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

9-12 Technology Curriculum Committee

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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	I	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)	I	D	D	D	D	M							
2. Perform basic mouse operations	I	D	D	M									
3. Perform open/close/save/quit functions in applications	I	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.)	I	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								I	D	D	D	D	M
10. Describe troubleshooting techniques for hardware and software					I	D	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	D	M
14. Compare and contrast standalone and networked computer environments								I	D	I	D	D	M
15. Differentiate different types of networks (i.e. LAN, WAN, client/server)										I	D	D	M
16. Transfer files between computers								I	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 positions			I	D	D	D	D	D	D	D	M		
b. Introduce numeric/symbol keys and correct fingering positions					I	D	D	D	D	D	M		
4. Develop keyboarding speed					I	D	D	D	D	D	D	D	M
5. Develop keyboarding accuracy			I	D	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

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Competency	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Word Processing Activities													
1. Perform save and retrieve procedures			I	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	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										I	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													
1. Perform save and retrieve features								I	D	D	M		
2. Print documents										I	M		
3. Define terms								I	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)										I	D	D	M
11. Merge database information into useful documents											I	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	I	D	D	D	D	D	D	D	D	D	D	D	M
3. Download files					I	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													
1. Perform save and retrieve procedures						I	D	D	D	D	M		
2. Print presentation files						I	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						I	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										I	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											I	D	M
2. Create tables											I	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)											I	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									I	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									I	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	I	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	M
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	I	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										I	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	M
19. Create new brushes for drawing											I	D	M
20. Use video camera to create video clips					I	D	D	D	D	D	D	D	M
21. Capture video					I	D	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	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)	I	D	D	D	D	M							
28. Use paint features (i.e. fill, shade)	I	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

Content Area: Business/Marketing

Course Name: Computer Applications		Grade: 9-12	Duration of Unit: 4 weeks		
Unit Title Word Processing					
Learning Objective/ Essential Course Outcome: **Students will be able to use word processing features to produce fliers, research papers, resumes, cover letters and e-mail.**					
Primary Text: Microsoft 2013 Shelley Cashman Series					

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Identify and select the appropriate functions on the various toolbars to aid in the creation of various documents.** 2. **Format sentences and paragraphs incorporating both web-based and Clipart-based graphics, utilizing bullets, and other formatting features.** 3. **Utilize Spell check, the Thesaurus, and Print Preview options to improve accuracy before printing.** 4. **Format a resume and a cover letter using a Wizard.** 5. **Explain the uses of and the format of a MLA-style research paper.** 6. **Select the appropriate functions in order to create documents merged from more than one source.** 7. **Utilize e-mail for business communication.** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA1** **CA3** **CA4** **CA5** **CA6**	**1.1** **1.2** **1.4** **1.6** **1.7** **1.10** **2.1** **2.3** **2.6** **3.1** **3.2** **4.5** **4.8**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business

Course Name: Computer Applications	Grade: 9-12	Duration of Unit: 4 weeks		
Unit Title Spreadsheets				
Learning Objective/ Essential Course Outcome: Students will be able to manipulate text, numbers and formulas as well as format a spreadsheet and utilize graphs and charts.				
Primary Text: Microsoft 2013 Shelley Cashman Series				

Equity/Workplace Readiness			Instructional Method (Strategy)	
X	Equity		Research	**X** **1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	**X** **2.** Summarizing/Note Taking	**X** **7.** Setting Objectives & Providing Feedback
				X **3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X **4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X **5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: **1. Explain the purpose and uses of spreadsheets in the business environment.** 2. Enter, format, calculate, manipulate and analyze data through the use of various spreadsheet commands and features. **3. Create and embed various types of charts from the data contained in spreadsheets.** **4. Use formulas to manipulate ranges of cells to achieve desired results (sums, averages, etc.).** **5. Retrieve external data from a web source using a Web query.** **6. Utilize "What if" functions and Goal Seeking to make projections in the worksheets.** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA1** **CA3** **CA4** **CA5** **CA6** **MA1** **MA2** **MA3** **MA4** **MA5**	1.1 1.2 1.4 1.5 1.6 1.7 1.8 1.10 2.1 2.2 2.3 2.6 2.7 3.1 3.2 3.3 3.4 4.4 4.5 4.8	6A 6C

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

Content Area: Business

Course Name: Computer Applications			Grade: 9-12	Duration of Unit: 4 weeks		
Unit Title Database						
Learning Objective/ Essential Course Outcome: **Students will be able to create forms, tables, reports and queries from a database.**						
Primary Text: Microsoft 2013 Shelley Cashman **Series**						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity		Research	X	**1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X	**4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:
 	
Learning Activity – Guiding Questions:
   1. **Describe database management systems and explain their uses in the business environment.**
   2. **Create a database table and input records into that table using form view or datasheet view.**
   3. **Produce various reports using the report wizard.**
   4. **Explain business applications of queries and how they might be used to meet business needs or solve business problems.**
   5. **Create and run various types of queries to display selected data.**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	Content
	Standards
		Process
		Standards
			ICTL CLEs

	CA1 **CA2** **CA3** **CA4** **CA5** **CA6** **CA7**	**1.1** **1.2** **1.5** **1.8** **2.1** **2.2** **2.3** **3.1** **3.2** **3.3** **3.4** **4.1** **4.8**	**6A** **6C**

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

Content Area: Business

Course Name: Computer Applications				Grade: 9-12	Duration of Unit: 4 weeks	
Unit Title Presentation/Graphics						
Learning Objective/ Essential Course Outcome: **Students will be able to create presentations, edit photos, and design web pages.**						
Primary Text: Microsoft 2013 Shelley Cashman Series						

Equity/Workplace Readiness				Instructional Method (Strategy)		
X	Equity	X	Research	X	**1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X **7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X	**4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
  1. **Design a template and develop a slideshow.**
  2. **Format fonts on slides appropriately for readability.**
  3. **Develop slides by adding/editing images scaled to the appropriate size.**
  4. **Apply animations, transitions, and timings to the slideshow.**
  5. **Edit photos for slides.**
  6. **Design web pages.**
  7. **Deliver a presentation.**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA1
	CA3
	CA4
	CA5
	CA6
		1.1
		1.2
		1.4
		1.5
		1.6
		1.8
		2.1
		2.2
		2.3
		2.5
		2.7
		3.1
		3.2
		3.7
		4.4
		4.5
		4.6
			6A
			6C

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

Enrichment Exercises: Students will produce more advanced presentations. 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.

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.

Content Area: Business

Course Name: Advanced Computer Applications	Grade: 9-12	Duration of Unit: 4 weeks	
Unit Title Advanced Word Processing			
Learning Objective/ Essential Course Outcome: **Students will be able to use word processing features to produce business reports, merged documents, and newsletters**			
Primary Text: Advanced Microsoft 2013 Shelley Cashman Series			

Equity/Workplace Readiness				Instructional Method (Strategy)				
X	Equity	X	Research	X	**1.** Identify similarities /differences			**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 8. **Apply borders, shading rules, formats, breaks, tabs, and tables to documents.** 9. **Insert files, symbols, graphics, and drawings.** 10. **Format a resume.** 11. **Create documents utilizing merge feature.** 12. **Select the appropriate functions in order to create documents merged from more than one source.** 13. **Create newsletters utilizing multi-column layout** 14. **Utilize e-mail for business communication.** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA1** **CA5** **CA7**	**1.4** **1.6** **1.7** **1.8** **1.10** **2.1** **2.2** **2.3** **2.4** **2.7** **2.8** **4.6**	**6A**

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

Course Name:			Grade:	Duration of Unit:	
Advanced Computer Applications			9-12	4 weeks	

Unit Title
Advanced Spreadsheet Applications

Learning Objective/ Essential Course Outcome:
Students will be able to design and calculate financial tables and charts using a variety of functions such as PMT (payment), PV (present value), FV (future value), VLOOKUP (value lookup), COUNT, Query, ROUND, 3-D cell references, and charts.

Primary Text: Advanced Microsoft 2013 Shelley Cashman Series

Equity/Workplace Readiness				Instructional Method (Strategy)				
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning	
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Calculate worksheets using a variety of financial equations.** 2. **Create loan amortizations utilizing the PMT, PV, and FV functions.** 3. **Add calculated columns to a table.** 4. **Sort data in a table based on multiple fields.** 5. **Query data from a table utilizing the VLOOKUP, SUMIF, AND COUNT functions.** 6. **Adjust the decimals in a calculation using the ROUND function.** 7. **Add identical data to multiple worksheets at the same time.** 8. **Create the same formula on several worksheets using 3-D cell references** 9. **Link worksheets to consolidate data.** 10. **Print worksheets in a variety of formats.** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA1** **CA5** **MA1** **MA3** **MA4** **MA6** **SS6** **SS7**	**1.2** **1.4** **1.6** **1.7** **1.8** **2.1** **2.2** **2.7** **3.3** **3.6** **4.1** **4.5**	**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.

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

Content Area: Business

Content Area: Business

Course Name: Advanced Computer Applications			Grade: 9-12	Duration of Unit: 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)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
			`	X	**3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X	**4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Customize reports to meet specified needs.** 2. **Edit forms and subforms to include hyperlinks, OLE objects, and tab order edits.** 3. **Modify controls and tab order for new fields in forms.** 4. **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.**	**CA5** **CA6** **SS6** **SS7**	**1.4** **1.6** **1.8** **2.1** **2.2** **4.4** **4.7**	**2A**

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

Course Name: Advanced Computer Applications				Grade: 9-12		Duration of Unit: 5 weeks		
Unit Title Advanced Presentation Graphics								
Learning Objective/ Essential Course Outcome: **Students will be able to create a slide presentation using advanced applications including the use of graphics.**								
Primary Text: Advanced Microsoft 2013 Shelley Cashman Series								
Equity/Workplace Readiness				**Instructional Method (Strategy)**				
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning	
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
			`	X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Embed visuals into a presentation.** 2. **Custom design presentation** 3. **Add interactive digital components to presentation** 4. **Include charts and tables in presentation** 5. **Add audio and video to presentation** 6. **Utilize buttons and hyperlinks in presentation** 7. **Deliver oral presentation utilizing presentation slide show** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA5** **CA6** **SS6** **SS7**	**1.1** **1.2** **1.4** **1.6** **1.8** **2.1** **2.2** **4.4** **4.7**	**6A**

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.

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

Content Area: Business/Marketing

Course Name: Broadcast Media			Grade: 10-12	Duration of Unit: 36 weeks		
Unit Title: Ethical Issues: News Stories						
Learning Objective/Essential Course Outcome/A+ Objectives: **As a news team, prepare stories for broadcast**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Understand how to create storyboards** 2. **Prepare for interview** 3. **Plan activities to meet deadlines** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA1** **CA3** **CA4** **FA1** **M1** **M2** **M5** **S8** **SS7**	**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** **4.8**	**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.   Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Broadcast Media			Grade: 10-12	Duration of Unit: 36 weeks		
Unit Title: Photoshop: Broadcast Roles						
Learning Objective/Essential Course Outcome: **Prepare for broadcast as a member of a staff/team**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
  1. **Contribute to the team as a news reporter**
  2. **Contribute to the team as a videographer**
  3. **Contribute to the team as an audio/video editor**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA1
	CA3
	CA4
	CA5
	CA7
	FA1
	M1
	M2
	M3
	M5
	S8
	SS7
		1.1
		1.3
		1.5
		1.7
		2.1
		2.3
		2.5
		3.1
		3.6
		4.1
		4.2
		4.5
		4.8
			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.

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

Content Area: Business/Marketing

Course Name: Broadcast Media			Grade: 10-12	Duration of Unit: 36 weeks		
Unit Title: Photoshop: Organize video editing timeline						
Learning Objective/Essential Course Outcome: **Perform editing techniques for broadcast**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		

	Equity/Workplace Readiness				Instructional Method (Strategy)		
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Import video, still images and audio files** 2. **Enhance video using special effects as needed** 3. **Enhance video using text captions and titles** 4. **Enhance video using transitions for video flow** 5. **Enhance video with audio adjustments, sound effects, and music** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	CA1 CA5 CA3 CA6 CA7 FA1 M1 M2 M3 M4 M5 S8 SS7	1.1 1.2 1.3 1.5 1.8 1.9 1.10 2.1 2.2 2.6 2.7 3.2 3.3 3.4 3.6 3.8 4.1 4.4 4.5	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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Broadcast Media			Grade: 10-12	Duration of Unit: 36 weeks		
Unit Title: Photoshop: Publish Video						

Learning Objective/Essential Course Outcome: **Export video for broadcast**		

Primary Text:		

Equity/Workplace Readiness				**Instructional Method (Strategy)**			
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Export video in a variety of formats to meet needs of intended audience** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA5** **CA6** **CA7** **M1** **M2** **FA1** **FA2** **FA3**	**1.4** **1.5** **1.8** **2.1** **2.2** **2.5** **3.6** **3.8** **4.5** **4.6**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

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

Content Area: Business/Marketing

Course Name: Desktop Publishing		Grade: 10-12	Duration of Unit: 1 week	
Unit Title: Introduction to Publishing Software				
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to identify elements of good print design and layout**				
Primary Text:				

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:
 	
Learning Activity – Guiding Questions:
    4. **Explore the design workspace**
    5. **Apply a variety of page setup attributes**
    6. **List the factors that make up good document layout and design**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	Content Standards	Process Standards	ICTL CLEs

	CA1 **CA5**	**1.1** **1.2** **4.4** **4.5**	**6A** **2A**

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/Marketing

Course Name: Desktop Publishing			Grade: 10-12	Duration of Unit: 1 weeks	
Unit Title: Introduction to Publishing Software					
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to design and assemble desktop publishing projects**					
Primary Text:					

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:
 	
Learning Activity – Guiding Questions:
  4. **Design correct layout for a given publication**
  5. **Insert a text file into publication**
  6. **Insert graphics into a publication**
  7. **Divide publication into pages and columns**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	Content Standards
	
	CA 1
	CA 5
	M2
	M5
		Process Standards
		
		1.6
		2.1
		2.2
		2.5
		4.4
			<u>ICTL</u> CLEs
			
			6A
			6B

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/Marketing

Course Name: Desktop Publishing			Grade: 10-12	Duration of Unit: 2 weeks		
Unit Title: Introduction to Publishing Software						
Learning Objective/Essential Course Outcome: **Students will be able to modify text formatting and styles for desktop publishing projects**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X	**4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity: **Learning Activity – Guiding Questions:** 6. **Create character styles settings and sets** 7. **Create paragraph styles settings and sets** 8. **Apply style sets to text and paragraphs such as columns, headings and footers** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**Content Standards**	**Process Standards**	**ICTL CLEs**
	CA 1 **CA 5** **CA 3**	**1.1** **1.2** **2.1** **2.2** **3.4**	**2A** **4A**

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/Marketing

Course Name: Desktop Publishing			Grade: 10-12	Duration of Unit: 2 weeks		
Unit Title: Add Publishing Components to a Document						

Learning Objective/Essential Course Outcome: Students will be able to apply master pages components to publications						
Primary Text:						

Equity/Workplace Readiness				Instructional Method (Strategy)				
X	Equity	X	Research	X	**1.** Identify similarities /differences			**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity:
 	
Learning Activity – Guiding Questions:
  2. **Describe the use of master pages in a document**
  3. **Create master pages**
  4. **Place text items such as footers and/or page numbers to master pages**
  5. **Add images such as logos to master pages**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	Content Standards	Process Standards	ICTL CLEs

	CA 1 **CA 5** **CA 3** **M2** **M5**	**1.6** **1.8** **2.1** **2.2** **4.1** **4.5**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:			Grade:	Duration of Unit:	
Desktop Publishing			10-12	2 weeks	
Unit Title: Add Publishing Components to a Document					

Learning Objective/Essential Course Outcome: **Students will be able to import and format text appropriate for a publication**

Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X	**4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:	**Content Standards**	**Process Standards**	<u>**ICTL**</u> **CLEs**
Learning Activity – Guiding Questions: 1. **Determine uses of serif, sans serif, and script fonts** 2. **Place text documents into a publication** 3. **Adjust font attributes such as bold italics, underline size, style** 4. **Adjust character and line spacing using kerning, tracking, and leading** 5. **Add special text features such as word wrap, drop cap, initial cap, and alignment** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 5** **M2** **M5**	**1.6** **2.1** **2.2** **4.1** **4.5** **4.6**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:			Grade:	Duration of Unit:	
Desktop Publishing			10-12	2 weeks	
Unit Title: Add Publishing Components to a Document					

Learning Objective/Essential Course Outcome:	
Students will be able to arrange text in columns appropriate for a publication	

Primary Text:	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	**ICTL** CLEs
Learning Activity – Guiding Questions: 1. **Add columns as appropriate for publication** 2. **Adjust guttering in a publication** 3. **Adjust paragraph indention in columns** 4. **Import a text document into columns** 5. **Set "continued on page" for columns** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 5** **M2** **M5**	**1.6** **2.1** **2.2** **2.5** **3.3** **4.1**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.	

Content Area: Business/Marketing

Course Name: Desktop Publishing			Grade: 10-12	Duration of Unit: 1 week		
Unit Title: Add Publishing Components to a Document						
Learning Objective/Essential Course Outcome: **Students will be able to create and apply colors for publications**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	**X** **1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	**X** **2.** Summarizing/Note Taking	**X**	**7.** Setting Objectives & Providing Feedback
				X **3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X **4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X **5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Apply existing colors to text using CMYK settings** 2. **Apply industry standard colors to text** 3. **Create new shades of colors** 4. **Add colors to backgrounds and shapes** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 4** **CA 5**	**1.4** **1.8** **2.2** **2.5** **2.7** **3.4**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:			Grade:	Duration of Unit:	
Desktop Publishing			10-12	2 weeks	
Unit Title: Add Publishing Components to a Document					

Learning Objective/Essential Course Outcome:					
Student will be able to import and format images and other graphics for publications					

Primary Text:						

Equity/Workplace Readiness				Instructional Method (Strategy)				
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning	
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Place images and other graphics in publications** 2. **Scale and layer images** 3. **Set transparency for images** 4. **Wrap text around images** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	CA 1 CA 3 M5	1.6 2.1 3.3 4.1	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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Desktop Publishing	Grade: 10-12	Duration of Unit: 3 weeks
Unit Title: Prepare publications for completion		
Learning Objective/Essential Course Outcome: **Students will be able to organize publication into a book**		
Primary Text:		

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Create a book file** 2. **Determine and set the order of documents** 3. **Set paragraph styles** 4. **Create a table of contents** 5. **Create an index** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 3** **CA 5** **M2** **M5**	**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.

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

Content Area: Business/Marketing

Course Name: Desktop Publishing	Grade: 10-12	Duration of Unit: 2 weeks
Unit Title: Prepare publications for completion		

Learning Objective/Essential Course Outcome: **Students will be able to prepare and package a document for professional printing**

Primary Text:	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
  1. **Create and print color separations**
  2. **Create bleeds, slugs and printers' marks**
  3. **Package a document**
  4. **Export a document**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 3
	CA 5
	M2
	M5
		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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

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.

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design				Grade: 10-12	Duration of Unit: 1 week		
Unit Title: Ethical Issues: Computer Ethics and Copyright Laws							
Learning Objective/Essential Course Outcome: Students will be able to apply concepts and ethical issues associated with graphic design							
Primary Text:							
Equity/Workplace Readiness				**Instructional Method (Strategy)**			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 7. **Prepare a plan to copyright original materials** 8. **Identify ethical issues in the news** 9. **Make a flyer or poster to explain computer safety, security, and privacy issues** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**SS1** **CA**	**1.1** **1.2** **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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design	Grade: 10-12	Duration of Unit: 1 week		
Unit Title: Equipment: Understanding Graphic Design Equipment				

Learning Objective/Essential Course Outcome:
Manipulate images utilizing cameras, scanner, printer, and computer software

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 　5.　**Download photographs to computer from camera and scanner** 　6.　**Print photographs in a variety of sizes to installed printer to meet printing goals** 　7.　**Print images on a variety of paper quality** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 4** **CA 5**	**1.4** **1.8** **2.2** **2.5** **2.7** **3.4**	**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.

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

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design			Grade: 10-12	Duration of Unit: 2 weeks			
Unit Title: Photoshop: Photo editing							
Learning Objective/Essential Course Outcome: **Edit photos utilizing various tools in toolbox panel**							
Primary Text:							
Equity/Workplace Readiness				**Instructional Method (Strategy)**			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    9.   **Create image files using correct image size**
    10. **Edit existing photos using various tools in toolbox**
    11. **Add properly formatted titles to images**
    12. **Edit existing photos using foreground/background color settings**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 5
	CA 3
		1.1
		1.2
		2.1
		2.2
		3.4
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design			Grade: 10-12	Duration of Unit: 2 weeks		
Unit Title: Photoshop: Photo editing						
Learning Objective/Essential Course Outcome: **Create and manipulate layers**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:
 	
Learning Activity – Guiding Questions:
   8.   **Create a variety of layers within an image**
   9.   **Edit layer properties**
  10. **Group, link, and hide layers as needed**
  11. **Rasterize type layers**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	Content Standards	**Process Standards**	**ICTL CLEs**

	CA 1 **CA 5** **M2** **M5**	**1.6** **2.1** **2.2** **2.5** **3.3** **4.1**	**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.

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

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design	Grade: 10-12	Duration of Unit: 2 weeks	
Unit Title: Photoshop: Photo editing			

Learning Objective/Essential Course Outcome: **Apply filters and masking to create desired results**

Primary Text:	

Equity/Workplace Readiness				**Instructional Method (Strategy)**			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity: **Learning Activity – Guiding Questions:** 6. **Apply extract and liquify techniques** 7. **Edit photos a variety filters** 8. **Apply masking techniques for the purpose of blending and editing photos** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	Content Standards	Process Standards	ICTL CLEs
	CA 1 **CA 5** **M2** **M5**	**1.6** **2.1** **2.2** **2.5** **3.3** **4.1**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design			Grade: 10-12	Duration of Unit: 2 weeks		
Unit Title: Photoshop: Photo editing						

Learning Objective/Essential Course Outcome:
Apply appropriate color techniques to photos

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)				
X	Equity	X	Research	X	**1.** Identify similarities /differences			**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Select colors using eye dropper tool** 2. **Apply image adjustment layers** 3. **Apply saturation, replace color, and exposure to photos as needed for quality image** 4. **Fill selections with gradient colors** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 5** **M2** **M5** **FA1**	1.6 2.1 2.2 3.3 4.1 4.5 4.6	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.

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

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design			Grade: 10-12	Duration of Unit: 3 weeks		
Unit Title: Photoshop: Photo editing						

Learning Objective/Essential Course Outcome:
Select and extract a part of an image

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)				
X	Equity	X	Research	X	**1.** Identify similarities /differences			**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback	
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis	
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers	
				X	**5.** Nonlinguistic Representations		**10.** Other:	

Assessment/Evaluation/Learning Activity: **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** 9. **Adjust feather and tolerance on selections** 10. **Copy, move, and delete selections** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	Content Standards **CA 1** **CA 5** **CA 3** **M2** **M5** **FA1**	Process Standards **1.6** **1.8** **2.1** **2.2** **3.3** **4.1** **4.5** **4.7**	<u>ICTL</u> **CLEs** **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.

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

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design			Grade: 10-12	Duration of Unit: 2 weeks	
Unit Title: Photoshop: Web or Video					
Learning Objective/Essential Course Outcome: Create images for web or video					
Primary Text:					

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 5. **Size images appropriate for web or video** 6. **Create a timeline for animation or video** 7. **Adjust frames and layers as needed** 8. **Set timings and tweening as needed for video** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 3** **M5** **FA1**	**1.6** **2.1** **3.3** **4.1**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Digital Imaging/Graphic Design			Grade: 10-12	Duration of Unit: 3 weeks		
Unit Title: Illustrator: Vector Graphics						

Learning Objective/Essential Course Outcome: Create and edit vector graphics

Primary Text:	
Equity/Workplace Readiness	**Instructional Method (Strategy)**

X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
  1. **Create drawings using basic shapes**
  2. **Apply a variety of fill, stroke, and patterns to shapes**
  3. **Create unique shapes using path tools**
  4. **Create 3D shaped drawings**
  5. **Map artwork to 3D shapes**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	**CA 1
	CA 3
	CA 5
	M2
	M5
	FA1**
		1.1
		1.4
		1.6
		2.1
		2.5
		3.2
		3.3
		3.4
		4.1
		4.5
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

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

Content Area: Business/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 1 week
Unit Title: Getting Started with Video Editing Software		

Learning Objective/Essential Course Outcome/A+ Objective: Students will be able to organize files for use in video editing

Equity/Workplace Readiness				**Instructional Method (Strategy)**			
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice	X	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    10. **Create folders for organizing video, audio, and image clips**
    11. **Set up editing timeline**
    12. **Import assets to Project Panel**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	M2	1.4
		1.5
		1.8
		2.5
		2.7
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Digital Video			Grade: 10-12	Duration of Unit: 2 weeks		
Unit Title: Getting Started with Video Editing Software						
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to create, and import video clips from camera**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: **12. Setup and record video** **13. Download audio/video from camera to computer** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 5** **M2** **M5**	**1.4** **1.5** **1.6** **1.8** **1.10** **2.1** **2.2** **2.3** **2.5** **2.7** **3.4**	**6A**

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/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 1 week	
Unit Title: Getting Started with Video Editing Software			
Learning Objective/Essential Course Outcome/A+ Objective: **Students will understand the effectiveness of properly used transitions in video**			
Primary Text:			

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    13. **Apply transitions for video**
    14. **Modify transitions properties**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 5
	M2
		1.4
		1.8
		2.1
		2.5
		2.7
			2A
			3A

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/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 2 weeks

Unit Title: Adding More Components to Digital Video

Learning Objective/Essential Course Outcome/A+ Objective:
Students will be able to apply key frames for desired effect in audio and video editing

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
   11. Adjust audio with keyframes
   12. Enhance special effects using keyframes
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 5
	CA 6
	M2
	M4
		1.4
		1.5
		1.8
		2.1
		2.3
		2.7
		3.6
		3.8
		4.6
			2A
			3A

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.

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

Content Area: Business/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 3 weeks	
Unit Title: Adding More Components to Digital Video			
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to create and use still images properly in video projects**			
Primary Text:			

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
   5. Create and edit still images for video use
   6. Import still images and .PSD files into video project
   7. Adjust duration of still clip for video
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA5
	CA6
	SS6
	M4
	M5
	M2
		1.4
		1.5
		1.6
		1.8
		1.10
		2.1
		2.2
		2.3
		2.5
		2.7
		3.5
			3A
			4A

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/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 3 weeks
Unit Title: Adding More Components to Digital Video		

Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to create and use text effectively in video projects**		

Primary Text:

Equity/Workplace Readiness				**Instructional Method (Strategy)**			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	**Content Standards**	**Process Standards**	**ICTL CLEs**

Learning Activity – Guiding Questions:
  1. **Create and edit text for video use**
  2. **Import text and .PSD files into video project**
  3. **Adjust duration of text for video**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA5
	CA6
	SS6
	M4
	M5
	M2
		1.4
		1.5
		1.6
		1.8
		1.10
		2.1
		2.2
		2.3
		2.5
		2.7
		3.5
			3A
			4A

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/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 2 weeks	
Unit Title: Adding More Components to Digital Video			
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to add animation as needed for effective video use**			
Primary Text:			

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences	X	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    8. **Determine and apply proper motion/animation for a certain video clip**
    9. **Adjust motion/animation as needed for desired result**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA5
	CA6
	M1
	M2
	M4
		1.4
		1.5
		1.8
		2.1
		2.2
		2.5
		3.4
		3.8
		4.5
			4A

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/Marketing

Course Name: Digital Video			Grade: 10-12	Duration of Unit: 3 weeks		
Unit Title: Adding More Components to Digital Video						
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to create and edit audio clips for use in video**						
Primary Text:						
Equity/Workplace Readiness				**Instructional Method (Strategy)**		
X	Equity	X	Research	**X**	**1.** Identify similarities /differences	**X**	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	**X**	**2.** Summarizing/Note Taking	**X**	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:
 	
Learning Activity – Guiding Questions:
   9.   **Create and import audio files into video project**
   10. **Adjust audio to meet movie needs**
   11. **Edit/eliminate unwanted sounds within an audio track**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	Content Standards
	
	CA5
	CA6
	M1
	M2
	M4
		Process Standards
		
		1.4
		1.5
		1.8
		2.1
		2.2
		2.3
		2.7
		3.4
		3.6
		4.4
		4.6
			ICTL CLEs
			
			4A

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/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 1 week

Unit Title: Illustrator: Exporting Video

Learning Objective/Essential Course Outcome/A+ Objective: Students will be able to create a DVD or Blu-Ray disc for viewing and for portfolio

Primary Text:	

Equity/Workplace Readiness				Instructional Method (Strategy)		
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 6. **Create a DVD/Blu-Ray of video projects** **Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.**	**CA5 CA6 M1 M2 M4**	**1.4 1.5 1.8 2.1 2.2 2.5 2.7 3.6 3.8 4.5 4.6**	**4A**

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/Marketing

Course Name: Digital Video	Grade: 10-12	Duration of Unit: 1 week
Unit Title: Illustrator: Exporting Video		

Learning Objective/Essential Course Outcome/A+ Objective:
Students will be able to create and edit video for web pages or other real world applications

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Export video for use in a website** 2. **Export video for a variety of hardware use** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA5** **CA6** **M1** **M2** **M4**	**1.4** **1.5** **1.8** **2.1** **2.2** **2.5** **2.7** **3.6** **3.8** **4.5** **4.6**	**4A**

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.

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.

Content Area: Business/Marketing

Course Name:			Grade:	Duration of Unit:
Web Design			10-12	1 week
Unit Title: Introduction to HTML				

Learning Objective/Essential Course Outcome/A+ Objective:
Students will be able to plan web pages

Primary Text:	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    13. **Determine purpose and use of web site**
    14. **Determine the content of the web pages**
    15. **Design hierarchy for web pages**
    16. **Apply basic web design principles choosing appropriate fonts, colors, and backgrounds layout to HTML files**
    17. **Organize files to be used in a web site**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA1
	CA4
	CA5
	CA6
	M1
	M2
	M4
	M5
		1.1
		1.2
		2.1
		2.2
		2.3
		2.6
		3.1
		3.4
		3.6
		4.2
		4.3
		4.4
		4.8
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Web Design			Grade: 10-12	Duration of Unit: 1 week	
Unit Title: Introduction to HTML					
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to write code for web pages**					
Primary Text:					
Equity/Workplace Readiness				**Instructional Method (Strategy)**	

X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
  1. **Use tags/codes to start a home page for a web site**
  2. **Add images to web pages**
  3. **Use a variety of heading sizes in a web page**
  4. **Add paragraphs of text to web pages**
  5. **Add horizontal rule to web pages**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 5
	M2
	M5
		1.1
		1.2
		2.1
		2.2
		2.3
		2.6
		3.1
		3.4
		3.6
		4.2
		4.3
		4.4
		4.8
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Web Design			Grade: 10-12	Duration of Unit: 1 week	
Unit Title: Introduction to HTML					
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to preview and edit a web page**					
Primary Text:					

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 15. **View HTML file in web browser** 16. **Verify all components are operable** 17. **Open HTML and edit the items that correcting** 18. **Refresh HTML file in web browser to verify correctness of edited code** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 5** **CA 3**	**1.1** **1.2** **2.1** **2.2** **3.4**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:		Grade:	Duration of Unit:
Web Design		10-12	1 week
Unit Title: Introduction to HTML			

Learning Objective/Essential Course Outcome/A+ Objective:
Students will be able to create link to other web pages

Primary Text:	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
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 formative/summative assessment.**	**CA 1** **CA 5** **CA 3** **M2** **M5** **FA1**	**1.6** **1.8** **2.1** **2.2** **3.3** **4.1** **4.5** **4.7**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:		Grade:	Duration of Unit:
Web Design		10-12	1 week
Unit Title: Using an HTML editor to create web pages			

Learning Objective/Essential Course Outcome/A+ Objectives:
Students will be able to create ordered and unordered lists

Primary Text:	
Equity/Workplace Readiness	**Instructional Method (Strategy)**

	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
   8. **Contrast the difference between ordered and unordered lists**
   9. **Create ordered lists**
  10. **Create unordered lists**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 5
	M2
	M5
	FA1
		1.6
		2.1
		2.2
		3.3
		4.1
		4.5
		4.6
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:		Grade:	Duration of Unit:	
Web Design		10-12	1 week	
Unit Title: Using an HTML editor to create web pages				

Learning Objective/Essential Course Outcome/A+ Objective:	
Students will be able to design and insert graphics	

Primary Text:					
Equity/Workplace Readiness				**Instructional Method (Strategy)**	
X	Equity	X	Research	**X** **1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	**X** **2.** Summarizing/Note Taking	**X** **7.** Setting Objectives & Providing Feedback
				X **3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X **4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X **5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
   9. **Identify the mode and types of image files that can be used in web pages**
   10. **Create images for logos and animations to used in web pages**
   11. **Insert a variety of images into web pages using design appropriate alignment**
   12. **Set the image size appropriate for the location of the image in the web page**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 5
	M2
	M5
		1.6
		2.1
		2.2
		2.5
		3.3
		4.1
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:			Grade:	Duration of Unit:	
Web Design			10-12	1 week	
Unit Title: Using an HTML editor to create web pages					
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to link graphics and video**					
Primary Text:					
Equity/Workplace Readiness				**Instructional Method (Strategy)**	
X	Equity	X	Research	**X** **1.** Identify similarities /differences	**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	**X** **2.** Summarizing/Note Taking	**X** **7.** Setting Objectives & Providing Feedback
				X **3.** Reinforcing Effort/ Providing Recognition	**8.** Generating & Testing Hypothesis
				X **4.** Practice	**9.** Cues, Questions, & Advanced Organizers
				X **5.** Nonlinguistic Representations	**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    10. **Using image links create links to internal and external web pages**
    11. **Insert/embed videos into web pages**
 	
 Assessment/Evaluation Activity:
 Students will demonstrate skill on a formative/summative assessment.
	CA 4
	 CA 5
		1.4
		 1.8
		 2.2
		 2.5
		 2.7
		 3.4
			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.   Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Web Design	Grade: 10-12	Duration of Unit: 1 week	
Unit Title: Using an HTML editor to create web pages			
Learning Objective/Essential Course Outcome/A+ Objective: **Students will be able to add backgrounds to web pages**			
Primary Text:			

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
    12. Set background color for web pages
    13. Set background image for web pages
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 3
	M5
	FA1
		1.6
		2.1
		3.3
		4.1
			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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:		Grade:	Duration of Unit:	
Web Design		10-12	1 week	
Unit Title: Using Advanced Web Design Components to a Web Page				
Learning Objective/Essential Course Outcome/A+ Objectives: **Students will be able to plan and create forms, radio buttons, checkboxes and pull down menus for web pages**				
Primary Text:				

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 7. **Identify the appropriate use of forms** 8. **Plan the design of the form** 9. **Create forms for web page for the purpose of compiling data** 10. **Add radio buttons, checkboxes and pull down lists to form options** 11. **Create a Submit button on the form** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 3** **CA 5** **M2** **M5** **FA1**	**1.1** **1.4** **1.6** **2.1** **2.5** **3.2** **3.3** **3.4** **4.1** **4.5**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name: Web Design	Grade: 10-12	Duration of Unit: 3 weeks
Unit Title: Using Advanced Web Design Components to a Web Page		

Learning Objective/Essential Course Outcome/A+ Objectives:
Students will be able to plan and format table for web pages

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Identify the appropriate use of tables in web pages** 2. **Plan the design and the layout of the tables** 3. **Create web pages utilizing tables for organizing the web page** 4. **Apply attributes to the table for maximum organization and functionality in the web page** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 3** **CA 5** **M2** **M5** **FA1**	1.1 1.4 1.6 2.1 2.5 3.2 3.3 3.4 4.1 4.5	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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Business/Marketing

Course Name:			Grade:	Duration of Unit:		
Web Design			10-12	3 weeks		
Unit Title: Using Advanced Web Design Components to a Web Page						

Learning Objective/Essential Course Outcome/A+ Objectives:
Student will be able to plan and format frames for web pages

Primary Text:

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
  1. **Identify the appropriate use of frames in web pages**
  2. **Design the layout of the frames in a web page**
  3. **Create web pages utilizing frames for organizing the web page**
 	
Assessment/Evaluation Activity:
Students will demonstrate skill on a formative/summative assessment.
	CA 1
	CA 3
	CA 5
	M2
	M5
	FA1
		1.1
		1.4
		1.6
		2.1
		2.5
		3.2
		3.3
		3.4
		4.1
		4.5
			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.

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

Content Area: Business/Marketing

Course Name: Web Design		Grade: 10-12	Duration of Unit: 3 weeks		
Unit Title: Using Advanced Web Design Components to a Web Page					
Learning Objective/Essential Course Outcome/A+ Objectives: **Students will be able to understand and apply good components of quality web page design and layout**					
Primary Text:					

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Create a complete web page design project for a service business** 2. **Create a complete web design project for a merchandising business** 3. **Complete web design and maintenance activities on the school web page** **Assessment/Evaluation Activity:** **Students will demonstrate skill on a formative/summative assessment.**	**CA 1** **CA 3** **CA 5** **M2** **M5** **FA1**	**1.1** **1.4** **1.6** **2.1** **2.5** **3.2** **3.3** **3.4** **4.1** **4.5**	**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. Special Needs: Modify as needed according to the student's 504 plan/IEP.

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.

Content Area: Business

Course Name: Word Processing	Grade:9-12	Duration of Unit: 8 Weeks

Unit Title: Keyboarding Operations

Learning Objective/ Essential Course Outcome: Students will master the keyboard and the different parts of the computer

Primary Text: Century 21 Computer Applications and Keyboarding	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills		**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice		**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. **Key the alphabetic keys for a time limit after the teacher has demonstrated the proper technique** 2. **Key sentences and paragraphs for a predetermined amount of time** **Assessment/Evaluation Activity:** 1. **Students will demonstrate skill on a formative/summative assessment**	CA1 CA4 HPE6	1.2 1.6 1.10 2.2 2.3	1A 5A 6A 6B 6C

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

Enrichment Exercises : Students will demonstrate outstanding speed that goes beyond level 3.0 speed level and students will demonstrate technique skills above 3.0 expectations. Correction Exercises: Self-assessment based on examples and allow for revision. Special Needs: Modify as needed according to the students 504 Plan/IEP.

Content Area: Business

Course Name: Word Processing	Grade:9-12	Duration of Unit: 4 Weeks

Unit Title: Business Letter/Memorandum Formatting Skills

Learning Objective/ Essential Course Outcome: Students will be able to format business letters and memorandums

Primary Text: Century 21 Computer Applications and Keyboarding	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice	X	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs

Learning Activity – Guiding Questions:
   3. **Key memorandums in standard format**
   4. **Use e-mail accounts to send and receive messages and attachments**
   5. **Key business and personal business letters in block and modified block format**
   6. **Key multiple page business letters**
 	
Assessment/Evaluation Activity:
   2. **Students will demonstrate skill on a formative/summative assessment**
	CA1
	CA4
		1.8
		2.1
		2.5
		2.6
		2.7
			1A
			1B
			2A
			4A
			5A
			5C
			6A
			6B
			6C

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

Enrichment Exercises: Students will demonstrate the ability to achieve the level 4.0 expectations. Correction Exercises: Self-assessment based on examples and allow for revision. Special Needs: Modify as needed according to the students 504 Plan/IEP.

Content Area: Business

Course Name: Word Processing		Grade: 9-12	Duration of Unit: 3 Weeks

Unit Title: Business Report Formatting Skills

Learning Objective/ Essential Course Outcome: Students will be able to format bound and unbound reports

Primary Text: Century 21 Computer Applications and Keyboarding	

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice	X	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 7. **Key reports using appropriate margin setting, line spacing, page numbering, long quotations, enumerated items, headings and subheadings** 8. **Key a title page using proper format** 9. **Key a works cited page using proper format** **Assessment/Evaluation Activity:** 3. **Students will demonstrate skill on a formative/summative assessment**	**CA1** **CA4**	**1.4** **1.10** **2.1** **2.5** **2.6** **2.7**	**1A** **1B** **2A** **4A** **5A** **5C** **6A** **6B** **6C**

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

Enrichment Exercises: Students will demonstrate the ability to achieve the level 4.0 expectations.

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

Special Needs: Modify as needed according to the students 504 Plan/IEP.

Content Area: Business

Course Name: Word Processing	Grade:9-12	Duration of Unit: 3 Weeks
Unit Title: Table Formatting Skills		

Learning Objective/ Essential Course Outcome:
Students will be able to create and format tables

Primary Text: Century 21 Computer Applications and Keyboarding

Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	**1.** Identify similarities /differences		**6.** Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	**2.** Summarizing/Note Taking	X	**7.** Setting Objectives & Providing Feedback
				X	**3.** Reinforcing Effort/ Providing Recognition		**8.** Generating & Testing Hypothesis
				X	**4.** Practice	X	**9.** Cues, Questions, & Advanced Organizers
				X	**5.** Nonlinguistic Representations		**10.** Other:

Assessment/Evaluation/Learning Activity:	Content Standards	Process Standards	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**	**CA1** **CA4**	**1.8** **2.1** **2.2** **2.5** **2.7**	**1A** **1B** **2A** **5A** **5C** **6A** **6B** **6C**

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

Enrichment Exercises: Students will demonstrate the ability to achieve the level 4.0 expectations.

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

Special Needs: Modify as needed according to the students 504 Plan/IEP.

APPENDIX

The Show-Me Standards

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 ever-increasing 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 manuals)
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 concepts
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

TURN OVER

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 environment
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 control
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

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.

A ll 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 works
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 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 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 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 ability to

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

TURN OVER

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, http://ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm
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), http://www.cde.state.co.us/litstandards/litstandards.htm
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,
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1696&TopicRelationID=1707

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Missouri Department of Elementary and Secondary Education
Spring 2010

Information and Communications Technology Literacy

1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge

	Grade 9	Grade 10	Grade 11	Grade 12
A / 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	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
ST	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5
B / Process Approach	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work
ST	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6

2

Information and Communications Technology Literacy

2	Determine nature and intent of information needed			
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
A Purpose and Audience	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
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
B Focus Questions/ Keywords	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	a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate, with assistance, focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate	a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate	a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate
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

Information and Communications Technology Literacy

3	Access information efficiently and effectively			
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
A 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	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability
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
B Source Navigation	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
ST	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7

Information and Communications Technology Literacy

4 Evaluate information critically and competently				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
A / 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	Analyze and evaluate media techniques used to convey the message
ST	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7
B / Relevance	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources
ST	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5
C / Reliability	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 assistance, by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	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 viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	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 viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	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 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 / Comprehensiveness	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information. b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of 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

Information and Communications Technology Literacy

5	Use information effectively and creatively			
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
A *Information Recording*	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
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
B *Information Synthesis*	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.)
ST	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6
C *Information Presentation*	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose	a. Share information with intended audience for intended purpose using an appropriate 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

Information and Communications Technology Literacy

6 Practice ethical, legal, and safe use of information and technology

	Grade 9	Grade 10	Grade 11	Grade 12
A Digital Citizenship	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying
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
B Academic Honesty	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital 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)	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital 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)	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital 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)	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital 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)
ST	1.4, 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	1.4, 1.8, 2.3, 2.7, 4.4, 4.7
C Cyber Safety	a. Analyze consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, video; ongoing subscriptions; etc. b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction	a. Analyze consequences of online behavior (such as cyber-bullying; sharing personal information, pictures, and video, etc.) on employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction	a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction	a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities b. Practice safe, legal and ethical behaviors 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	3.1, 4.3, 4.4, 4.7