>= 1</b> 1				nced Organizers
				X		5. Nonlinguistic			<b>10.</b> O	ther:
Λ	│ sessment/Evaluatio	an/I aar	oina Antivitus		Representations Content Process					ICTL CLEs
A5:	sessillelli/Evaluali	On/Lean	illig Activity.	_	_	andards	Standar			ICIL CLES
Lea	arning Activity – G	uidina G	uestions:					<u> </u>		4.4
	1. Identify the ap					3	1.1 1.4			4A 6C
	web pages	• •		U		5	1. <del>4</del> 1.6			6C
	2. Design the lay	yout of t	he frames in a v	veb M		-	2.1			
	page			М			2.5			
	3. Create web pa			r E	_		3.2			
	organizing the	e web pa	age				3.3			
							3.4			
			•,				4.1			
	sessment/Evaluations Idents will demons						4.5			
	mative/summative									
JUII	mative/Summative	a33535	ment.							
Res	sources: Teacher	generat	ed. published. o	omputer	а	nd online resou	rces to b	e de	etermir	ned.

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

Course Name:	Grade:		Duration of U	nit:			
Web Design	10-12		3 weeks				
Unit Title: Using Advanced Web Desi	gn Components	to	a Web Page				
Learning Objective/Essential Course ( Students will be able to understand a				ماندر بردام		.a daa:	an and lavout
	nd apply good co	OII	iponents of qu	anty web	paç	je desi	gn and layout
Primary Text:	_		lm a t m	ational M	- 4 ls 4	- d (C4"	-4- au d
Equity/Workplace Readines	SS		instru	ctional M	etno	oa (Stra	ategy)
X Equity X Research	ch X		<ol> <li>Identify similar</li> <li>differences</li> </ol>	rities		operative Learning	
X Technology X Workpla	ace X		2. Summarizing/Note			<b>7.</b> Set	ting Objectives &
Reading	ess Skills		Taking				ding Feedback
	X		3. Reinforcing E				nerating & Testing
			Providing Recog	gnition		Hypot	
	X		4. Practice				es, Questions, &
	<u> </u>	+	<b>= 1</b> 1 11 1 11				nced Organizers
	X		5. Nonlinguistic			<b>10.</b> O	tner:
 Assessment/Evaluation/Learning Acti	vitv: C	Representations Content Process					ICTL CLEs
Assessment/Evaluation/Learning Acti		-	ndards	Standard	łe		ICIL CLES
Learning Activity – Guiding Questions							4A
1. Create a complete web page d	la a i a m	A		1.1 1.4			6C
project for a service business	_	A	_	1.6			00
2. Create a complete web design	project for M			2.1			
a merchandising business	M			2.5			
3. Complete web design and ma		Α1		3.2			
activities on the school web p	age			3.3			
				3.4			
Assessment/Evaluation Activity:				4.1			
Students will demonstrate skill on a				4.5			
formative/summative assessment.							
2000							
Resources: Teacher generated, publi	-1 - 1					. 4 !	

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.

#### **Word Processing**

#### **COURSE DESCRIPTION**

Word Processing is an introductory course designed to develop basic keyboarding techniques and improve keyboarding speed while learning important components of document formatting. Word Processing students will review the keyboard using MicroType software. Students will then concentrate on word processing documents such as letters, tables, email, and reports in a Windows environment.

#### SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

#### PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

#### **Word Processing Essential Outcomes**

#### Strand 1: Keyboarding Operations

Topic 1: Keyboarding Technique

Objective 1: Students will be able to key all alphabetic keys with eyes on copy, proper posture, and proper finger technique.

Objective 2: Students will be able to key at a predetermined level of accuracy and speed.

#### Strand 2: Business Letter/Memorandum Formatting Skills

Topic 1: Memorandums

Objective 3: Students will be able to key from unorganized copy, business memorandums in standard formats, using proper margins, line spacing, capitalization, etc.

Objective 4: Students will be able to use e-mail accounts to send and receive messages and attachments.

Topic 2: Business Letters

Objective 5: Students will be able to key from unorganized copy, business and personal letters in proper block and modified block formats.

Objective 6: Students will be able to key multiple page business letters.

#### Stand 3: Report Formatting Skills

Topic 1: Bound and Unbound Reports

Objective 7: Students will be able to key reports using appropriate margin setting, line spacing, page numbering, long quotations, enumerated items, headings and subheadings.

Objective 8: Students will be able to key a title page using proper format.

Objective 9: Students will be able to key a works cited page using proper format.

#### Strand 4: Table Formatting Skills

Topic 1: Tables

Objective 10: Students will be able to create and format a table from unorganized copy.

Objective 11: Students will be able to edit the design and format of a table.

	l Keyboarding		nputer Applicatior	ıs						
	Equity/Wor	kplace	Readiness		Instru	uctional N	leth	od (Stra	ategy)	
X	Equity	X	Research	Х	1. Identify simi	larities		<b>6.</b> Coo	6. Cooperative Learning	
Χ	Technology	Х	Workplace Readiness Skills		2. Summarizin Taking	g/Note	Х		ting Objectives & ding Feedback	
				Х					nerating & Testing	
				X		<b>J</b>		<b>9.</b> Cue	es, Questions, & nced Organizers	
				Х	5. Nonlinguistic Representation			<b>10.</b> Ot		
Ass	sessment/Evaluation	on/Lear	ning Activity:		ontent andards	Process Standar			ICTL CLEs	
		betic ke ner has que s and pa d amoui	eys for a time limit demonstrated the aragraphs for a nt of time	CA CA HE		1.2 1.6 1.10 2.2 2.3			1A 5A 6A 6B 6C	

students will demonstrate technique skills above 3.0 expectations.

Correction Exercises: Self-assessment based on examples and allow for revision.

Cou	irse Name: Word Pro	ocess	ing	Grade:	9-12	Duration of U	Jnit: 4 We	eks		
Uni	t Title: Business Let	ter/M	emorandum For	matting	g SI	kills				
Lea	rning Objective/ Ess dents will be able to	entia	Course Outco	me:	l me	morandume				
Prir	nary Text: Century 2				11110	morandums				
and	Keyboarding Equity/Work	olace	Readiness			Instru	ctional M	eth	od (Stra	ategy)
X	Equity	X	Research		X	1. Identify similar	arities		<b>6.</b> Co	operative Learning
Х	Technology	Х	Workplace Readiness Skil	lls	X	2. Summarizing Taking	g/Note	Х		tting Objectives & ding Feedback
					X	3. Reinforcing E Providing Reco			8. Ge Hypot	nerating & Testing
					X			Х	<b>9.</b> Cu	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	essment/Evaluation	/Lear	ning Activity:			ontent andards	Process Standards		•	ICTL CLEs
Ass	rning Activity – Guid 3. Key memorandu 4. Use e-mail accomessages and a 5. Key business ar letters in block a 6. Key multiple pages essment/Evaluation 2. Students will de formative/summ	ums in unts in ttach and per and m ge bu Active mons	n standard form to send and recoments resonal business odified block for siness letters rity: trate skill on a assessment	eive S ormat	CA CA	A4	1.8 2.1 2.5 2.6 2.7			1A 1B 2A 4A 5A 5C 6A 6B 6C
	ources: Teacher ge									
	chment Exercises: St				•			xpe	ctations	•
Cor	rection Exercises: Sel	f-asse	essment based o	n exam	ples	and allow for re	vision.			
Spe	cial Needs: Modify as	need	ed according to t	the stud	dent	s 504 Plan/IEP.				

Co	ırse Name: Word P	rocess	ing	Grade:	9-12	Duration of U	Jnit: 3 We	eks		
Uni	t Title: Business R	eport F	ormatting Ski	lls						
	rning Objective/ Es				l rer	oorts				
Pri	nary Text: Century I Keyboarding				•					
<u> </u>	Equity/Worl	kplace	Readiness			Instru	ctional M	letho	od (Stra	ategy)
X	Equity	X	Research		X	1. Identify similar /differences	arities		<b>6.</b> Coo	operative Learning
Χ	Technology	Х	Workplace Readiness S	kills		2. Summarizing Taking		X		ting Objectives & ding Feedback
					X 3. Reinforcing Effort/ Providing Recognition				8. Gei	nerating & Testing hesis
					X	4. Practice		Х	<b>9.</b> Cue	es, Questions, & nced Organizers
					X	5. Nonlinguistic Representation			<b>10.</b> O	
Ass	sessment/Evaluation	n/Lear	ning Activity:			entent andards	Process Standar			ICTL CLEs
	arning Activity – Gu 7. Key reports us setting, line sp long quotation headings and settle pag 9. Key a title pag 9. Key a works ciformat sessment/Evaluation 3. Students will of formative/sum	sing apposed in appose	propriate marg page number nerated items dings proper forma ge using prop vity:	ing, ;, at er	CA		1.4 1.10 2.1 2.5 2.6 2.7			1A 1B 2A 4A 5C 6A 6B 6C
	sources: Teacher g		· •							
Enr	ichment Exercises: \$	Student	s will demonsti	rate the a	bility	to achieve the l	evel 4.0 e	xpec	ctations	
Cor	rection Exercises: S	elf-asse	essment based	on exam	ples	and allow for re	vision.			
Spe	ecial Needs: Modify a	as need	ed according to	o the stud	dent	s 504 Plan/IEP.				

Cou	ırse Name: Word P	rocess	ing	Grade:	9-12	Duration of U	Jnit: 3 We	eeks	
Uni	t Title: Table Forma	tting S	Skills						
	rning Objective/ Es								
	dents will be able to								
	nary Text: Century Keyboarding			ations					
	Equity/Work	place	Readiness			Instru	ictional M	leth	od (Strategy)
X	Equity	Х	Research		Х	/differences			6. Cooperative Learning
Х	Technology	Х	Workplace Readiness S	kills	Х	2. Summarizing Taking	g/Note	X	7. Setting Objectives & Providing Feedback
			Troddinos C	Killo	Х	•			8. Generating & Testing Hypothesis
					Х	<b>4.</b> Practice	gridori	Х	
					Х	5. Nonlinguistic Representation			10. Other:
Ass	Assessment/Evaluation/Learning Activity:						ICTL CLEs		
Learning Activity – Guiding Questions:  10. Create and format a table from unorganized copy  11. Edit the design and format of a table  Assessment/Evaluation Activity:  4. Students will demonstrate skill on a formative/summative assessment				CA CA		1.8 2.1 2.2 2.5 2.7		1A 1B 2A 5A 5C 6A 6B 6C	
Res	ources: Teacher ge	enerate	ed, published,	comput	er a	nd online resou	rces to b	e de	
	chment Exercises: S			•					
	Correction Exercises: Self-assessment based on examples and allow for revision.								
Spe	pecial Needs: Modify as needed according to the students 504 Plan/IEP.								

## **APPENDIX**

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an everincreasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

#### **Communication Arts**

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

- 1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
- 2. reading and evaluating fiction, poetry and drama
- 3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical
- 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
- 5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
- 6. participating in formal and informal presentations and discussions of issues and ideas
- 7. identifying and evaluating relationships between language and culture

#### **Mathematics**

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

- 1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
- 2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
- 3. data analysis, probability and statistics
- 4. patterns and relationships within and among functions and algebraic, geometric and trigonometric
- 5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
- 6. discrete mathematics (such as graph theory, counting techniques, matrices)

#### Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

- 1. properties and principles of matter and energy
- 2. properties and principles of force and motion
- 3. characteristics and interactions of living organisms
- 4. changes in ecosystems and interactions of organisms with their environments
- 5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
- 6. composition and structure of the universe and the motions of the objects within it
- 7. processes of scientific inquiry (such as formulating and testing hypotheses)
- 8. impact of science, technology and human activity on resources and the environment



#### **Social Studies**

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

- 1. principles expressed in the documents shaping constitutional democracy in the United States
- 2. continuity and change in the history of Missouri, the United States and the world
- 3. principles and processes of governance systems
- 4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- 5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and
- 6. relationships of the individual and groups to institutions and cultural traditions
- 7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

#### **Fine Arts**

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

- 1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
- 2. the principles and elements of different art forms
- 3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
- 4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- 5. visual and performing arts in historical and cultural contexts

### **Health/Physical Education**

*In Health/Physical Education, students in Missouri public* schools will acquire a solid foundation which includes knowledge of

- 1. structures of, functions of, and relationships among human body systems
- 2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
- 3. diseases and methods for prevention, treatment and
- 4. principles of movement and physical fitness
- 5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
- 6. consumer health issues (such as the effects of mass media and technologies on safety and health)
- 7. responses to emergency situations

## The Show-Me Standards

## KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However. graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

#### GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

- 1. develop questions and ideas to initiate and refine research
- 2. conduct research to answer questions and evaluate information and ideas
- 3. design and conduct field and laboratory investigations to study nature and society
- 4. use technological tools and other resources to locate, select and organize information
- 5. comprehend and evaluate written, visual and oral presentations and
- 6. discover and evaluate patterns and relationships in information, ideas and structures
- 7. evaluate the accuracy of information and the reliability of its sources
- 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
- 9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
- 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

#### GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

- 1. identify problems and define their scope and elements
- 2. develop and apply strategies based on ways others have prevented or solved problems
- 3. develop and apply strategies based on one's own experience in preventing or solving problems
- 4. evaluate the processes used in recognizing and solving problems
- 5. reason inductively from a set of specific facts and deductively from general premises
- 6. examine problems and proposed solutions from multiple perspectives
- 7. evaluate the extent to which a strategy addresses the problem
- 8. assess costs, benefits and other consequences of proposed solutions

#### GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

- 1. plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2. review and revise communications to improve accuracy and clarity
- 3. exchange information, questions and ideas while recognizing the perspectives of others
- 4. present perceptions and ideas regarding works of the arts, humanities and sciences
- 5. perform or produce works in the fine and practical arts
- 6. apply communication techniques to the job search and to the workplace
- 7. use technological tools to exchange information and ideas

#### **GOAL 4**

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the

- 1. explain reasoning and identify information used to support decisions
- 2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
- 3. analyze the duties and responsibilities of individuals in societies
- 4. recognize and practice honesty and integrity in academic work and in the workplace
- 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
- 6. identify tasks that require a coordinated effort and work with others to complete those tasks
- 7. identify and apply practices that preserve and enhance the safety and health of self and others
- 8. explore, prepare for and seek educational and job opportunities

# Information and Communications Technology Literacy Course Expectations

The Information and Communications Technology Literacy Course-Level Expectations document began as an update of the former Information Literacy strand of Communication Arts Grade-Level and Course-Level Expectations. Early in the work it became apparent that the knowledge and skills required for proficiency in this area are not limited to one content area. Furthermore, several factors influenced the proposal to elevate this area to a separate content area. Some of those factors are:

- 1. The marked increase in the influence of technology in the lives of students and the world of work
- 2. Growing demands for an awareness of the utility—and the risks—of various uses of technology
- 3. The relevance of this content to all areas of study, rather than the one area of Communication Arts

This document is the result of collaboration between the Department of Elementary and Secondary Education Curriculum and Assessment section, the section of School Support Services, and Missouri educators from across the state. The working group ranged from educators at the primary grades to college level instructors, and met numerous times to carefully examine the current Information Literacy Course Expectations, as well as current research in the areas of communications and media. Those educators included classroom teachers, media specialists, directors of technology, and professors in related areas, and they are listed below.

This document is the result of their discussion and study.

Standards Alignment and Depth of Knowledge documentation is in process.

#### Sources:

AASL Learning Standards 2007, <a href="http://ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards/standards.cfm">http://ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards/standards.cfm</a> Information Literacy Standards for Student Learning (AASL and AECT standards),

http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf
Colorado Information Literacy Standards (based on ALA standards), <a href="http://www.cde.state.co.us/litstandards/litstandards.htm">http://www.cde.state.co.us/litstandards/litstandards.htm</a>
ISTE National Educational Technology Standards for Students,

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS for Students 2007 Standards.pdf

MDHE's Curriculum Alignment Initiative - Appendix C: Draft Cross-Disciplinary Competencies, http://www.dhe.mo.gov/casinitiative.shtml

Massachusetts Technology Literacy Standards and Expectations, http://www.doe.mass.edu/edtech/standards.html

Ohio Academic Content Standards for K-12 Technology,

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> Missouri Department of Elementary and Secondary Education Spring 2010

	Grade 9	Grade 10	Grade 11	Grade 12
B S Process Components	Follow, monitor, and evaluate inquiry process:  a. Identify an information need  b. Access prior knowledge relevant to the needed information  c. Identify additional information to meet the need  d. Locate relevant sources and select information appropriate to the problem or question  e. Seek feedback from others  f. Exchange knowledge and ideas in appropriate formats  g. Evaluate the results  h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose	Follow, monitor, and evaluate inquiry process:  a. Identify an information need  b. Access prior knowledge relevant to the needed information  c. Identify additional information to meet the need  d. Locate relevant sources and select information appropriate to the problem or question  e. Seek feedback from others  f. Exchange knowledge and ideas in appropriate formats  g. Evaluate the results  h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose  1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5  Contribute to the construction and exchange of ideas through independent, cooperative,	Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose	Follow, monitor, and evaluate inquiry process:  a. Identify an information need  b. Access prior knowledge relevant to the needed information  c. Identify additional information to meet the need  d. Locate relevant sources and select information appropriate to the problem or question  e. Seek feedback from others  f. Exchange knowledge and ideas in appropriate formats  g. Evaluate the results  h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose  1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5  Contribute to the construction and exchange of ideas through independent, cooperative,
Si de	and/or collaborative work	and/or collaborative work  2.3, 2.4, 2.7, 4.6	and/or collaborative work	and/or collaborative work  2.3, 2.4, 2.7, 4.6

2	Determine nature and intent of information needed					
	Grade 9	Grade 10	Grade 11	Grade 12		
A	Identify how intended audience and purpose affect information needed	Identify how intended audience and purpose affect information needed	Identify how intended audience and purpose affect information needed	Identify how intended audience and purpose affect information needed		
Purpose and Audience						
ST	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5		
Focus Questions/ Expressions/	a. Evaluate, with minimal assistance, prior knowledge to develop questions and identify key words to focus and guide information seeking     b. Revise or clarify focus questions and key words/phrases as information is gathered	<ul> <li>a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking</li> <li>b. Evaluate, with assistance, focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate</li> </ul>	<ul> <li>a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking</li> <li>b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate</li> </ul>	<ul> <li>a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking</li> <li>b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate</li> </ul>		
ST	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2		

3	Access information efficiently and effectively						
	Grade 9	Grade 10	Grade 11	Grade 12			
Source Selection	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools     b. Select material appropriate to student's reading ability	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools     b. Select material appropriate to student's reading ability	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools     b. Select material appropriate to student's reading ability	<ul> <li>a. Locate multiple primary and secondary sources of various media using appropriate organizational tools</li> <li>b. Select material appropriate to student's reading ability</li> </ul>			
ST	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6			
В	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information			
Source Navigation							
ST	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7			

4	Evaluate information critically and competently					
	Grade 9	Grade 10	Grade 11	Grade 12		
A	Analyze and evaluate media techniques used to convey the message	Analyze and evaluate media techniques used to convey the message	Analyze and evaluate media techniques used to convey the message	Analyze and evaluate media techniques used to convey the message		
Message						
ST	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7		
В	a. Analyze information to determine relevance in relationship to the topic     b. Analyze impact of timeliness when	a. Analyze information to determine relevance in relationship to the topic     b. Analyze impact of timeliness when	a. Analyze information to determine relevance in relationship to the topic     b. Analyze impact of timeliness when	a. Analyze information to determine relevance in relationship to the topic     b. Analyze impact of timeliness when		
Relevance	selecting sources	selecting sources	selecting sources	selecting sources		
ST	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5		
C	a. Analyze the source to determine its credibility     b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources     c. Evaluate for bias, with minimal	a. Analyze the source to determine its credibility     b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources     c. Evaluate for bias by analyzing	a. Analyze the source to determine its credibility     b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources     c. Evaluate for bias by analyzing	a. Analyze the source to determine its credibility     b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources     c. Evaluate for bias by analyzing		
Reliability	assistance, by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need		
ST	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3		
D	Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of	Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of	Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of	Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of		
Comprehensiveness	the information.  b. Analyze and evaluate gathered information for gaps and weaknesses  c. Locate additional information as needed	the information  b. Analyze and evaluate gathered information for gaps and weaknesses  c. Locate additional information as needed	the information  b. Analyze and evaluate gathered information for gaps and weaknesses  c. Locate additional information as needed	the information.  b. Analyze and evaluate gathered information for gaps and weaknesses  c. Locate additional information as needed		
ST	1.4, 1.6, 3.5	1.4, 1.6, 3.5	1.4, 1.6, 3.5	1.4, 1.6, 3.5		

5		Jse information effectively and creatively				
	Grade 9	Grade 10	Grade 11	Grade 12		
A	Record relevant information using a self- selected note-taking or organizational strategy	Record relevant information using a self- selected note-taking or organizational strategy	Record relevant information using a self- selected note-taking or organizational strategy	Record relevant information using a self- selected note-taking or organizational strategy		
Information Recording						
ST	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1		
В	Synthesize, with minimal assistance, information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)		
Information Synthesis						
ST	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 a. Share information with intended	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 a. Share information with intended	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6  a. Share information with intended audience	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 a. Share information with intended audience		
С	audience for intended purpose using an	audience for intended purpose using an	for intended purpose using an	for intended purpose using an appropriate		
Information Presentation	appropriate format  b. Organize information in a logical arrangement appropriate to format, audience and purpose	appropriate format  b. Organize information in a logical arrangement appropriate to format, audience and purpose	appropriate format  b. Organize information in a logical arrangement appropriate to format, audience and purpose	format  b. Organize information in a logical arrangement appropriate to format, audience and purpose		
ST	1.8, 2.1, 2.4	1.8, 2.1, 2.4	1.8, 2.1, 2.4	1.8, 2.1, 2.4		

6	Pra	Practice ethical, legal, and safe use of information and technology				
		Grade 9	Grade 10	Grade 11 Grade 12		
A	a. b.	Demonstrate ethical behaviors (personal and social) when using information and technology Develop strategies to avoid cyber- bullying	<ul> <li>a. Demonstrate ethical behaviors (personal and social) when using information and technology</li> <li>b. Develop strategies to avoid cyber-bullying</li> </ul>	<ul> <li>a. Demonstrate ethical behaviors (personal and social) when using information and technology</li> <li>b. Develop strategies to avoid cyber-bullying</li> <li>a. Demonstrate ethical behaviors and social) when using inform technology</li> <li>b. Develop strategies to avoid cyber-bullying</li> </ul>	ation and	
Digital Citizenship		bunying				
ST	2.7	, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7 2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7		
В	a.	Follow copyright laws, school district policies and other regulations while accessing and using sources, including	Follow copyright laws, school district policies and other regulations while accessing and using sources, including actions and district.	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including accessing and using sources.	while	
Academic Honesty	b. c.	print and digital Practice strategies to avoid plagiarism Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)	<ul> <li>print and digital</li> <li>b. Practice strategies to avoid plagiarism</li> <li>c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)</li> </ul>	b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)  print and digital b. Practice strategies to avoid place. C. Document each source using a citation format (e.g., author, topyright, URL, publisher, and publication)	appropriate itle,	
ST		, 1.8, 2.3, 2.7, 4.4, 4.7	1.4, 1.8, 2.3, 2.7, 4.4, 4.7	1.4, 1.8, 2.3, 2.7, 4.4, 4.7		
С	а.	Analyze consequences of online behavior, such as cyber-bullying: sharing personal information, pictures, video; ongoing subscriptions; etc.	<ul> <li>Analyze consequences of online behavior (such as cyber-bullying: sharing personal information, pictures, and video, etc.) on employment opportunities</li> </ul>	<ul> <li>a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities</li> <li>b. Practice safe, legal and ethical behaviors</li> <li>a. Analyze consequences of online on scholarships, future educate employment opportunities</li> <li>b. Practice safe, legal and ethical</li> </ul>	tion, and	
Cyber Safety	b.	Practice safe, legal and ethical behaviors in personal electronic communication and interaction	Practice safe, legal and ethical behaviors in personal electronic communication and interaction	in personal electronic communication and in personal electronic communication and interaction		
ST	3.1	, 4.3, 4.4, 4.7	3.1, 4.3, 4.4, 4.7	3.1, 4.3, 4.4, 4.7		