8701 Section Titled: Mississippi Curriculum Framework, Computer Discovery REPEAL

~~MISSISSIPPI~~

~~CURRICULUM FRAMEWORK~~

~~FOR~~

~~COMPUTER DISCOVERY~~

~~(Program CIP: 00.0252 - Computer Discovery 8th Grade)~~

8701 Section Titled: Mississippi Curriculum Framework, Computer Discovery REPEAL

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~~2003~~

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FOREWORD

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

§ 37-3-49. Adoption by school district of instructional program and management system; paperwork reduction.
(1)The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such program in the public schools as part of the State Program of Educational Accountability and Assessment of Performance as prescribed in Section 37-3-46. Public school districts may (a) elect to adopt the instructional program and management system provided by the State Department of Education, or (b) elect to adopt an instructional program and management system which meets or exceeds criteria established by the State Department of Education for such. This provision shall begin with the courses taught in Grades K-8 which contain skills tested through the Mississippi Basic Skills Assessment Program and shall proceed through all secondary school courses mandated for graduation and all secondary school courses in the Mississippi end-of-course testing program. Other state core objectives must be included in the district's instructional program as they are provided by the State Department of Education along with instructional practices, resources, evaluation items and management procedures. Districts are encouraged to adapt this program and accompanying procedures to all other instructional areas. The department shall provide that such program and guidelines, or a program and guidelines developed by a local school district which incorporates the core objectives from the curriculum structure are enforced through the performance-based accreditation system. It is the intent of the Legislature that every effort be made to protect the instructional time in the classroom and reduce the amount of paperwork which must be completed by teachers. The State Department of Education shall take steps to insure that school districts properly use staff development time to work on the districts' instructional management plans.

(2)The State Department of Education shall provide such instructional program and management guidelines which shall require for every public school district that:

(a) All courses taught in Grades K-8 which contain skills which are tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.

(b) The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.

(c) The set of objectives provided by the State Department of Education must be accompanied by suggested instructional practices and resources that would help teachers organize instruction so as to promote student learning of the objectives. Objectives added by the school district must also be accompanied by suggested instructional practices and resources that would help teachers organize instruction. The instructional practices and resources that are identified are to be used as suggestions and not as requirements that teachers must follow. The goal of the program is to have students to achieve the desired objective and not to limit teachers in the way they teach.

(d) Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

(e) There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local instructional program, the district shall take action to improve student performance.

(3) The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.

(4) This section shall not be construed to limit teachers from using their own professional skills to help students master instructional objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

(5) In the event any school district meets Level 4 or 5 accreditation requirements, the State Board of Education may,

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in its discretion, exempt such school district from the provisions of this section.

SOURCES: Laws,1988, ch.487, §14; Laws, 1991, ch.423, §1; Laws, 1992, ch.519, §4 eff. from and after July 1, 1992.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Suggested Objectives
  - A **Competency** represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
  - The **Suggested Objectives** represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Integrated Academic Topics, Workplace Skills, and Occupational Standards - This section identifies related academic topics in mathematics, science, and communications which are integrated into the content of the unit. It also identifies the general workplace skills as identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report as being critical for all workers in the 21st Century. Finally where applicable, occupational skills standards associated with the competencies and suggested objectives for the unit are also identified.
- Suggested References - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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~~The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:~~

- ~~The content of the courses in this document reflects approximately 75-80 percent of the time allocated to each course. The remaining 20-25 percent of each course should be developed at the local district level and may reflect:~~
  - ~~Additional units of instruction within the course related to topics not found in the state framework.~~
  - ~~Activities which develop a higher level of mastery on the existing competencies and suggested objectives.~~
  - ~~Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/ revised.~~
  - ~~Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.~~
  - ~~Individualized learning activities to better prepare individuals in the courses for their chosen occupational area.~~
- ~~Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other basic skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.~~

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~~ACKNOWLEDGMENTS~~

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~~COMPUTER DISCOVERY PROGRAM DESCRIPTION~~

~~Computer Discovery uses an innovative multimedia environment to make subject matter come alive. This course is designed to provide fundamental skills in the operation of microcomputers, including an introduction to computers, keyboarding skills, and using Windows. Real-world applications in word processing, graphics, databases, telecommunications, spreadsheets, desktop publishing, and multimedia presentations make the course exciting, relevant, and challenging. Each student will compile a Computer Discovery portfolio of computer projects. This course will integrate career clusters and communication, mathematics, and science skills. This course will also include expanded basics in problem solving, decision making, critical thinking, human relations, career exploration, planning, and organization skills to prepare students for future careers.~~

~~COURSE GOALS~~

~~1. To develop competencies in the use of alphanumeric and numeric keypads by touch.~~

~~2. To develop a basic understanding of terminology and applications, components, and care associated with the use of microcomputers.~~

~~3. To develop an understanding of information processing principles and associated logical concepts.~~

~~4. To develop an understanding of how key computer applications (word processing, database, spreadsheet, graphics, telecommunications, desktop publishing and multimedia presentations) are used in a work environment.~~

~~5. To develop communications, math, and science skills for students to function successfully and in life experiences.~~

~~6. To develop competencies in individual responsibility, sociability, self-management, integrity, and leadership.~~

~~7. To develop competencies associated with problem solving, decision making, and critical thinking.~~

~~8. To develop competencies associated with career planning.~~

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~~COURSE OUTLINE~~

~~COMPUTER DISCOVERY~~

~~Unit #~~	~~Title~~	~~No. of Hours~~
~~Unit 1:~~	~~Orientation~~	~~3~~
~~Unit 2:~~	~~Introduction to Computer Discovery~~	~~8~~
~~Unit 3:~~	~~Introduction to Windows and Operating Systems~~	~~4~~
~~Unit 4:~~	~~Keyboarding~~	~~40~~
~~Unit 5:~~	~~Word Processing Applications~~	~~24~~
~~Unit 6:~~	~~Desktop Publishing~~	~~8~~
~~Unit 7:~~	~~Spreadsheet Applications~~	~~10~~
~~Unit 8:~~	~~Database Applications~~	~~10~~
~~Unit 9:~~	~~Telecommunications (Internet)~~	~~8~~
~~Unit 9A:~~	~~Telecommunications (Simulation)~~	~~8~~
~~Unit 10:~~	~~Multimedia Presentations~~	~~12~~

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~~SECTION I:~~

~~CURRICULUM GUIDE~~

~~FOR~~

~~COMPUTER DISCOVERY~~

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COMPUTER DISCOVERY

UNIT 1: ORIENTATION (3 hours)

Competencies and Suggested Objectives:

1. Identify school policies, program policies, and procedures related to Computer Discovery.
   a. Preview the school handbook and all safety procedures for classroom level and building level.
   b. Preview course objectives and program policies.
2. Discuss ethics and quality assurance.
   a. Discuss ethics and quality assurance in relation to computer applications.
   b. Discuss ethics and quality assurance in the educational environment.
   c. Discuss ethics and quality assurance in the occupational environment.
3. Discuss educational, occupational, and leadership opportunities.
   a. Identify and describe leadership opportunities available from student youth organizations (FBLA, Jr. Beta, etc.).
4. Recognize the importance of computer literacy in today's job market.
   a. Introduce a Computer Discovery portfolio to demonstrate competence in computer-related skills.
   b. Explain an integrated project.
5. Explore the philosophy of the school-to-careers initiative.
   a. Discuss the philosophy of school-to-careers.
   b. Apply the principles of school-to-careers through a school-to-careers experience.

Suggested Teaching Strategies:

1. Identify school policies, program policies, and procedures related to Computer Discovery.
   a. Discuss the school handbook and all safety procedures for classroom level and building level.
   b. Discuss the course objectives, program policies, etc.
2. Discuss ethics and quality assurance.
   a. Discuss computer applications relating to ethics and quality assurance such as copyright laws, piracy, privacy, public domain, unauthorized access, etc.
   b. Discuss ethics and quality assurance in the educational environment such as plagiarism, cheating, stealing, time management, punctuality, leadership, etc.
   c. Discuss ethics and quality assurance in the occupational environment such as having a guest speaker discuss workplace confidentiality, integrity, honesty, punctuality, and cooperation.

3. Discuss educational, occupational, and leadership opportunities.
   a. Discuss leadership and opportunities for demonstrating leadership through school and community youth organizations, including competitive events, award and degree programs, and committee work. Allow students to practice leadership in class and laboratory activities.
4. Recognize the importance of computer literacy in today's job market.
   a. Discuss the portfolio which will be compiled during the year. Examine samples of student work to be kept in the portfolio. Provide a checklist which will be used to evaluate the portfolio.
   b. Differentiate between an across-the-curriculum integration project and a software integration project. Examine samples of both types of projects.
5. Explore the philosophy of the school-to-careers initiative.
   a. Class discussion of student's perception of school-to-careers.
   b. Participate in a school-to-careers activity such as job fair, shadowing/mentoring, "go to work with a parent day," etc.

Suggested Assessment Strategies:

1. Identify school policies, program policies, and procedures related to Computer Discovery.
   a. Teacher assessment according to local policy such as written safety test, signed policies, etc.
   b. Teacher observation.
2. Discuss ethics.
   a. Oral or written test.
   b. Oral or written test.
   c. Observation/Participation.
3. Discuss educational, occupational, and leadership opportunities.
   a. Evaluate participation in class.
4. Recognize the importance of computer literacy in today's job market.
   a. Teacher observation/checklist.
   b. Teacher observation.
5. Explore the philosophy of the school-to-careers initiative.
   a. Teacher observation.
   b. Teacher evaluation of chosen activity.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.

C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1 Relate number relationships, number systems, and number theory.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

Korb, S. D. (2003). Computer projects basics. Cambridge, MA: Course Technology.

Margolis, P. E. (1999). Random House Webster's personal computer and Internet dictionary. New York, NY: Random House.

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COMPUTER DISCOVERY

UNIT 2: INTRODUCTION TO COMPUTER DISCOVERY (8 hours)

Competencies and Suggested Objectives:

1. Explain basic computer usage.
   a. Identify and describe the use or function of the basic components of a computer system using IPSO Cycle (Input, Processing, Storage, and Output Cycle).
   b. Identify current terminology associated with computers.
   c. Relate basic computer usage to academic skills in math, science, and communications.
2. Perform basic computer operations related to computer usage.
   a. Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.
   b. Discuss and/or demonstrate setting up and adjusting a simple computer system.
3. Explore career interests using the cluster areas as related to Computer Discovery.

Suggested Teaching Strategies:

1. Explain basic computer usage.
   a. Using the IPSO Cycle, describe and present the basic components of a computer system. Identify each component, and have the student point out the various components and discuss their uses. Label a diagram.
   b. Define terminology related to the computer system such as input, monitor, CPU, mouse, keyboard, disk drive, printer, hardware, software, RAM, ROM, GUI, file, byte, bit, folder, files, tool tips, etc.
   c. Brainstorm the ways computer applications may be utilized in math, science, and communications.
2. Perform basic computer operations related to computer usage.
   a. Describe and employ precautions and care of computer systems.
   b. Teacher modeling of setting up a computer system. Student diagram of computer set-up.
3. Explore career interests using the cluster areas as related to Computer Discovery.
   Using a career software, students will investigate and identify career interests to be applied to the various computer applications to be continued throughout the year.

Suggested Assessment Strategies:

1. Explain basic computer usage.
   a. Teacher observation and grade diagram.
   b. Written test.
   c. Class participation.
2. Perform basic computer operations related to computer usage.
   a. Teacher observation/checklist.
   b. Teacher observation and grade diagram.

3. Explore career interests using the cluster areas as related to Computer Discovery. Checklist for software printout.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

Korb, S. D. (2003). Computer projects basics. Cambridge, MA: Course Technology.

Margolis, P. E. (1999). Random House Webster's personal computer and Internet dictionary. New York, NY: Random House.

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~~COMPUTER DISCOVERY~~

~~UNIT 3: INTRODUCTION TO WINDOWS AND OPERATING SYSTEMS (4 hours)~~

~~Competencies and Suggested Objectives:~~

1. ~~Perform basic Windows applications.~~
   - a. ~~Identify terminology related to Windows applications.~~
   - b. ~~Use menus, icons, and keyboard shortcuts to manipulate a window.~~
   - c. ~~Create directories/folders.~~

~~Suggested Teaching Strategies:~~

1. ~~Perform basic Windows applications.~~
   - a. ~~Define terms associated with Windows applications, e.g., click, double click, click and drag, GUI, pull-down (drop-down), window, minimize and maximize, restore, icon.~~
   - b. ~~Demonstrate the use of menus, icons, and windows to perform operations. Students perform the operations as an activity.~~
   - c. ~~Demonstrate creation of directories/folders.~~

~~Suggested Assessment Strategies:~~

1. ~~Perform basic Windows applications.~~
   - a. ~~Vocabulary test.~~
   - b. ~~Performance test.~~
   - c. ~~Teacher observation.~~

~~Integrated Academic Topics, Workplace Skills, and Technology Standards~~:

~~Related Academic Topics~~

~~C1 Interpret written material.~~
~~C2 Interpret visual materials (maps, charts, graphs, tables, etc.).~~
~~C3 Listen, comprehend, and take appropriate actions.~~
~~C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.~~
~~M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.~~
~~S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.~~

~~Workplace Skills~~

~~WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.~~
~~WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.~~

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.

Suggested References:

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

Korb, S. D. (2003). Computer projects basics. Cambridge, MA: Course Technology.

Margolis, P. E. (1999). Random House Webster's personal computer and Internet dictionary. New York, NY: Random House.

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~~UNIT 4: KEYBOARDING (ONGOING) (40 hours)~~

~~Competencies and Suggested Objectives:~~

1. ~~Perform basic keyboarding applications.~~
   ~~a.Demonstrate proper use of the alphanumeric keypad by touch. (ongoing)~~
   ~~b. Demonstrate proper use of the numeric keypad by touch.~~

~~Suggested Teaching Strategies:~~

1. ~~Perform basic keyboarding applications.~~
   a. ~~Identify the alphanumeric keys and reaches. Correctly key by touch dictation exercises, conditioning practices, software exercises, and 3-minute timed writings at a minimum speed of 20 net words a minute (nwam) by the end of the first semester and a minimum of 30 nwam by the end of the year. During the first 9 weeks employ intensive keyboarding instruction with ongoing maintenance for the remainder of the school year, i.e., weekly 3-minute timed writings, and skill builder exercises.~~
      ~~(Note: Students will be expected to master this objective before completing all of the "Computer Discovery" units, not necessarily upon completion of the Keyboarding unit.)~~
   b. ~~Identify the numeric keys and reaches. Correctly key by touch the conditioning practices and software exercises.~~

~~Suggested Assessment Strategies:~~

1. ~~*Perform basic keyboarding applications.*~~
   b. ~~Print and evaluate lesson reports and timed writings for speed and accuracy.~~
   b. ~~Print and evaluate lesson reports for speed and accuracy.~~

~~Integrated Academic Topics, Workplace Skills, and Technology Standards~~~~:~~

~~*Related Academic Topics*~~

~~C1 Interpret written material.~~
~~C2 Interpret visual materials (maps, charts, graphs, tables, etc.).~~
~~C3 Listen, comprehend, and take appropriate actions.~~
~~C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.~~
~~M1 Relate number relationships, number systems, and number theory.~~
~~M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.~~
~~S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.~~

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.

Suggested References:

Blanc, I. (1996). Computer applications for business. New York, NY: DDC.

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~~**COMPUTER DISCOVERY**~~

~~**UNIT 5: WORD PROCESSING (24 hours)**~~

~~**Competencies and Suggested Objectives:**~~

1. ~~Perform basic word processing applications.~~
   - a. ~~Use basic word processing commands, formatting, and editing/proofreading procedures.~~
   - b. ~~Store and retrieve files.~~
2. ~~Utilize basic word processing skills to create business correspondence .~~
   - a. ~~Generate a hard copy of a memo and a letter following an accepted business format.~~
   - b. ~~Apply word processing applications to related academic skills in math, science, or communications.~~
   - c. ~~Apply word processing applications in the cluster areas.~~
3. ~~Format and print a research paper following accepted referencing format (MLA/APA).~~

~~***Suggested Teaching Strategies:***~~

1. ~~Perform basic word processing applications.~~
   - a. ~~Use an activity (teacher- made, Horizons, other resource material, Internet) to have the students demonstrate:~~
     - ~~(i) commands to include: delete, insert, cursor movement, bold, underline, block, block move, and block copy.~~
     - ~~(ii) text formatting: setting line margins, page length, justification, headers and footers, line spacing, tabs, and page breaks.~~
     - ~~(iii) editing/proofreading procedures: finding and correcting keyboarding errors; and correcting punctuation, spelling, and grammatical errors.~~
   - b. ~~Store files and retrieve them using a floppy disk, hard drive, server drive, and/or CD-ROM.~~
2. ~~Utilize basic word processing skills to create business correspondence.~~
   - a. ~~Using a keyboarding book, an English text, reference materials, and/or Internet sources, generate a memo and a letter in an accepted business format.~~
   - b. ~~Have students apply word processing skills by typing components of science projects, book reports, etc.~~
   - c. ~~Have the students produce a business letter, personal data sheet, and/or answers to sample interview questions related to each student's career choice.~~
3. ~~Format and print a research paper following accepted reference formatting (MLA/APA).~~
   ~~Using a teacher-created draft of a research paper, have the students format the following:~~
   - ~~a. cover page~~
   - ~~b. body of the work~~
   - ~~c. references~~

~~**Suggested Assessment Strategies:**~~

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1. Perform basic word processing applications.
   a.Performance assessment/grade printed copy.
   b.Teacher observation.
2. Utilize basic word processing skills to create business correspondence.
   a.Grade printed copy.
   b.Grade printed copy.
   c.Grade printed copy.
3. Format and print a research paper following accepted reference formatting (MLA/APA). Using checklist, rubric, etc., grade printed copy.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.

TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References

Blanc, I. (1996). Computer applications for business. New York, NY: DDC.

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~~**COMPUTER DISCOVERY**~~

~~**UNIT 6: DESKTOP PUBLISHING (8 hours)**~~

~~**Competencies and Suggested Objectives:**~~

1. ~~Explain basic desktop publishing applications.~~
   a. ~~Identify terminology associated with desktop publishing.~~
2. ~~Perform basic desktop applications.~~
   a. ~~Use drawing tools to create lines, circles, ovals, and rectangles.~~
   b. ~~Use text tools to create, insert, delete, replace, and move text.~~
   c. ~~Manipulate graphics by moving, sizing, and deleting.~~
   d. ~~Import graphics and text.~~
3. ~~Create a desktop publishing document.~~
   a. ~~Apply desktop publishing applications to related academic skills in math, science, and communications.~~
   b. ~~Apply the uses of desktop publishing applications in the cluster areas.~~

~~***Suggested Teaching Strategies:***~~

1. ~~Explain basic desktop publishing applications.~~
   a. ~~Use presentation equipment to introduce terminology such as desktop publishing, layout, clipart, clipboard, landscape, portrait, import, font, gutter, graphics, masthead, etc. Key in and print terminology for notebook. Prepare for vocabulary test using written activity or game.~~
2. ~~Perform basic desktop applications.~~
   a. ~~Using class discussion, teacher demonstration, multimedia presentation, and/or guided practices, perform use of drawing tools.~~
   b. ~~Using class discussion, teacher demonstration, multimedia presentation, and/or guided practices, perform use of text tools.~~
   c. ~~Using class discussion, teacher demonstration, multimedia presentation, and/or guided practices, perform manipulation of graphics.~~
   d. ~~Using class discussion, teacher demonstration, multimedia presentation, and/or guided practices, import graphics and text.~~
3. ~~Create a desktop publishing document.~~
   a. ~~Using drawing tools, text tools, manipulation, and importing of graphics and text, the students will create a desktop publishing document related to academic skills (election poster, theater ad for play/flyer, weather graph, geometric shapes and then figure diameter, etc.).~~
   b. ~~Using drawing tools, text tools, manipulation, and importing of graphics and text, the students will create a desktop publishing document related to the student's career choice (menu, business ad, flyer, newsletter, etc.).~~

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Suggested Assessment Strategies:

1. Explain basic desktop publishing applications.
   a. Written test.
2. Perform basic desktop applications.
   a. Performance assessment.
   b. Performance assessment.
   c. Performance assessment.
   d. Performance assessment.
3. Create a desktop publishing document.
   a. Grade completed assignment.
   b. Grade completed assignment.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1 Relate number relationships, number systems, and number theory.
M4 Explore the concepts of measurement.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

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Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

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~~COMPUTER DISCOVERY~~

~~UNIT 7: SPREADSHEET APPLICATIONS (10 hours)~~

~~Competencies and Suggested Objectives:~~

1. ~~Explain basic spreadsheet applications.~~
   a. ~~Identify terminology used with spreadsheet applications.~~
2. ~~Perform basic spreadsheet applications.~~
   a. ~~Demonstrate the use of basic spreadsheet format commands.~~
   b. ~~Write formulas using basic arithmetic operations.~~
   c. ~~Demonstrate the use of basic spreadsheet functions.~~
3. ~~Develop and graph spreadsheet data.~~
   a. ~~Apply spreadsheet applications to related academic skills in math, science, and communications.~~
   b. ~~Apply the uses of spreadsheet applications in the cluster areas.~~

~~Suggested Teaching Strategies:~~

1. ~~Explain basic spreadsheet applications.~~
   a. ~~Use presentation equipment to introduce terminology such as spreadsheet, cell, row, column, formula, function, label, value, cell address, etc. Key and print terminology. Prepare for vocabulary test using written activity or game.~~
2. ~~Perform basic spreadsheet applications.~~
   a. ~~Use performance exercise to demonstrate the use of basic format commands for spreadsheets to include: copy; move; layout of rows, columns, and cells; blanking or erasing values; setting attributes; recalculating; and inserting and deleting rows and columns.~~
   b. ~~Use performance exercise to write formulas using the four basic arithmetic operations (addition, subtraction, multiplication, and division).~~
   c. ~~Use performance exercise to demonstrate the use of basic spreadsheet functions to include totaling rows or columns, averaging a range of cells, etc.~~
3. ~~Develop and graph spreadsheet data.~~
   a. ~~Develop and graph a simple spreadsheet related to math, science, and communications (i.e. stock market, grades, temperature variations, Internet usage).~~
   b. ~~Develop and graph a simple spreadsheet file for the career cluster areas related to the student's career choice (e.g., budget, sales, expenses, and inventory).~~

~~Suggested Assessment Strategies:~~

1. ~~Explain basic spreadsheet applications.~~
   a. ~~Written test.~~

2. Perform basic spreadsheet applications.
   a.Performance assessment/checklist.
   b.Grade printout of formula view.
   c.Grade printout of formula view.
3. Develop and graph spreadsheet data.
   a.Grade the spreadsheet and graph using a rubric or grading scale.
   b.Grade the spreadsheet and graph using a rubric or grading scale.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP5 Selects, applies, and maintains/troubleshoots technology.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology
Standards Category
TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.

TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

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~~**COMPUTER DISCOVERY**~~

~~**UNIT 8: DATABASE APPLICATIONS (10 hours)**~~

~~**Competencies and Suggested Objectives:**~~

1. ~~Explain basic database applications.~~
   a. ~~Identify terminology used with database applications.~~
2. ~~Perform basic database applications.~~
   a. ~~Create and save a database file.~~
   b. ~~Retrieve and manipulate data within a database file.~~
   c. ~~Generate a report from a database file.~~
3. ~~Design, create, and save a database file.~~
   a. ~~Apply database applications to related academic skills in math, science, or communications.~~
   b. ~~Apply the uses of database in the cluster areas.~~

~~***Suggested Teaching Strategies:***~~

1. ~~Explain basic database applications.~~
   a. ~~Use presentation equipment to introduce terminology such as database, field, record, file, form view, list view, design view, etc. Key and print terminology. Prepare for vocabulary test using written activity or game.~~
2. ~~Perform basic database applications.~~
   a. ~~Use class discussion, teacher demonstration, and student activities to create and save a database file (class generated, survey, polls, address book).~~
   b. ~~Use teacher and student demonstration to retrieve and manipulate data within a database file including searching for specific records, editing, adding data to records, sorting, filtering, and saving records, etc.~~
   c. ~~Use guided practice to generate a report in hard copy from a database file following teacher-established specifications.~~
3. ~~Design, create, and save a database file.~~
   d. ~~Develop a simple database related to academic skills (school demographics, classroom address book, endangered species, etc.).~~
   e. ~~Develop a simple database file for the career cluster areas related to the student's career choice (e.g., salary, educational requirements, availability of jobs, cluster generated database, etc.).~~

~~**Suggested Assessment Strategies:**~~

1. ~~Explain basic database applications.~~
   a. ~~Written test.~~
2. ~~Perform basic data management applications.~~
   a. ~~Performance assessment/checklist.~~

b.Grade printout of database.
c.Grade printout of database report.

3. Design, create, and save a database file.
a.Use rubric or grading scale to grade the database and/or report.
b.Use rubric or grading scale to grade the database and/or graph.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Blanc, I. (1996). Computer applications for business. New York, NY: DDC.

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~~**COMPUTER DISCOVERY**~~

~~**UNIT 9: TELECOMMUNICATIONS (Internet) (8 hours)**~~

~~**Competencies and Suggested Objectives:**~~

1. ~~Explain telecommunication applications.~~
   - ~~a.Define terminology associated with telecommunications.~~
   - ~~b. Describe the different services available on the Internet.~~
   - ~~c.Review "appropriate use" policies related to telecommunications.~~
2. ~~Utilize applications of telecommunications.~~
   - ~~a.Access and explore the Internet.~~
   - ~~b. Send and receive messages.~~
   - ~~c.Search for information via the World Wide Web.~~
   - ~~d. Apply telecommunication applications to related academic skills in math, science, or communications.~~
   - ~~e.Apply the uses of telecommunication applications in the cluster areas.~~
3. ~~Discuss the design and/or development of a web page.~~
   - ~~a.Define terms associated with web page design and development.~~
   - ~~b.Identify tools associated with web page design and development.~~

~~***Suggested Teaching Strategies:***~~

1. ~~Explain telecommunication applications.~~
   - ~~a.Use presentation equipment to introduce terminology such as telecommunications, Internet, electronic mail, World Wide Web, facsimile, browser, search engine, netiquette, download and upload, modem, URL (uniform resource locator), http (hyper text transport protocol), address bar (extensions), etc. and print terminology. Prepare for vocabulary test using written activity or game.~~
   - ~~b.Utilize a multimedia presentation to identify the services of the Internet (World Wide Web, e-mail, newsgroups, listservs, Internet meetings, distance learning, etc.).~~
   - ~~c.Refer to lesson in Unit 1 concerning ethics and Internet usage. Review the material and apply an appropriate teacher-made activity.~~
2. ~~Utilize applications of telecommunications.~~
   - ~~a.Provide instruction in accessing and using the Internet properly.~~
   - ~~b.Utilize e-mail, classroom messaging, or other forms of simulation or actual communication for the Internet.~~
   - ~~c.Perform a teacher-guided web, scavenger hunt, or web search for information.~~
   - ~~d.Perform searches to locate information pertaining to academic skills related to math, science, or communications (homework sites, reports, online tutorials, reference materials, maps, weather information, etc.).~~
   - ~~e.Perform searches to locate information pertaining to the career cluster areas related to each student's career choice.~~

3. Discuss the design and/or development of a web page.
   a. Use presentation equipment to introduce terminology such as HTML, Java, applets, frames, links, buttons, hypertext, etc. Prepare for vocabulary test using written activity or game.
   b. Utilize guided instruction to identify web page design and development tools such as authoring packages, etc.

Suggested Assessment Strategies:

1. Explain telecommunication applications.
   a. Written test.
   b. Written test.
   c. Student participation.
2. Utilize applications of telecommunications.

a. Teacher observation.
b. Checklist.
c. Completion of student activity.
d. Completion of student activity.
e. Completion of student activity .

3. Discuss the design and/or development of a web page.
   a. Written test.
   b. Checklist.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1 Relate number relationships, number systems, and number theory.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people,

serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Barksdale, K., & Stubbs, T. (2003). Web design basics (2nd ed.). Cambridge, MA: Course Technology.

Berkemeyer, K., Mayo, D., & Vesecky, C. (1999). Learning the Internet (2nd ed.). New York, NY: DDC Publishing.

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

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Mayo, D. (1999). Internet in an hour: 101 things you need to know. New York, NY: DDC Publishing.

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personal, and school. Cambridge, MA: Course Technology.

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~~**COMPUTER DISCOVERY**~~

~~**UNIT 9A: TELECOMMUNICATIONS (TO BE USED IN LABS THAT DO NOT HAVE ACCESS TO THE INTERNET) (8 hours)**~~

~~**Competencies and Suggested Objectives:**~~

1. ~~Explain telecommunication applications.~~
   - ~~a.Define terminology associated with telecommunications.~~
   - ~~b. Describe the different services available on the Internet.~~
   - ~~c.Review "appropriate use" policies related to telecommunications.~~
2. ~~Utilize online simulation software.~~
   - ~~a.Access and explore the Internet.~~
   - ~~b. Send and receive messages.~~
   - ~~c.Search for information via the World Wide Web.~~
   - ~~d. Apply telecommunication applications to related academic skills in math, science, or communications.~~
   - ~~e.Apply the uses of telecommunication applications in the cluster areas.~~
3. ~~Discuss the design and/or development of a web page.~~
   - ~~a.Define terms associated with web page design and development.~~
   - ~~*b.*Identify tools associated with web page design and development.~~

~~***Suggested Teaching Strategies:***~~

1. ~~Explain telecommunication applications.~~
   - ~~a.Use presentation equipment to introduce terminology such as telecommunications, Internet, electronic mail, World Wide Web, facsimile, browser, search engine, netiquette, download and upload, modem, URL (uniform resource locator), http (hyper text transport protocol), address bar (extensions), etc. and print terminology. Prepare for vocabulary test using written activity or game.~~
   - ~~b.Utilize a multimedia presentation to identify the services of the Internet (World Wide Web, e-mail, newsgroups, listservs, Internet meetings, distance learning, etc.).~~
   - ~~c.Refer to lesson in Unit 1 concerning ethics and Internet usage. Review the material and apply an appropriate teacher-made activity.~~
2. ~~Utilize online simulation software.~~
   - ~~a.Provide instruction in accessing and using the Internet properly.~~
   - ~~b.Utilize e-mail, classroom messaging, or other forms of simulation or actual communication for the Internet.~~
   - ~~c.Perform a teacher-guided web, scavenger hunt, or web search for information.~~
   - ~~d.Perform searches to locate information pertaining to academic skills related to math, science, or communications (homework sites, reports, online tutorials, reference materials, maps, weather information, etc.).~~

e.Perform searches to locate information pertaining to the career cluster areas related to each student's career choice.

3. Discuss the design and/or development of a web page.
   a.Use presentation equipment to introduce terminology such as HTML, Java, applets, frames, links, buttons, hypertext, etc. Prepare for vocabulary test using written activity or game.
   b.Utilize guided instruction to identify web page design and development tools such as authoring packages, etc.

Suggested Assessment Strategies:

1. Explain telecommunication applications.
   a.Written test.
   c.Written test.
   d.Student participation.
2. Utilize online simulation software.
a. Teacher observation.
b. Checklist.
c. Completion of student activity.
d. Completion of student activity.
e. Completion of student activity.
3. Discuss the design and/or development of a web page.
   a.Written test.
   c.Checklist.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1 Relate number relationships, number systems, and number theory.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of

computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Barksdale, K., & Stubbs, T. (2003). Web design basics (2nd ed.). Cambridge, MA: Course Technology.

Berkemeyer, K., Mayo, D., & Vesecky, C. (1999). Learning the Internet (2nd ed.). New York, NY: DDC Publishing.

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

Kelly, C. M., & Clemens, B. (2001). New perspectives on Microsoft Works 2000. Cambridge, MA: Course Technology.

Korb, S. D. (2003). Computer projects basics. Cambridge, MA: Course Technology.

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Mayo, D. (1999). Internet in an hour: 101 things you need to know. New York, NY: DDC Publishing.

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Momorella, M., & Hohenstein, W. (2003). Integrated computer projects. Cincinnati, OH: South-

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~~June 20, 2003~~

~~Western Educational.~~

Pasewark, W. R., & Pasewark, W. R., Jr. (1998). Microcomputer applications: Business, career, personal, and school. Cambridge, MA: Course Technology.

Steffee, J. (1996). Academic applications with technology. Cambridge, MA: Course Technology.

Tolivar, P. R., Johnson, Y., & Koneman, P. A. (2000). Projects for Office 2000. Upper Saddle River, NJ: Prentice-Hall.

COMPUTER DISCOVERY
UNIT 10: MULTIMEDIA PRESENTATIONS (12 hours)

Competencies and Suggested Objectives:

1. Introduce presentation applications.
   a. Identify terminology related to presentation applications.
   b. Display and describe the components of a presentation window.
2. Prepare a presentation using basic concepts.
   a. Plan and create a presentation.
   d. Edit and format a presentation.
   c. Present and provide printed copy.

Suggested Teaching Strategies:

1. Introduce presentation applications.
   a. Use presentation equipment to introduce terminology such as multimedia, presentation, slides, views, transition, animations, color scheme, background, etc. and print terminology for notebook. Prepare for vocabulary test using written activity or game.
   b. Using multimedia equipment, label the components of the presentation window.
2. Prepare a presentation using basic concepts.
   a. Have students create a project selected from teacher-approved topics, student career choice, related academic skill, etc. Students may utilize scanned material, digital pictures, video clips, sound, animation, etc.
   b. Students will edit fonts, alignments, clipart, colors, added effects, transitions, etc.
   c. Have students deliver presentations and print hard copy for handouts.

Suggested Assessment Strategies:

1. Introduce presentation applications.
   a. Written test.
   b. Written test.
2. Prepare a presentation using basic concepts.
   a. Teacher evaluation using assessment instrument.
   b. Teacher proof and editing.
   c. Teacher evaluation of printed and oral presentation.

Integrated Academic Topics, Workplace Skills, and Technology Standards:

Related Academic Topics

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.

C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M4 Explore the concepts of measurement.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).
WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

Performance Indicators for Technology Standards Category

TPI1 Basic operations and concepts.
TPI2 Social, ethical, and human issues.
TPI3 Technology productivity tools.
TPI4 Technology communications tools.
TPI5 Technology research tools.
TPI6 Technology problem-solving and decision-making tools.

Suggested References:

Beskeen, D. W. (2000). Microsoft PowerPoint 2000 – Illustrated. Cambridge, MA: Course Technology.

Blanc, I. (1996). Computer applications for business. New York, NY: DDC.

Blanc, I. (2001). Computer applications for the new millennium. Cambridge, MA: Course Technology.

Korb, S. D. (2003). Computer projects basics. Cambridge, MA: Course Technology.

Margolis, P. E. (1999). Random House Webster's personal computer and Internet dictionary. New York, NY: Random House.

Momorella, M., & Hohenstein, W. (2003). Integrated computer projects. Cincinnati, OH: South-Western Educational and Professional Publishing.

Pasewark, W. R., & Pasewark, W. R., Jr. (1998). Microcomputer applications: Business, career, personal, and school. Cambridge, MA: Course Technology.

Steffee, J. (1996). Academic applications with technology. Cambridge, MA: Course Technology.

Zimmerman, S. S., & Zimmerman, B. (2001). New perspectives on Microsoft PowerPoint 2000. Cambridge, MA: Course Technology.

~~SECTION II:~~

~~CURRICULUM FRAMEWORK~~

~~FOR~~

~~COMPUTER DISCOVERY~~

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June 20, 2003

CURRICULUM FRAMEWORK

Course Name: Computer Discovery Program - 8th Grade

Course CIP Code: CIP: 00.0252

Course Description: Computer Discovery is a course to introduce students to basic applications of computer technology including operating systems, keyboarding, word processing, spreadsheet, database, telecommunications, and presentations. Students also integrate academic skills and practice workplace skills in the course. (Grade 8, 1 Carnegie unit)

Competencies and Suggested Objectives:

2. Identify school policies, program policies, and procedures related to Computer Discovery.
   a.Preview the school handbook and all safety procedures for classroom level and building level.
   b.Preview course objectives and program policies.
2. Discuss ethics and quality assurance.
   a.Discuss ethics and quality assurance in relation to computer applications.
   d.Discuss ethics and quality assurance in the educational environment.
   e.Discuss ethics and quality assurance in the occupational environment.
3. Discuss educational, occupational, and leadership opportunities.
   a.Identify and describe leadership opportunities available from student youth organizations (FBLA, Jr. Beta, etc.).
4. Recognize the importance of computer literacy in today's job market.
   a.Introduce a Computer Discovery portfolio to demonstrate competence in computer-related skills.
   b. Explain an integrated project.
5. Explore the philosophy of the school-to-careers initiative.
   a.Discuss the philosophy of school-to-careers.
   b. Apply the principles of school-to-careers through a school-to-careers experience.
6. Explain basic computer usage.
   a.Identify and describe the use or function of the basic components of a computer system using IPSO Cycle (Input, Processing, Storage, and Output Cycle).
   b. Identify current terminology associated with computers.
   c.Relate basic computer usage to academic skills in math, science, and communications.
7. Perform basic computer operations related to computer usage.
   a.Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.

b. Discuss and/or demonstrate setting up and adjusting a simple computer system.

8. Explore career interests using the cluster areas as related to Computer Discovery.
9. Perform basic Windows applications.
   a.Identify terminology related to Windows applications.
   b.Use menus, icons, and keyboard shortcuts to manipulate a window.
   c.Create directories/folders.
10. Perform basic keyboarding applications.
   a.Demonstrate proper use of the alphanumeric keypad by touch. (ongoing)
   b. Demonstrate proper use of the numeric keypad by touch.
11. Perform basic word processing applications.
   a.Use basic word processing commands, formatting, and editing/proofreading procedures.
   b. Store and retrieve files.
12. Utilize basic word processing skills to create business correspondence .
   d.Generate a hard copy of a memo and a letter following an accepted business format.
   e.Apply word processing applications to related academic skills in math, science, or communications.
   f. Apply word processing applications in the cluster areas.
13. Format and print a research paper following accepted referencing format (MLA/APA).
14. Explain basic desktop publishing applications.
   a.Identify terminology associated with desktop publishing.
15. Perform basic desktop applications.
   a.Use drawing tools to create lines, circles, ovals, and rectangles.
   b.Use text tools to create, insert, delete, replace, and move text.
   c.Manipulate graphics by moving, sizing, and deleting.
   d. Import graphics and text.
16. Create a desktop publishing document.
   b.Apply desktop publishing applications to related academic skills in math, science, and communications.
   b. Apply the uses of desktop publishing applications in the cluster areas.
17. Explain basic spreadsheet applications.
   a.Identify terminology used with spreadsheet applications.
18. Perform basic spreadsheet applications.
   a.Demonstrate the use of basic spreadsheet format commands.
   b. Write formulas using basic arithmetic operations.
   c.Demonstrate the use of basic spreadsheet functions.
19. Develop and graph spreadsheet data.
   a.Apply spreadsheet applications to related academic skills in math, science, and communications.
   b. Apply the uses of spreadsheet applications in the cluster areas.
20. Explain basic database applications.
   b.Identify terminology used with database applications.

21. Perform basic database applications.
    a.Create and save a database file.
    b. Retrieve and manipulate data within a database file.
    c.Generate a report from a database file.
22. Design, create, and save a database file.
    a.Apply database applications to related academic skills in math, science, or communications.
    b. Apply the uses of database in the cluster areas.
23. Explain telecommunication applications.
    a.Define terminology associated with telecommunications.
    b. Describe the different services available on the Internet.
    c.Review "appropriate use" policies related to telecommunications.
24. Utilize applications of telecommunications.
    a.Access and explore the Internet.
    b. Send and receive messages.
    c.Search for information via the World Wide Web.
    d. Apply telecommunication applications to related academic skills in math, science, or communications.
    e.Apply the uses of telecommunication applications in the cluster areas.
25. Discuss the design and/or development of a web page.
    a.Define terms associated with web page design and development.
    b.Identify tools associated with web page design and development.
26. Explain telecommunication applications.
    a.Define terminology associated with telecommunications.
    b. Describe the different services available on the Internet.
    c.Review "appropriate use" policies related to telecommunications.
27. Utilize online simulation software.
    a.Access and explore the Internet.
    b. Send and receive messages.
    c.Search for information via the World Wide Web.
    d. Apply telecommunication applications to related academic skills in math, science, or communications.
    e.Apply the uses of telecommunication applications in the cluster areas.
28. Discuss the design and/or development of a web page.
    a.Define terms associated with web page design and development.
    b.Identify tools associated with web page design and development.
29. Introduce presentation applications.
    c.Identify terminology related to presentation applications.
    d.Display and describe the components of a presentation window.
30. Prepare a presentation using basic concepts.
    b.Plan and create a presentation.
    e.Edit and format a presentation.
    c.Present and provide printed copy.

~~SECTION III:~~

~~RECOMMENDED TOOLS AND EQUIPMENT~~

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~~RECOMMENDED TOOLS AND EQUIPMENT~~
~~FOR COMPUTER DISCOVERY~~

1. ~~Student personal computers for a networked lab (minimum of 16 to a maximum of 26) to follow minimum specs as published by MDE and to include:~~
   ~~a. CD-ROM~~
   ~~b. Internet Access~~
2. ~~Teacher computer station to follow minimum specs as published by MDE and to include:~~
   ~~a. CD-ROM~~
   ~~b. Internet Access~~
   ~~c. CD-Burner~~
3. ~~Laser Printer~~
4. ~~Color Inkjet Printer~~
5. ~~Electric 3-hole punch~~
6. ~~Electric pencil sharpeners (2)~~
7. ~~Electric stapler~~
8. ~~Scanner~~
9. ~~Digital camera with diskette and/or CD~~
10. ~~36" Television~~
11. ~~VCR~~
12. ~~NetOp School Software and/or AverKey~~

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~~APPENDIX A:~~

~~RELATED ACADEMIC TOPICS~~

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.
C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.
C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

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RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.
M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make, and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision-making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.
M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

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RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.
S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.
S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.

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~~S7.02 Apply the concept of population genetics to both microbial and multicellular organism.~~
~~S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.~~

~~TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.~~

~~S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.~~
~~S8.02 Observe and practice safe procedures in the classroom and laboratory.~~
~~S8.03 Demonstrate proper use and care for scientific equipment.~~
~~S8.04 Investigate science careers, and advances in technology.~~
~~S8.05 Communicate results of scientific investigations in oral, written, and graphic form.~~

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~~APPENDIX B:~~

~~WORKPLACE SKILLS~~

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~~APPENDIX B~~

~~WORKPLACE SKILLS FOR THE 21ST CENTURY~~

~~WP1 Allocates resources (time, money, materials and facilities, and human resources).~~

~~WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.~~

~~WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.~~

~~WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.~~

~~WP5 Selects, applies, and maintains/troubleshoots technology.~~

~~WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.~~

~~WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.~~

~~WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.~~

~~APPENDIX C:~~

~~PERFORMANCE INDICATORS~~

~~FOR~~

~~TECHNOLOGY STANDARDS CATEGORY~~

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~~Performance Indicators for Technology Standards Category~~

~~TPI1 Basic operations and concepts.~~
~~TPI2 Social, ethical, and human issues.~~
~~TPI3 Technology productivity tools.~~
~~TPI4 Technology communications tools.~~
~~TPI5 Technology research tools.~~
~~TPI6 Technology problem-solving and decision-making tools.~~

~~APPENDIX D:~~

~~STUDENT COMPETENCY PROFILE~~

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STUDENT COMPETENCY PROFILE
FOR COMPUTER DISCOVERY

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation

_____ 1. Identify school policies, program policies, and procedures related to Computer Discovery.
_____ 2. Discuss ethics and quality assurance.
_____ 3. Discuss educational, occupational, and leadership opportunities.
_____ 4. Recognize the importance of computer literacy in today's job market.
_____ 5. Explore the philosophy of the school-to-careers initiative.

Unit 2: Introduction to Computer Discovery

_____ 1. Explain basic computer usage.
_____ 2. Perform basic computer operations related to computer usage.
_____ 3. Explore career interests using the cluster areas as related to Computer Discovery.

Unit 3: Introduction to Windows and Operating Systems

_____ 1. Perform basic Windows applications.

Unit 4: Keyboarding (Ongoing)

_____ 1. Perform basic keyboarding applications.

Unit 5: Word Processing

_____ 1. Perform basic word processing applications.
_____ 2. Utilize basic word processing skills to create business correspondence.
_____ 3. Format and print a research paper following accepted referencing format (MLA/APA).

Unit 6: Desktop Publishing

_____ 1. Explain basic desktop publishing applications.
_____ 2. Perform basic desktop applications.
_____ 3. Create a desktop publishing document.

Unit 7: Spreadsheet Applications

_____ 1. Explain basic spreadsheet applications.
_____ 2. Perform basic spreadsheet applications.
_____ 3. Develop and graph spreadsheet data.

Unit 8: Database Applications

_____ 1. Explain basic database applications.
_____ 2. Perform basic database applications.
_____ 3. Design, create, and save a database file.

Unit 9: Telecommunications (Internet)

_____ 1. Explain telecommunication applications.
_____ 2. Utilize applications of telecommunications.
_____ 3. Discuss the design and/or development of a web page.

Unit 9A: Telecommunications (To be used in labs that do not have access to the Internet)

_____ 1. Explain telecommunication applications.
_____ 2. Utilize online simulation software.
_____ 3. Discuss the design and/or development of a web page.

Unit 10: Multimedia Presentations

_____ 1. Introduce presentation applications.
_____ 2. Prepare a presentation using basic concepts.