

Critique and Adaptation of a Unit Plan

EDUC 4325
Curriculum Development

Submitted To: Dr. Kurt Clausen
Submitted For: EDUC 4325
Submitted By: Jennifer Goldik
Submitted On: December 11, 2003

Faculty of Education**EDUC 4325
Curriculum Development and Evaluation****ASSIGNMENT – UNIT PLANNING**

SECTION 18

Purpose: To critique a pre-made course plan and to adapt it to your own particular placement as a functional unit plan for students in the intermediate or senior division.

Due Date: December 8, 2003

Weight: 25% of the Component grade

Procedure

1. You will choose a profile-unit from the sign-up sheet
2. You will find units for Grades 7-8 and profiles for Grades 9-12 at www.ocup.org (the official Ontario Curriculum Unit Planner site). Alternatively, you can also find many Grade 9-12 profiles at www.curriculum.org/occ/profiles/profiles.htm.
3. You will download them and/or print them out.
4. The assignment will include
 - a. a critique of the profile/unit you have chosen (see below)
 - b. a detailed timeline/overview as it relates to your particular school schedule, and
 - c. a unit plan adapted from one of the units in the profile to fit your classroom situation.

Necessary Components to the Activity**1. The Critique – 25%**

This should be approximately 2-3 pages long and should answer, with explanation, the following 5 questions about the profile:

1. Do you think that this profile does a good job of meeting the expectations outlined in the corresponding Ministry documents?
2. Does this profile give enough detailed instructions for you to follow?
3. Is there enough flexibility built into this profile to allow you to adapt it easily to your own personal tastes/situation?
4. In your opinion, are the general themes, directions, and goals of this profile valid?
5. Do you think that this profile will hold the students' interest?

2. The Year Long Course Profile – 15%

Using the profiles as a template, you will create a year-long overview/timeline of the course you would teach. This need not be too detailed, but should show how you will be adapting the profile to fit into your classroom situation over a year – How will this fit into the timetable, taking into consideration class-time (45-minute classes, 2 hour classes, etc), holidays, PED days, etc.

3. The Adapted Unit Plan from the Course Profile – 60%

Using either the *Curriculum Unit Planner* or the “Nipissing University Unit Plan Framework” (NUUPF) adapted from the unit planner, you will create a unit plan to be used as a guide for your unit. This unit plan must have coherence and be appropriate for use in YOUR particular class.

As outlined in the attached Unit Plan summary, each unit must have

Section of Unit Plan	Component
Unit Information	<ul style="list-style-type: none">• A Unit Title• Unit Subtitle• Unit Grade• Board type• Panel (EL or SEC)• EDU COURSE CODE (IF SEC)
Unit Overview	<ul style="list-style-type: none">• Unit expectations• Task Context• Task Summary• Culminating task• Prior knowledge• Unit wide resources• Special considerations• Unit notes• Subtask lists
Subtasks	<ul style="list-style-type: none">• Subtask description• Expectations• Teaching/learning strategies• Assessment• Resources• Subtask notes

Evaluation of the Assignment

The tool used to assess this assignment will be created by the class based on a voted consensus.

Course Profile Critique

Introduction to Information Technology in Business (BTT)

Grade 9 or 10
Open

- *for teachers by teachers*

Does this profile do a good job of meeting the Ministry expectations?

I chose this unit to critique and adapt because I thought it was an excellent introductory software unit, and could very well be used in any school that I end up teaching at for all of the following reasons.

This unit plan does meet all the expectations laid out for the unit. Many are met throughout the first three activities, where the students are acquiring and assessing their skills. The final culminating activity addresses the remainder of the expectations where the students need to make decisions using their knowledge, as well as organizing a major project, and working well with their peers.

Many of the expectations with computers are repeated many times throughout this unit, as well as many times throughout the year. For example, we will see many of the Software Application expectations showing up throughout the year, as students will be using these applications to aide in many subsequent assignments. This also helps to reinforce these skills which are quite relevant to the students lives (for completing projects in all classes).

Does this profile give enough detailed instructions?

As a not fully qualified teacher looking at this unit plan, I feel quite comfortable being able to teach this unit. For a teacher who is not quite as experienced in computers, it may be a different story.

Many times the teacher is expected to lead a class discussion on the different types of computer applications, or demonstrate their use. Without a fair bit of experience in these areas, this could be quite difficult. With some extra detail it may help the inexperienced teacher, but it may also be to constrictive to a teacher with a large amount of computer experience.

The activities also do not specify what the teacher will be looking for when marking the assignments. With the desktop publishing assignment, the students will produce documents that are drastically different in appearance. What exactly should the teacher be looking for in these documents, what makes a document look good.

Is there enough flexibility to allow for adaptations?

There is a large amount of flexibility within this unit. When I first looked at the unit I thought about rearranging the different activities, putting the desktop publishing activity before the Internet Information Hunt. I decided against it, but it would be very possible to change the order of some of the activities.

I have decided to make one other change, and that is with some of the activities that the students will be completing. The school I was placed at had excellent business applications textbooks that contained many exercises. I decided that some of these exercises would be better than those included in the unit plan.

There are many different software packages within the schools as well, and this plan does not specify needing any particular one. It allows for different operating systems, as well as different office packages to be used. In the version I adapted I chose to specify the Microsoft Office package that my placement school was using, but it could still easily use any of the others.

Are the general themes, directions, and goals valid?

The general theme of this unit is to get the students comfortable with using business applications including a word processor, spreadsheet, database, desktop publishing package, and a web browser. This is to help them in just about any job that they will get in the future, as everything involves computers now. This is very valid, as the students will need at least the word processing skills to get through the rest of high school.

The direction of this unit is to start as simple as necessary for the class with the different application, and build the skill level to the point where students are comfortable doing most activities in these applications. If they do not know a skill, they will know how to learn that skill using the help system, or online resources. This again relates to the life skills the students are acquiring, and these skills are also required to complete the following units in this course, making the direction very valid as well.

The goals are reasonable, and should be within reach of most students. Students are entering this class with the basic understanding of computers, and how to use the internet. The goals of this unit are slightly higher than this level, and students will have to work effectively to reach all of them. The goals relate directly to skills used everyday in the business world, and quite often in a student's life. The goals of teaching the students how to properly create business documents are very valid ones.

Will this profile hold the students' interest?

I believe that the first part of this unit would be boring if taught lecture style. However, there are a variety of strategies used, and I believe it will keep the students interested. The students are discussing topics as a group, working in pairs, going online to research topics, and creating a large amount of documents.

The culminating task also gives the students a long period of time in class to work on a group project that allows them a large amount of freedom. There will still be deadlines within this period of time, but the students get to choose their topic, and are allowed to create different documents that they see fit for their project.

As with any class, there will be some students who do not want to be there, but need the credit. I believe the amount of group work in this unit will help these students stay interested, as long as they are paired up with a stronger student.

Year Schedule

Introduction to Information Technology in Business (BTT)

Grade 9 or 10

Open

- *for teachers by teachers*



Year at a Glance

Sir Frederick Banting Secondary School



BTT 10 – Fall Semester

Unit 1	21 hours	17 classes
Information Technology Groundwork		

Unit 2	27 hours	22 classes
The Power of Application Software in Business		

Unit 3	24 hours	19 classes
E-Communication: Presenting with Purpose and Pizzazz		

Unit 4	20 hours	16 classes
Gathering and Assessing Information Using Electronic Media		

Unit 5	18 hours	14 classes
Investigating Information Technology and Your Future		

Total	110 hours	88 classes
--------------	-----------	------------

- Weekends
- Holiday
- P.A. Day
- Examination Day
- Early Dismissal
- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5

2003

September						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2004

January						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

March						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
September						
	1 Holiday	2 Getting to know you activities ATRT PP#1	3 Start Unit #1 Activity #1	4	5	6
7	8 ATRT PP#2	9	10	11	12	13
14	15 ATRT PP#3	16	17	18	19	20
21	22 ATRT PP#4	23	24 Early Dismissal	25	26 Unit # 1 Test	27
28	29 Start Unit #2 Activity #1 Word Processing ATRT PP#5	30				

ATRT PP – All The Right Type Practice Pavilion Exercises, students will complete one lesson per week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
October						
	ATRT PP#5		1	2 Start Spreadsheets	3	4
5	6 Start Databases ATRT PP#6	7	8	9 Activity #2	10	11
12	13 Activity #3 ATRT PP#7	14	15	16	17 Activity #4	18
19	20 ATRT PP#8	21	22	23	24 P.A. Day	25
26	27 ATRT PP#9	28 Review for Unit Test, and finish all Unit #2 Assignments	29 Hand in all Unit #2 Assignments and write Unit #2 Test	30 Start Unit #3 Activity #1	31	

ATRT PP – All The Right Type Practice Pavilion Exercises, students will complete one lesson per week

Course Profile Adaptation

Introduction to Information Technology in Business (BTT)

Grade 9 or 10
Open

- *for teachers by teachers*

Acknowledgements

Writing Partnership Lead Board: Toronto District School Board

Course Profile Writing Team: Laura Pinto, Toronto District School Board
Avanell Scherer, Hamilton (Writing Team Leader)
Sharon Stephanian, Hamilton-Wentworth District School Board

Internal Reviewers: Cheryl Ende, Hamilton-Wentworth District School Board (ESL)
Sheila Harrington, Hamilton-Wentworth District School Board (Special Education)

Project Team Coordinator: Madeline Dennis, Toronto District School Board

Adaptations: Jennifer Goldik, Pre-Service Teacher, Nipissing University

Unit Information:

Unit Title: The Power of Application Software in Business
Grade Level(s): Grade 9 / 10
Course Code: BTT10 / BTT20
Length of Unit: 27.5 hours

Unit Context

This unit will educate students on applications that are used in business situations on a daily basis. This will help to prepare them for the work world, as well as aide the students in their other course work. These skills will be required to pursue another computer course, and will relate to many other courses where the students will be required to create documents using the computer.

The work completed in this unit will simulate the students working in a business office preparing daily documents, as well as documents they can produce to help in their life, such as student budgeting. The culminating task includes the production of all required documents to plan an upcoming event (e.g. a school dance, student council activity, sporting event, or an event from the community).

This unit will follow an introductory unit which explained key terms and basic information technology infrastructures. Students will have explored legal and ethical issues related to information technology, as well as ergonomics issues. The students will be comfortable navigating through the desktop and starting different applications.

Unit Summary

Students will enhance and/or develop their basic software application skills using specific application software, investigate web-page design software and Internet search engines, and assess their data entry skills on an ongoing basis.

Each student will track his/her development using Software Competencies Checklists. Each student will also track his/her progress through the different levels of the typing software.

Document production will focus on the creation of correctly-formatted business documents in a culminating project that will require students to plan, make decisions, and create documents integrating the software applications. Documents created will be stored in files and folders that are logical and useful. Students overall performance for this unit will be evaluated using an Assessment Rubric (Unit 2, Appendix F), and a culminating unit test (Appendix G).

Overall and Specific Unit Expectation Codes

Information Management

Overall Expectations

- IMV.01X demonstrate an understanding of the information terms used in business;
- IMV.03X manage an information technology work environment;
- IMV.04X electronically manage personal data and computer files.

Specific Expectations

Terminology

- IM1.01X define key information technology terms (e.g., Internet, Intranet, Extranet, infrastructure, syntax, work environment);
- IM1.03X use current information technology terminology appropriately.

Work Environment

- IM3.05X demonstrate appropriate interpersonal skills when interacting with colleagues and peers in an information technology work environment (e.g., keeping passwords confidential, respecting privacy of information).

File Management

- IM4.02X demonstrate an ability to arrange personal folders and files in a logical and useful manner that is easily understood by others;
- IM4.03X create (e.g., design, edit, manage) an electronic address book;

Software Applications

Overall Expectations

- SAV.01X demonstrate the skills required to enter data by using appropriate keyboarding techniques;
- SAV.02X demonstrate the use of basic functions and features of common business software;
- SAV.03X produce documents that meet basic business standards and formats.

Specific Expectations

Data Entry Skills

- SA1.01X demonstrate ability to input data effectively;
- SA1.02X demonstrate an understanding of the importance of accuracy when entering data (e.g., consider challenges facing voice recognition);
- SA1.03X demonstrate correct keyboarding techniques (e.g., proper posture, correct fingering, proper wrist position).

Application Software

- SA2.01X explain the use of common business software (e.g., word processing, database, spreadsheet, graphic; desktop publishing, web page software);
- SA2.02X use the common business software basic functions (e.g., create, save, update, print) and features (e.g., edit tools, fonts, justification, format tools, columns, menus, design and graphic tools, formulas, hyperlinks);
- SA2.03X follow written and oral instructions regarding the use of software applications e.g., help menus, wizards, manuals).

Business Documents

- SA3.01X demonstrate ability to select the most appropriate software applications; for creating a particular business document (e.g., report requiring a word processor, spreadsheet, graphic tool);
- SA3.02X produce correctly formatted business documents (e.g., business correspondence, reports, advertisements, fax cover pages) from printed, handwritten, and revised copies;
- SA3.03X use electronic references effectively (e.g., dictionaries, thesauri, grammar checks, spell checkers).

Electronic Research and Ethical Issues

Overall Expectations

- EEV.01X use a variety of electronic media to find relevant information;
- EEV.02X analyse the various uses of the Internet in a business environment;
- EEV.03X analyse the ethical issues concerning the use of electronic information.

Specific Expectations

Electronic Research

- EE1.02X describe the function of search engines;
- EE1.03X use a variety of search engines to locate Web sites;
- EE1.04X access a variety of electronic media (e.g., Web sites, newsgroups, reference CD-ROMs) to gather information for specific purposes;
- EE1.05X demonstrate an understanding of the criteria required to evaluate electronic media for usefulness, validity, bias, and confidentiality.

Ethical Issues

- EE3.04X apply copyright rules, regulations, and conventions to reference material obtained from electronic sources.

Career Opportunities

Overall Expectations

- COV.02X assess their information technology skills and competencies;

Specific Expectations

Skills and Competencies Assessment

- CO2.01X determine their own information technology skills;
- CO2.02X analyse their information technology strengths and weaknesses;
- CO2.03X summarize, electronically, their information technology skills and competencies;
- CO2.04X demonstrate their information technology skills in samples of their work;
- CO2.05X demonstrate an understanding of the importance of doing exemplary work and keeping samples of it for inclusion in résumés and portfolios that can be used in a future job search.

Prior Knowledge

- understanding of cooperative learning, brainstorming (Course Overview), teamwork strategies, and conflict management strategies (Course Overview)
- students demonstrate basic data entry skills (Unit 1, Activity 1, Part F)
- students should be able to create and name files and folders (Unit 1, Activity 4)
- students must know how to access application software and Internet browsers
- students must know how to key in a web address
- students must know how to update their personal folder or portfolio

Learning Environment

This type of learning would be best done in the computer classroom, with some resources from the community. The students have regular desks in the center of the classroom where they will receive the lessons, as well as working on group work and planning. There are computer desks situated around the outside of the classroom, as well as a group right in the center of the room behind the teachers desk. If there are not enough computers working, there is a free lab in the adjoining classroom where the students can work as well. This classroom has a data projector set up permanently in it, connected to one of computers on the center island, which will aid in the lessons. This projector is situated so that all students can view it from their regular desks.

Timeline

The timeline for this was shown previously in the Year Schedule section of this report. This schedule can easily be adapted for the second semester of the school year as well.

The classes will be 75 minutes in length with 5 minutes allowed at the beginning of each period for the students to work on the All the Right Type weekly activity. Early Dismissal days will be shortened by 15 minutes, but will follow the same format.

Culminating Activity

Students will plan an upcoming event where they will apply their skills in the use of basic functions and features of common business software that includes using a word processor, spreadsheet or table/chart, and desktop publisher. Students will be required to use correct formats for a variety of business documents, and to interact with groups either within the school or community.

There will also be a unit test after Activity #4 is completed. This test will cover the theory of the unit including terminology and basic application knowledge. The actual application of these skills is being evaluated with Activity #4.

Unit-Wide Resources

Software:

- Microsoft Word
- Microsoft Excel
- Microsoft Access
- Microsoft Publisher
- Internet Explorer

Print Resources:

- Textbook with word processing / spreadsheet / database exercises
- The students All the Right Type score sheet (they would have this already)
- Competencies checklists for word processing / spreadsheets / databases / desktop publishing
- Print exercises included in the appendix

Internet Resources

- Resources the students can use to research spreadsheet terminology
 - www.vu.umkc.edu/cs100/public/whatisaspreadsheet.html
 - www.scs.carelton.ca/~cs101/notes/spreadsheets.html
 - www.algonquinc.on.ca/infosystems/qua2311/structur.htm
- Resources the students can use to answer questions in Activity #2
 - http://ccp.hollandc.pe.ca/html/search_engines.html
 - www.nt.sympatico.ca/help/Learn/FAQ/engines.html
 - <http://library.usask.ca/ustudy/searching/srcengine.html>
 - www.canada.com
 - www.mbnet.mb.ca/~mstimson/
 - www.fav.edu/netiquette/net/ten.htm
 - www.matisse.net/files/glossary.html
 - www.worldvillage.com/tourbus.htm
 - www.careerlinx.regina.sk.ca/nettips/index.html
 - www.niagara.com/~dlindey/history.html
 - www.library.ualberta.ca/library_html/help/pathfinders/style/

Other Materials

- Samples of material produced in word processors, spreadsheets, and desktop publishers (business cards, flyers, brochures, letterhead, business letters)
- Voting ballots used in activity #4 to vote on best ticket design

Marking Schemes

- Checklists to aid the students in completing assignments, the same will be used to mark the assignments
- Rubric use to mark activity #4

Teacher Planning Sheet – List of Subtasks

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
1	<p>Activity #1 - Word Processing</p> <ul style="list-style-type: none"> • Start with the class brainstorming about word processing, word processors, and their purpose. • Have students sit at their desks and fill in the Word Processing Competencies Checklist. • Discuss why it is important to proofread, and print preview before printing documents, and to recycle mistakes. • In groups of three or four have the students complete the first readiness exercise 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	Class discussion to start the new topic, then have the students break off into smaller groups to work on a hands on activity	Each student will need a copy of the word processing competencies checklist that they will put in their portfolio, as well as a copy of the first readiness exercise.	The competencies checklist will be marked for completion, and a checklist will be used for marking the readiness exercise when submitted at the end of the unit.	Should have some questions ready to help along the group discussion if the students are not responding well. Depending on the class the readiness exercise may work better in pairs instead of small groups.
2	<p>Activity #1 <i>cont'd</i></p> <ul style="list-style-type: none"> • have the students work on three exercises from the business applications textbook • These will be added to their portfolio at the end of the unit • Have an activity ready for any students that may finish all activities today. 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	Students will work individually at the computers on their own assignments.	The students will need the business applications textbook to complete the exercises.	The assignments will be marked using a checklist when submitted at the end of this unit.	Make sure to choose the exercises from the book ahead of time that will cover different concepts in each and getting all the major ones.

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
3	<p>Activity #1 <i>cont'd</i></p> <ul style="list-style-type: none"> Students are to complete the exercises from the business applications text book Once complete the students should print the documents, and put them into their portfolio Students can now go back to their competencies checklist and using a different colour add their new skills to the list 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	The students will work independently to complete the assigned work and self assessment.	The students will need the business applications textbook to complete the exercises, and their competencies checklist	The assignments will be marked using a checklist when submitted at the end of this unit.	Have extra interesting tasks to work on once all other assignments are completed.
4	<p>Activity #1 – Spreadsheets</p> <ul style="list-style-type: none"> the students will start by working at their desks to complete an exercise the requires multiple calculations with different scenarios As a class, identify the things that were repeated (titles, headings, calculations, values) In pairs the students will use the internet to research spreadsheet terms, and the different applications, and their uses. the students will individually complete the Spreadsheet competency checklist. 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X EEV.01 X	The students will investigate spreadsheets, and find out first hand how useful they can be before even using one.	The students will need a copy of the exercise to be completed at their desks; they will use the internet for the research portion of the day, and a copy of the competencies checklist for spreadsheets.	Today's exercise will be marked for completeness, and the research will be handed in tomorrow which will be marked based on the quality of their answers.	Have extra terms that students can look up if they are done early.

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
5	<p>Activity #1 <i>cont'd</i></p> <ul style="list-style-type: none"> As a class look over the spreadsheet readiness exercise and discuss the document, it's functions and features The students will then work individually to complete this exercise and then complete another exercise form the textbook. When complete the students should print their work, and using a different coloured pen reassess their competencies checklist. 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	Class discussion, then independent work on the computers.	Spreadsheet readiness exercise for each student, as well as the business applications textbook	The exercises will be marked using a checklist.	Have an extra exercise selected from the textbook for those students who finish early.

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
6	<p>Activity #1 – Databases</p> <ul style="list-style-type: none"> • Introduce databases. Because it is a difficult topic, using visuals such as a filing cabinet prepared with folders and files inside would help the students understand better. • Have the students identify using their Information Technology Terminology Manual how it could be a database. • In pairs, the students will complete the pen and paper exercise to reinforce the database concepts. 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	This lesson will be more of a lecture style using a large number of visual aids. The students will then work at their desks to complete an exercise	Have a filing cabinet in the room ready with folders inside with files inside to use as an example of a database.	The exercise will be marked for completeness.	
7	<p>Activity #1 <i>cont'd</i></p> <ul style="list-style-type: none"> • Review the concepts from yesterday's lesson • Students will fill in their database competencies checklist • Have the students work individually on completing the first database readiness exercise, peer help will be encouraged 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X IM4.03 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	We will start with a review as a group, then work individually, but helping their neighbours when needed.	The students will need a copy of the database competencies checklist, and the readiness exercise.	This assignment will be submitted at the end of this unit and marked using a checklist style marking.	This will be difficult for the students, have them help their neighbour as much as possible before asking for help.

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
8	<p>Activity #1 <i>cont'd</i></p> <ul style="list-style-type: none"> The students will complete the exercise from the previous day Once complete the students will reassess their database competencies checklist 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X IM4.03 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	The students will work individually to complete the work this class.	The students will need a copy of the database competencies checklist, and the readiness exercise.	This assignment will be submitted at the end of this unit and marked using a checklist style marking.	Have some improvements that students can make to their address book if completed early.
9 & 10	<p>Activity #2 – Internet</p> <ul style="list-style-type: none"> The students will work individually or in pairs to complete the internet information hunt Once answers are found to all of the questions the students will put together a visual display for the material from the assignment. 	IM1.01 X IM1.03 X IM3.05 X EEV.01 – 03 X EE1.02 – 04 X	The students will learn research techniques, and prepare a visual presentation of the information acquired.	The students will have a copy of the Internet Information Hunt worksheet, and will use a web browser to perform their searches.	The worksheet will be marked for completeness, and the visual display will be marked for esthetics and content.	

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
11	<p>Activity #3 – Publisher</p> <ul style="list-style-type: none"> The students will sit in small groups (up to 5 students) and using samples provided will brainstorm the meaning of desktop publishing. As a class using a sample document, determine some of the competencies required to produce that document. Students will fill in their desktop publishing competencies checklist. Students will individually work to complete the example discussed as a class. 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X IM4.03 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	Using small groups to discuss the topic then gathering as a class to bring together all the knowledge acquired.	Many samples of desktop publishing such as magazine ads, flyers, business cards, as well as Microsoft Publisher	The students will submit the readiness exercise at the end of the unit to be marked with a checklist.	Ask students the day before to bring in a couple samples of desktop publishing if they have any at home.
12 & 13 & 14	<p>Activity #3 <i>cont'd</i></p> <ul style="list-style-type: none"> Students will complete the activity from the previous day When complete they can move on to two more activities from the business applications textbook. Once completed students will print all assignments Students will then reassess their desktop publishing skills. 	IMV.04 X IM1.01 X IM1.03 X IM3.05 X IM4.02 X IM4.03 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X CO2.01 – 05 X	Students will work individually to complete this assignment	The students will be using Microsoft Publisher to complete this task	The students will submit the readiness exercise at the end of the unit to be marked with a checklist.	

DAY	SUBTASK DESCRIPTIONS	SPECIFIC EXPECTATIONS	TEACHING / LEARNING STRATEGIES	RESOURCES	ASSESSMENT EVALUATION TYPE – STRATEGY TOOL	PLANNING NOTES
15 - 20	<p>Activity #4</p> <ul style="list-style-type: none"> The students will plan an event and create all the business documents necessary for that event. They are required to make business cards, flyers, tickets, and a database of contacts. The students will research the event through interviews, or research online On day 18 the students will vote as a class on the best tickets Each group will be given a section of bulletin board in the classroom, and will hang their completed projects on their section. 	IMV.01 X IMV.03 – 04X IM1.01 X IM1.03 X IM3.05 X IM4.02 – 03 X SAV.01 – 03 X SA1.01 – 03 X SA2.01 – 03 X SA3.01 – 03 X EEV.01 X EE1.04 X COV.02 X CO2.01 – 05 X	We will use group discussions to brainstorm ideas and do the group evaluations. For the remainder of this activity the students will work in small groups.	The students will use the internet to research their event, as well as the business applications learned in this unit.	A rubric will be used to mark this culminating activity, as every group will have the opportunity to create different documents, a checklist would not work for this activity.	
21	<ul style="list-style-type: none"> Review for Unit Test Complete all assignments from the unit and submit for marking 		As a class we will play a round of jeopardy as a review of the key terms from the unit, top 3 will get a prize.	A powerpoint presentation prepared for the review, as well as handouts relating to the review so that students can make notes to study from.	The students will be tested on this material tomorrow.	
22	Unit Test / Assignments Due			Tests, pencils.		

Accommodations

Special Needs:

Several general strategies should be utilized throughout the course to provide opportunities for students to experience success.

- modify time lines
- modify quantity of content for document production
- use large text with adequate spacing
- provide worksheets for responses to questions (blank space should indicate the length of the response)
- pair students
- set up a “buddy” system
- develop strategies with parental input and support
- provide a glossary of terms for reading assignments
- allow opportunities to redo all or a part of an item
- provide labelled diagrams
- provide lists of terms in advance
- repeat and/or provide written instructions
- create assessment/evaluation that meets a variety of learning styles
- develop strategies with learning resource input and support (use student IEP)

When actual modifications of expectations are required (based on an IEP), it is expected that a set of different activities and assessment/evaluation techniques will be designed to ensure the individual is able to achieve the expectations described in the IEP.

Diversity Issues:

- teacher should set the tone for a positive attitude toward helping students with special needs
- English-speaking students can help their ESL classmates by repeating, rephrasing, and writing words down
- bilingual peer tutors, if available, can be helpful, or use classroom groups to facilitate clarification in native language (ESL students benefit from first language help and support)
- provide peer tutors and give them specific responsibilities up front
- give recognition to partners for undertaking responsibilities with students with special needs
- avoid All ESL@ groupings
- encourage ESL students to use their own language to explain terms in their private notes if it helps them remember
- have all concrete items labelled so that every time students sit at the work station they will be reminded of the terms
- allow speaking in native languages for clarification and explanation
- encourage students to review terms in their Reference Manual of Information Technology Terminology as daily homework in order to reinforce the terms, commit them to memory, and practise spelling and oral pronunciation
- limit speaking time in front of the class to one or two minutes to ensure other classmates do not lose interest
- teachers should help students decide on the skills and competencies that still need work

-
- provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list the main terms or concepts that were the focus of the lesson
 - make overheads of handouts on which teacher highlights important terms, explains words, clarifies instructions, etc. while students do the same on their copy
 - provide students with articles to choose from if they are unable to do their own research
 - provide students with a list of terminology to be added to their Reference Manual of Information Technology Terminology
 - teachers have students brainstorm a list of the information technology skills and competencies covered in completing this activity
 - assign tutors for ESL students to assist with the reading section
 - provide a glossary of terms for the reading for students with special needs

Teacher Reflection & Unit Notes (Evaluation of the Unit)

Perceptual View

Activities to be Modified or Deleted

Teaching / Learning Strategy Changes

Materials Needed / Deleted – Effectiveness of People, Places, and Resources Used

Course Profile

Introduction to Information Technology in Business (BTT)

Grade 9 or 10
Open

• *for teachers by teachers*

Units 1 and 2

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample *Course Profile*, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of the document

© Queen's Printer for Ontario

Acknowledgments

Writing Partnership Lead Board: Toronto District School Board

Course Profile Writing Team: Laura Pinto, Toronto District School Board
Avanell Scherer, Hamilton (Writing Team Leader)
Sharon Stephanian, Hamilton-Wentworth District School Board

Internal Reviewers: Cheryl Ende, Hamilton-Wentworth District School Board (ESL)
Sheila Harrington, Hamilton-Wentworth District School Board
(Special Education)

Project Team Coordinator: Madeline Dennis, Toronto District School Board

Unit #2, The Power of Application Software in Business

Time: 27 hours

Unit Developer(s): Laura Pinto, Toronto District School Board
Avanell Scherer, Hamilton
Sharon Stephanian, Hamilton-Wentworth District School Board

Development Date: April 1, 1999

Unit Description

Students will enhance and/or develop their basic software application skills using specific application software, investigate web-page design software and Internet search engines, and assess their data entry skills on an ongoing basis. Each student will track his/her development using *Software Competencies Checklists*. Document production will focus on the creation of correctly-formatted business documents in a culminating project that will require students to plan, make decisions, and create documents integrating the software applications. Documents created will be stored in files and folders that are logical and useful. Students overall performance for this unit will be evaluated using an *Assessment Rubric (Unit #2, Appendix F)*.

Strand(s) & Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.03X^V, IMV.04X^V, SAV.01X-.03X^V,
EEV.01X-EEV.03X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.05X❖, IM4.02X❖, IM4.03X❖,
SA1.01X-SA1.03X❖, SA2.01-.03X❖, SA3.01X-SA3.03X❖,
EE1.02X-.04X❖, EE3.04X, CO2.01X-.05X❖

Activity Titles (Time + Sequence)

Activity 1	Determining Software Competencies Through Readiness Exercises	12 hours
Activity 2	The Internet Information Hunt	3 hours
Activity 3	Unlocking the Mysteries of Desktop Publishing	4 hours
Activity 4	Using Information Technology to Plan an Upcoming Event	8 hours

Prior Knowledge Required

- understanding of co-operative learning, brainstorming (*Course Overview*), teamwork strategies, and conflict management strategies (*Course Overview*)
- students demonstrate basic data entry (*Unit #1, Activity #1, Part F*) skills
- students should be able to create and name files and folders (*Unit #1, Activity #4*)

-
- students must know how to access application software and Internet browsers
 - students must know how to key in a web address
 - students must know how to update their personal folder or portfolio

Unit Planning Notes

- Prepare assessment/evaluation tools so they can be given to students prior to beginning activities.
- Prepare all handouts prior to beginning activities.
- Have all resources, hardware/equipment, supplies, etc. available before beginning activities.
- Prior to beginning an activity, check all websites that students will be required to use.
- Determine and prepare material that has been modified for special needs students (refer to *Special Education* and *ESL Accommodations* in *Course Overview*, p. 6).
- Prepare *Readiness* and *Remedial* exercises.
- Select appropriate software for word processing, database, spreadsheet, and desktop publishing.

Teaching/Learning Strategies

Note: Strategies specific to a particular activity are given with the activity

- Brainstorming, co-operative learning, constructing/creating, researching/sharing, student/teacher consultation, assessing, oral/visual/kinesthetic, interactive, reading/comprehension, responding, writing, reflecting, discussing, presenting, and exploring.
- Keep track of assignments on an ongoing basis to ensure that students do not fall behind.
- Provide exemplars of finished products to ensure students understand what is expected of them.
- Allow students to self-pace their skill development.
- Use the overhead or board to highlight difficult concepts or vocabulary.
- Encourage students to use a word processor, spreadsheet, database, and desktop publisher, where appropriate, for document production in other courses. Internet search engines should be used when locating information for other courses.
- Request that students include products in their portfolios or personal folders that demonstrate a transference of skills from this course to other courses.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- self, group, peer, teacher, reflection, checklist, content, process, rubrics, pen and pencil, completion
- assessment and evaluation tools should be constructed to reflect the appropriate categories (*Final Course Evaluation, Course Overview*)

Resources

- resources for a specific activity have been included with the activity
- general resources are listed in the *Course Overview*
- software manuals

-
- word processor; e.g., *Corel WordPerfect*, *Microsoft Works*, *Clarisworks*, *Microsoft Word*, *Lotus WordPro*
 - spreadsheet; e.g., *Corel Quattro*, *Microsoft Works*, *Clarisworks*, *Microsoft Excel*, *Lotus 123*
 - database; e.g., *Paradox*, *Microsoft Works*, *Filemaker*, *Clarisworks*, *Microsoft Access*
 - desktop publishing; e.g., *Corel WordPerfect*, *Microsoft Works*, *Clarisworks*, *Microsoft Word*, *Lotus WordPro*, *Microsoft Publisher*

Unit #2, Activity #1: Determining Software Competencies through Readiness Exercises

Time: 12 hours

Description

Students will demonstrate their current skill level in the use of the basic functions and features of common business software that includes a word processor, spreadsheet, and database. Students will complete personalized *Software Competencies Checklists* identifying the functions and features they can use successfully based upon the completion of *Readiness Exercises*. Remedial exercises will be completed where a student does not have a specific competency.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.03X-.04X❖, SAV.01X-.03X❖, EEV.01X-.03X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.05X❖, IM4.02X-.03X❖, SA1.01X-.03X❖, SA2.01X-.03X❖, SA3.01X-.03X❖, EE1.02X-.04X❖, EE3.04X❖, CO2.01X-.05X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2
- Have remedial exercises ready prior to student completion of the Readiness Exercises.
- Remedial exercises may address multiple functions and features.
- Each student will require copies of the Software Competencies Checklists.
- Teachers may wish to administer a pre-test to determine the students' entry skill-level for each software application.
- Teachers should review the checklists and remind students that they must add additional functions and features as they progress through the course.
- Each student will require copies of the Readiness Exercises.
- Students will update their Reference Manual of Information Technology Terminology on an ongoing basis (Unit #1, Appendix A, Activity #1, p. i-1).
- Teachers will assess student data entry skills on an ongoing basis (Unit #1, Appendix A, Activity #3, p. i-1).

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #2, Overview, pp. 2-1, 2.

Teaching/Learning Strategies

Instructions

Part A (Word Processing Assessment)

1. As a class, students will:
 - brainstorm the meaning of word processing.
 - identify common word processors.
 - explain the purpose of using a word processor.
2. Each student receives a copy of a *Word Processing Competencies Checklist (Unit #2, Appendix A, p. ii-1)*. The checklist identifies the basic word processing functions and features that students should be able to use.
3. Each student must retain hard copy work samples, or file copies stored on disk, that demonstrate his/her word processing competencies. For each competency a student checks, there must be a work sample to support the skill. One document may support multiple functions and features.
4. Discuss the importance of proofreading documents prior to printing. Explain that electronic reference tools, such as spell check, will not identify correctly keyed words that are used inappropriately.
5. Encourage students to proofread all documents prior to printing. Any documents that are printed and discarded should be recycled. The teacher should discuss the importance of being environmentally aware and the reason for recycling.
6. Divide the class into groups of three or four students. Provide each student with a copy of a *Word Processing Readiness Exercise (Unit #2, Appendix B, p. ii-3)* that demonstrates the application of several word processing functions and features. Each group will
 - discuss what the document is.
 - use the *Competencies Checklist* to label the document with the functions and features used in preparation.
7. Each student will use a word processor to prepare this *Word Processing Readiness Exercise*. Remind students that software competencies will vary based upon prior experience. The purpose of the exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
8. All files will be stored in an appropriately named location (folder, directory).
9. Upon completion of the exercise, each student will update his/her competencies checklist by checking the functions and features that he/she can use successfully.
10. Each student will complete a second *Readiness Exercise (Unit #2, Appendix B)* that addresses the functions and features not addressed in the first exercise.
11. Upon completion of the exercise, each student will update his/her competencies checklist by checking the functions and features that he/she can use successfully.
12. Each student will identify those functions and features that he/she cannot use. The teacher should provide specific remedial exercises for the students that focus on the learning of specific functions and features.
13. Teachers may provide independent assistance, conduct whole class sessions, or use self-paced packages to address functions and features that require remediation.
14. Any exemplary work produced should be retained for inclusion with the *Competencies Checklist*. This work will be added to the student's portfolio or personal folder.
15. Students will complete *Activity #1, Unit #1, Appendix A*, with the new terms.
16. *Readiness exercises* and remedial exercises should be reviewed by the teacher to verify the student's competencies. Work should be evaluated for completion.

Part B (Spreadsheet Assessment)

1. In pairs, students will complete a pencil and paper exercise (*Unit #2, Appendix B*) that requires repeated calculations based upon a number of different scenarios in which a given element changes. There must be a sufficient number of changes so the students begin to feel the redundancy of performing the calculations.
2. In pairs, identify the “things” that were repeated in each scenario (i.e., titles, headings, calculations).
3. In pairs and using the Internet as a reference, students will
 - investigate the term spreadsheet.
 - determine the meaning of spreadsheet.
 - identify common spreadsheet software.
 - explain the purpose of using a spreadsheet.
4. Answers are to be keyed using a word processor, then printed or saved to disk.
5. Each student receives a copy of a *Spreadsheet Competencies Checklist (Unit #2, Appendix A)*. The checklist identifies the basic spreadsheet functions and features students should be able to use. Teachers should remind students that they are to add additional functions and features as they progress through the course.
6. Each student must retain hard copies of work samples, or file copies stored on disk, that demonstrate his/her competencies. For each competency a student checks, there should be a work sample to support the skill. One document may support multiple functions and features.
7. Discuss the importance of proofreading documents prior to printing. Explain that electronic reference tools, such as spell check, will not identify correctly keyed words that are used inappropriately.
8. Encourage students to proofread all documents prior to printing. Any documents that are printed and discarded should be recycled. The teacher should discuss the importance of being environmentally aware and the reason for recycling.
9. Provide each student with a copy of a *Spreadsheet Readiness Exercise (Unit #2, Appendix B, p. ii-6)* that demonstrates the application of several spreadsheet functions and features. Working in pairs, each pair will
 - discuss what the document is.
 - label the document with the functions and features, from the competencies checklist, that were used in preparation.
10. Each student will use spreadsheet software to prepare the first *Spreadsheet Readiness Exercise*. Software competencies will vary based upon a student’s prior experience. The purpose of the exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
11. All files will be stored in an appropriately named location (folder, directory).
12. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
13. Each student will complete a second *Readiness Exercise (Unit #2, Appendix B)* that addresses the functions and features not addressed in the first exercise.
14. Refer to *Part A*, numbers 10 - 14.

Part C (Database Assessment)

1. Introduce the concepts of *database, file, record, and field*. Since this is a difficult concept to visualize, teachers should use concrete examples to illustrate the relationships. One example includes using a filing cabinet, paper file folders, and sheets of paper within the folders. Describe a three-drawer filing cabinet that may be found in the school office. Drawer one contains information on students, drawer two contains information on teaching staff, and drawer three contains information on support staff. Remove a paper file folder with the words *Personal Student Information* printed on the front in large letters. Explain that the drawer contains several files related to the students in the school. From the folder, remove sheets of paper. Explain that each sheet contains information about one student. The information categories are the same for each student. Show the sheets to the class and ask them to identify the specific

-
- pieces of information (e.g., first name, last name, street number, street name, street prefix, city, province, postal code, phone number, month of birth, and date of birth).
2. Review with the students that specific pieces of information are called fields; a collection of information (fields) about a single student is a *record* (sheet of paper); a collection of records about all students make a *file* (paper file folder); a collection of files is a database (filing cabinet drawer).
 3. Review the *Reference Manual of Information Technology Terminology* that students created in *Unit #1, Activity #1, Part A* and ask students to identify the file(s), record(s), and field(s) that were used to create the manual.
 4. Working in pairs, students complete a paper and pencil exercise (*Unit #2, Appendix B*) that uses text, diagrams, and examples to further emphasize the concept of a database.
 5. Each student reviews his/her copy of a *Database Competencies Checklist* from *Unit #1 (Appendix B)*. The checklist identifies the basic database functions and features students should be able to use. Teachers should remind students that they are to add additional functions and features as they progress through the course.
 6. Each student must retain hard copies of work samples, or file copies stored on disk, that demonstrate his/her competencies. For each competency a student checks, there should be a work sample to support the skill. One document may support multiple functions and features.
 7. Discuss the importance of proofreading documents prior to printing. Explain that electronic reference tools, such as spell check, will not identify correctly keyed words that are used inappropriately.
 8. Encourage students to proofread all documents prior to printing. Any documents that are printed and discarded should be recycled. The teacher should discuss the importance of being environmentally aware and the reason for recycling.
 9. Provide each student with a copy of a *Database Readiness Exercise (Unit #2, Appendix B)* that demonstrates the application of several database functions and features. Working in pairs, each pair will:
 - discuss what the document is.
 - use the *Competencies Checklist* to label the document with the functions and features used in preparation.
 10. Each student will use database software to prepare the first *Database Readiness Exercise*. Software competencies will vary based upon a student's prior experience. The purpose of the exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
 11. All files will be stored in an appropriately named location (folder, directory).
 12. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
 13. Each student will complete a second *Readiness Exercise (Unit #2, Appendix B)* that addresses the functions and features not addressed in the first exercise.
 14. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
 15. Refer to *Part A*, numbers 10 - 14.

Assessment/Evaluation Techniques

- formative, summative, diagnostic
- *Data Entry Skills Rubric (Unit #1, Appendix A, Activity #3, p. i-1)*
- *Readiness and Remedial Exercises* - process - check for completion with anecdotal comments
- *Skills and Competencies Checklists*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F, p. ii-15)*
- *Software Rubric (Unit #2, Appendix F, p. ii-16)*

Accommodations

- Refer to Special Education and ESL Accommodations in the Course Overview.
- Have students develop the software competencies list to establish a foundation of experience, and then provide remedial exercises (Readiness Exercises would be used for assessment at the end of the unit).
- Distribute Readiness Exercises with functions and features labelled.
- Establish a “buddy system” where students are paired for the purpose of assisting with difficulties.
- Provide list of new terms for the Reference Manual of Information Technology Terminology.

Resources

- software manuals; websites of specific application software packages; teacher-developed remedial exercises.

Internet Websites

Encyclopedia:

www.techweb.com/encyclopedia

Spreadsheets:

www.vu.umkc.edu/cs100/public/whatisaspreadsheet.html

www.scs.carleton.ca/~cs101/notes/shspreadsheets.html

www.algonquinc.on.ca/infosystems/qua2311/structur.htm

Information Technology News:

www.bcm.tmc.edu/crc/index.html

Database:

www.scs.carleton.ca/~cs101/notes/database.html

Appendices

- Software Competencies Checklists
- Software Readiness Exercises
- Unit #2 Assessment Rubric
- Software Rubric

Unit #2, Activity #2: The Internet Information Hunt

Time: 3 hours

Description

Through active exploration on the Internet, students will investigate the topics of Internet search engines and web-page design software. Using suggested websites, and sites discovered through self-exploration, students will develop an understanding of the function of search engines, and develop the ability to conduct simple searches using a variety of search engines. In addition, students will discover the purpose of web-page design software. The guided exploration will take place using an *Internet Information Hunt*.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, and Career Opportunities

Overall Expectations: IMV.01X ♦, SAV.01X-.03X ♦, EEV.01X ♦, EEV.03X ♦, COV.02X ♦

Specific Expectations: IM1.01X ♦, SA1.01X-.03X ♦, SA2.01X ♦, SA2.03X ♦, EE1.02X ♦, EE1.03X -.04X ♦, EE3.04X ♦, CO2.01X ♦, CO2.03X ♦

Planning Notes

- Refer to Unit Planning Notes, Unit #2.
- Students will require Internet access.
- Ensure school/district Internet Acceptable Use Policy process has been adhered to.
- Each student will require a copy of the Internet Information Hunt and suggested websites.
- The teacher should verify that the suggested sites are maintained before distributing the list to the students.
- The evaluation for the Internet Information Hunt visual should be given to the students prior to beginning the activity.
- Supplies for creating the visual should be available.
- Determine the standard format for citing information obtained from the Internet (e.g., author's last name, initials, and date of publication in parentheses. full title [capitalizing first word and any proper nouns]. title of complete work or site in italics, any version or file number in parentheses. the protocol and address. date accessed in parentheses).
Burka, L.P. (1993). A hypertext history of multi-user dimensions. *MUD history*.
<http://www.utopia.com/> (15 Mar. 1999).

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #2.
- Students must know how to access the web browser on the computers.
- Students must know how to key in a web address.

Teaching/Learning Strategies

Instructions

1. Working independently or in pairs, students will access the Internet to locate answers to a series of questions. Suggested websites should be provided as a starting point (*Unit #2, Appendix C,*) but students should be encouraged to locate their own websites.
2. Distribute the *Internet Information Hunt* and the suggested websites (*Unit #2, Appendix C,*).
3. Solicit three additional questions from the class. Although the teacher-provided questions are based on web-page design software and Internet search engines, teachers should work with the students to identify three additional questions for which students will search for answers. These questions may be related to the topic, but may also be questions of interest to the students. All students should record the additional questions.

-
4. Explain the format for citing websites. Samples are located on-line at the *University of Alberta Libraries* (www.library.ualberta.ca/library_html/help/pathfinders/style/). Students must identify their answers to the questions and the websites where the information was located. Teachers may request a hard copy version of the information or may create a log sheet that will include the address of a website and the information obtained. The teacher will view the site on the student's screen and will sign to indicate verification, on the log sheet.
 5. Upon completion of the *Internet Information Hunt*, each person or pair will submit a visual display that summarizes the results of the hunt. The answers to the bolded questions must be included in the visual. Students should be encouraged to design their own style of visual (e.g., poster, mobile, board game).
 6. The teacher will share the evaluation criteria for the *Internet Information Hunt* and the visual display with the students prior to the activity. Upon completion of the visual, the students will complete and attach a *Visual Display Evaluation (Unit #2, Appendix C)* to the finished product..
 7. Students will complete *Activity #1, Unit #1, Appendix A, p. i-1* with the new terms.
 8. Each student may update his/her *Software Competencies Checklists* and portfolio or personal folder, depending upon the software tools used to prepare the visual.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- *Internet Information Hunt* checked for completion but not assessed
- *Visual Display* evaluated by student according to marking scheme (*Unit #2, Appendix C*)
- *Visual Display* evaluated by teacher according to marking scheme (*Unit #2, Appendix C*)
- *Reference Manual of Information Technology Terminology* evaluated on an ongoing basis
- self-evaluation on process (if working in pairs) (*Appendix - Generic Forms*)
- *Data Entry Skills Rubric (Unit #1, Appendix A, Activity #3)*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F)*

Accommodations

- Refer to Special Education and ESL Accommodations in Course Overview.
- Modify number of Internet sites from which information can be gathered.
- Provide list of new terms for the Reference Manual of Information Technology Terminology.
- Modify time lines.
- Increase size of text (less text on a page).
- Transfer software skills to produce a web page as the visual display.

Resources

Internet Websites

Search Engines:

http://ccp.hollandc.pe.ca/html/search_engines.html

www.nt.sympatico.ca/help/Learn/FAQ/engines.html

<http://library.usask.ca/ustudy/searching/srcengine.html>

www.canada.com

www.mbnet.mb.ca/~mstimson/

Netiquette:

www.fav.edu/netiquette/net/ten.htm

Terms:

www.matisse.net/files/glossary.html

Internet:

www.worldvillage.com/tourbus.htm

www.careerlinx,.regina.sk.ca/nettips/index.html

www.niagara.com/~dlindey/history.html

University of Alberta Libraries:

www.library.ualberta.ca/library_html/help/pathfinders/style/

Appendices

- The Internet Information Hunt, Visual, and suggested websites
- Unit #2 Assessment Rubric

Unit #2, Activity #3: Unlocking the Mysteries of Desktop Publishing

Time: 4 hours

Description

Through observation and group interaction, students will identify the characteristics of desktop-published documents. In small groups and as a class, students will develop and prepare a list of desktop publishing competencies. Through the preparation of a desktop publishing *Readiness Exercise*, students will assess their desktop publishing skill level. Remedial exercises will be completed to address the skill areas students do not possess. Students will gain an introductory understanding of desktop publishing as they read the content of the *Readiness Exercise* and use the Internet to define specific desktop publishing terminology.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.04X❖, SAV.01X-.03X❖, EEV.01X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM4.02X❖, SA1.01X-.03X❖, SA2.01X-.03X❖
EE1.03X-.04.X❖, CO2.01X-05X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2.
- Classroom arrangement should facilitate working in groups.
- Three or four samples of desktop-published material for each group.
- A list of desktop publishing competencies to top-up the class generated list (Unit #2, Appendix A).

-
- One copy of a Desktop Publishing Readiness Exercise (Unit #2, Appendix D) for each student.
 - The Clip Art students use in the creation of the Readiness Exercise may be different from the sample as a result of the software used.
 - Students should be encouraged to use automated wizards, templates, and models.

Prior Knowledge Required

- Refer to Prior Knowledge Required, Unit #2.
- ability to input data
- ability to access the Internet and use search engines
- knowledge of brainstorming, word processing, file management (Unit #1, Activity #4)

Teaching/Learning Strategies

Instructions

1. The class will be divided into small groups of three or four students per group, and will then sit as a group.
2. The teacher will provide each group with copies of documents (e.g., prior student work, magazine articles, paper advertisements, newspapers, menus, business cards, and invitations) that have been produced using desktop publishing.
3. Students will review and discuss the sample documents at their table. As a class, brainstorm the meaning of desktop publishing.
4. The teacher will explain that a variety of desktop publishing functions and features were used to create the document samples, and that, in the past, people used dedicated, desktop-publishing software. Emphasize that today many word processors are capable of producing quality, desktop-published documents for small businesses.
5. Distribute a desktop-published document that used a variety of functions and features in its creation (*Unit #2, Appendix D*).
6. Using the distributed documents, each group will generate a list of desktop publishing competencies that were used in the creation. Once complete, the class will generate a common list of desktop publishing competencies. The teacher may discuss and add any functions and features not generated by the class (*Unit #2, Appendix A*).
7. Using the format for previously maintained *Software Competencies Checklists* (*Unit #2, Appendix A*), students will use a word processor to create a *Desktop Publishing Competencies Checklist*.
8. Each student will create the document (from #5 above) used to generate the list of competencies. This is the *Desktop Publishing Readiness Exercise*. The purpose of this exercise is to determine the skill areas that students do not have. Students are encouraged to use software *Help* features.
9. Since this is an introductory approach to desktop publishing, desktop publishing theory will not be addressed in a formal manner. In addition, where software features provide templates, wizards, or models for desktop-published items, students should be encouraged to use the automated features.
10. The file will be stored in an appropriately named location (folder, directory).
11. Upon completion of the exercise, each student will update his/her *Competencies Checklist* by checking the functions and features that he/she can use successfully.
12. Each student will identify those functions and features that he/she cannot use. The teacher should provide specific remedial exercises for the students that focus on the learning of specific functions and features.

-
13. Teachers may provide independent assistance, conduct whole class sessions, or use self-paced packages to address functions and features that require remediation.
 14. Any exemplary work produced will be retained for inclusion with the *Competencies Checklist*. This work will be added to the student's portfolio, personal folder, or in a file on disk (*Unit #1, Activity #1, Part E*).
 15. Students will complete *Activity #1, Unit #1, Appendix A*, with the new terms.
 16. *Readiness* exercises and remedial exercises should be reviewed by the teacher to verify the student's competencies. Work should be evaluated for completion.

Assessment/Evaluation Techniques

- summative, formative, diagnostic
- *Readiness* and Remedial Exercises
- *Group Process Evaluation (Appendix - Generic Forms)*
- *Reference Manual of Information Technology Terminology (Unit #1, Appendix A, Activity #1)*
- Portfolio or personal folder with *Competencies Checklist (Unit #1, Appendix A, Activity #2)*
- *Data Entry Skills Rubric (Unit #1, Appendix A, Activity #3)*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F)*
- *Software Applications Rubric (Unit #2, Appendix F)*.

Accommodations

- Refer to Special Education and ESL Accommodations in Course Overview.
- Distribute the Readiness Exercise labelled with the functions and features used.
- Provide list of new terms for the Reference Manual of Information Technology Terminology.

Resources

- examples of desktop-published documents
- TV Ontario, Independent Learning Centre videos on desktop publishing

Internet Websites

PC Magazine Information Technology Encyclopedia:

www.webopedia.com

Western Connecticut State University:

www.wcsu.ctstateu.edu/~BURRITT001/desktop.htm

Beechmont Press:

www.beechmontpress.com

Jones Telecommunications and Multimedia Encyclopedia:

www.digitalcentury.com/encyclo/update/desktop.html

Southam Newspapers:

www.southam.com/nmc/guide/computips/dtp.html

DTP:

www.brookeline.com/editors/dtpwhat.htm

Appendices

- Readiness Exercise
- Unit #2 Assessment Rubric
- Unit #2 Software Applications Rubric

Unit #2, Activity #4: Using Information Technology to Plan an Upcoming Event

Time: 8 hours

Description

Students will plan an upcoming event where they will apply their skills in the use of basic functions and features of common business software that includes using a word processor, spreadsheet or table/chart, and desktop publisher. Students will be required to use correct formats for a variety of business documents, and to interact with groups either within the school or community.

Strand(s) and Expectations

Strands: Information Management, Software Applications, Electronic Research and Ethical Issues, Career Opportunities

Overall Expectations: IMV.01X❖, IMV.03X-.04X, SAV.01X-.03X❖, EEV.01X❖, COV.02X❖

Specific Expectations: IM1.01X❖, IM1.03X❖, IM3.05X❖, IM4.02X-.03X❖, SA1.01X-.03X❖, SA2.01X-.03X❖, SA3.01X-.03X❖, EE1.04X, CO2.01X-.05X❖

Planning Notes

- Refer to Unit Planning Notes, Unit #2.
- This activity should be conducted over a period of weeks with students working on it one or two days per week.
- Students should complete a portion of the work for this activity outside of class time.
- Book the computer lab for days when students will require computers.
- Refer to Conflict Management Strategies in Course Overview.
- Teach for what purpose and when a business letter is used, what components make up a business letter, and the importance of accuracy, language, courtesy, etc.
- Bring to class (or have students collect) samples of business cards, tickets, letterhead paper, advertisements, flyers, and brochures to help students with their designs.
- Obtain sample report formats such as annual reports, proposals, or research results.
- Prepare all handouts and evaluation criteria prior to beginning activity.

Prior Knowledge Required

- brainstorming, word processing, spreadsheet, desktop publishing, conflict management strategies
- business report and letter formats

Teaching/Learning Strategies

- Have students access community websites, local organizations (e.g., Kiwanis, Rotary, Chamber of Commerce), and town/city hall or township offices for a list of upcoming events
- Have students check school calendars, meet with student council, yearbook committee, school spirit club, athletic association, etc. to find out about upcoming school events
- Provide exemplars of finished products to ensure students understand what is expected of them
- Provide copies of all handouts and evaluation criteria prior to beginning activities

Instructions

Part A - Overview

1. As a class, brainstorm a list of upcoming events within the school or community.
2. Form groups of three. From the list generated in #1, each group will select a different upcoming event that will be the focus of their project.
3. For the event chosen, students will obtain pertinent details about the event such as date, location, time, activities involved, target audience, exciting features (e.g., celebrity attending, parade, video dance), cost, where tickets can be purchased, planning committee members, telephone number where interested people can get information, sponsors, and, depending on the event, any specialized information. An *Event Details Checklist (Unit #2, Appendix D)* will be provided to assist the group with their data gathering.
4. After all of the information is collected, each group will prepare, electronically, a visual with text (flyer, brochure, banner, or poster) advertising the event. Groups will be given the *Visual Evaluation Form (Unit #2, Appendix E)* prior to beginning this activity.
5. Each group will design a business card that can be used when contacting people outside of their classroom. Each member of the group will be responsible for one of the following: text content; business card design; or electronic business card creation. Among themselves, students will decide where their strengths can be best used. One copy of the business card will be attached to the *Business Card Group Self-Evaluation Form (Unit #2, Appendix E)*.
6. As a class, brainstorm the information that is usually found on event tickets. From that list, develop criteria that can be used to evaluate an “excellent” ticket design. Post the ticket evaluation criteria in the classroom. A ticket for each groups’ event will be created following the instructions below:
 - The group will decide on the content to be included on a ticket for their event and a deadline for its creation.
 - Using the agreed-upon content, each member of the group will individually design a ticket for their groups’ event (*Unit #2, Appendix E*).
 - Using the evaluation criteria developed by the class, the group members will evaluate each others’ ticket, then select the best one to represent their group. The group will post the selected ticket in a designated place in the classroom. The teacher will put a number on each ticket after it is posted.
 - Hold a class ticket judging competition. Each student will vote, anonymously, on the tickets based on the class-developed evaluation criteria (*Unit #2, Appendix E*). Ballots are collected by the teacher.
 - Teacher will calculate the results and announce the winner(s).
7. Group members will work co-operatively to design a letterhead that will be used for all their correspondence. Students will be provided with the *Letterhead Evaluation* sheet prior to beginning this activity (*Unit #2, Appendix E*).
8. Follow the instructions below to create and format a business letter inviting a special guest to attend the upcoming event chosen by the group.

-
- Using the criteria for content (*Unit #2, Appendix E*) provided by the teacher, each student will draft a handwritten copy of the text of the letter. Submit a completed draft for progress marks (*Unit #2, Appendix E*).
 - Within their groups, students will become reviewers, reading each other's letters and marking them with suggestions for improvement on content, spelling, punctuation, and grammar. Before returning the marked copy to the owner, the reviewer will sign it. The signed copy will be submitted for progress marks.
 - From their handwritten work, students will format (*Unit #2, Appendix E*) a draft copy of their letter and submit it to receive teacher's suggestions for improvement and for progress marks.
 - From the revised copy, format the final copy of the business letter.
 - Each student will use the self-evaluation part of the *Letter Evaluation Sheet (Unit #2, Appendix E)* to evaluate the format.
 - Each student will submit to the teacher the final copy of the letter attached to the *Letter Evaluation (Unit #2, Appendix E)* sheet.
9. Individually, students prepare a final report on this activity. The report will include:
- a cover page with a picture or graphic
 - text with main title, subheadings, chart/table/spreadsheet (e.g., group members' tasks, work schedule, completion date checklist)
 - text content with the following:
 - an explanation of the chosen event
 - the process the group used to complete the task
 - good things that happened and difficulties encountered
 - information technology skills and competencies used to achieve finished product
 - what was learned from this experience
 - additional information such as business card, letterhead, sample of their business letter, and other visual/charts the student wishes to include
10. Students will use the *Report Process Marks Sheet (Unit #2, Appendix E)* to guide them in the preparation of their report.

Part B

1. Students will complete Activity #1, Unit #1, Appendix A.
2. Students will complete Activity #2, Unit #1, Appendix A

Assessment/Evaluation Techniques

- formative, summative, diagnostic
- self, peer, small group, whole class, teacher
- process marks for each piece of the activity
- formative evaluation of individually-created business reports
- *Visual Evaluation Form (Unit #2, Appendix E)*
- *Business Card Group Self-Evaluation (Unit #2, Appendix E)*
- whole class evaluation, *Ticket Voting Ballot, (Unit #2, Appendix E)*
- *Letterhead Teacher/Group Evaluation (Unit #2, Appendix E)*
- *Business Letter Progress Marks (Unit #2, Appendix E)*
- *Business Letter Evaluation (Unit #2, Appendix E)*
- *Report Process Mark Sheet (Unit #2, Appendix E)*
- *Unit #2 Assessment Rubric (Unit #2, Appendix F)*
- *Unit #2 Software Applications Rubric (Unit #2, Appendix F)*

Accommodations

- Refer to Special Education and ESL Accommodations in the *Course Overview*.
- Provide checklists to help with progress.
- Offer peer and teacher help in revising work.
- Process marks so students who complete work can be successful despite a weak final product.
- Use group marks.
- Form groups formed with a variety of strengths among the group members.
- Provide class-brainstormed lists from which to choose topics, criteria, etc.
- Provide opportunities to redo exercises.

Resources

- samples of business cards, tickets, flyers, advertisements, brochures, letterhead, business letters, formatted reports in the classroom
- checklists to assist in remembering tasks and content
- groups within the school (e.g., student council, athletic association, yearbook committee)
- community associations

Internet Websites

Rensselaer Polytechnic Institute:

www.rpi.edu/dept/llc/writecenter/web/text/

Purdue University Online Writing Lab:

www.owl.english.purdue.edu/Files/99.html

Canberra Institute of Technology:

www.student.cit.act.edu.au/support2.htm

RMIT University:

www.tafe.lib.rmit.edu.au/bizman/courses/traineeship3/courses/

7ASU Writing Center:

www.asu.edu/duas/wcenter/business.html

Colorado State University Writing Center:

www.colostate.edu/Depts/WritingCenter/

Centre for Technical Communication (excerpt):

www.smartbiz.com/sbs/arts/bly48.htm

Appendices

- *Event Details Checklist*
- *Visual Evaluation Form*
- *Business Card Group Self-Evaluation*
- *Ticket Evaluation Criteria, Ticket Voting Ballot, and Winning Ticket Ribbons*
- *Letterhead Teacher/Group Evaluation*
- *Business Letter Progress Marks*
- *Report Process Marks Sheet*
- *Unit #2 Assessment Rubric*
- *Unit #2 Software Applications Rubric*

Unit #2, Appendix A

Word Processing Competencies Checklist

- | | | |
|---|---|--|
| <input type="checkbox"/> Bullets | <input type="checkbox"/> Margins -Top | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Change Case | <input type="checkbox"/> New | <input type="checkbox"/> Text -formatting - italics |
| <input type="checkbox"/> Close | <input type="checkbox"/> Open | <input type="checkbox"/> Thesaurus |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Page Break | <input type="checkbox"/> Word Art |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Paste | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Data Entry | <input type="checkbox"/> Print | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Save as | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Font Type | <input type="checkbox"/> Save | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Font Size | <input type="checkbox"/> Search and Replace | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Footers - date and page number | <input type="checkbox"/> Spell Check | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Grammar Check | <input type="checkbox"/> Tabs - centre | |
| <input type="checkbox"/> Graphics/Clip Art/ Objects | <input type="checkbox"/> Tabs - decimal | |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> Tabs - left | |
| <input type="checkbox"/> Indent- double | <input type="checkbox"/> Tabs - right | |
| <input type="checkbox"/> Indent - hanging | <input type="checkbox"/> Tabs with dot leaders | |
| <input type="checkbox"/> Indent - left | <input type="checkbox"/> Text alignment - centre | |
| <input type="checkbox"/> Indent - right | <input type="checkbox"/> Text alignment - left | |
| <input type="checkbox"/> Margins - bottom | <input type="checkbox"/> Text alignment - justify | |
| <input type="checkbox"/> Margins - left | <input type="checkbox"/> Text alignment - fight | |
| <input type="checkbox"/> Margins - right | <input type="checkbox"/> Text formatting - bold | |

Troubleshooting Features

- Customized Help Feature
- Help Menu/Wizard
- Print Preview
- Undo/Redo
- _____
- _____

Spreadsheet Competencies Checklist

- | | | |
|---|---|--|
| <input type="checkbox"/> Cell Alignment - centre | <input type="checkbox"/> Formulae - automatic average | <input type="checkbox"/> Rows - adding |
| <input type="checkbox"/> Cell Alignment - left | <input type="checkbox"/> Formulae - automatic count | <input type="checkbox"/> Rows - deleting |
| <input type="checkbox"/> Cell Alignment - right | <input type="checkbox"/> Formulae - manual add | <input type="checkbox"/> Save |
| <input type="checkbox"/> Cell Format -font size | <input type="checkbox"/> Formulae - manual divide | <input type="checkbox"/> Save As |
| <input type="checkbox"/> Cell Format - font type | <input type="checkbox"/> Formulae - manual multiply | <input type="checkbox"/> Sort - simple |
| <input type="checkbox"/> Cell Height | <input type="checkbox"/> Formulae - manual subtract | <input type="checkbox"/> Spell Check |
| <input type="checkbox"/> Cell width | <input type="checkbox"/> Graph - bar | <input type="checkbox"/> Text formatting - bold |
| <input type="checkbox"/> Cells - select | <input type="checkbox"/> Graph - line | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Close | <input type="checkbox"/> Graph - pie | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Columns - add | <input type="checkbox"/> Gridlines | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Columns - delete | <input type="checkbox"/> Headers - date and page number | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Margins bottom | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Margins - left | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Data Entry - formulae | <input type="checkbox"/> Margins - right | |
| <input type="checkbox"/> Data Entry - numbers | <input type="checkbox"/> Margins - top | |
| <input type="checkbox"/> Data Entry - text | <input type="checkbox"/> New | |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Open | |
| <input type="checkbox"/> Fill | <input type="checkbox"/> Print | |
| <input type="checkbox"/> Footers - date and page number | <input type="checkbox"/> Print with formulae displayed | |
| <input type="checkbox"/> Formulae - automatic add | | |

Troubleshooting Features

- Customized Help Feature
- Help Menu/Wizard
- Print Preview
- Undo/Redo

Unit #2, Appendix A

Database Competencies Checklist

- | | | |
|--|---|--|
| <input type="checkbox"/> Cell Alignment - centre | <input type="checkbox"/> New | <input type="checkbox"/> Structure - field |
| <input type="checkbox"/> Cell Alignment - left | <input type="checkbox"/> Open | <input type="checkbox"/> Text formatting - bold |
| <input type="checkbox"/> Cell Alignment - right | <input type="checkbox"/> Paste | <input type="checkbox"/> Text formatting - underline |
| <input type="checkbox"/> Close | <input type="checkbox"/> Print - file | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Print record | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Query - multiple field match | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Query - single field match | |
| <input type="checkbox"/> Field - type | <input type="checkbox"/> Record - insert | <u>Troubleshooting Features</u> |
| <input type="checkbox"/> Field - size | <input type="checkbox"/> Record - height | <input type="checkbox"/> Customized Help Feature |
| <input type="checkbox"/> Field - delete | <input type="checkbox"/> Record - delete | <input type="checkbox"/> Help Menu/Wizard |
| <input type="checkbox"/> Field - insert | <input type="checkbox"/> Save As | <input type="checkbox"/> Print Preview |
| <input type="checkbox"/> Font - size | <input type="checkbox"/> Save | <input type="checkbox"/> Undo/Redo |
| <input type="checkbox"/> Font - style | <input type="checkbox"/> Sort - simple | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Footer - date and page number | <input type="checkbox"/> Spell Check | |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> Structure - record | |
| | <input type="checkbox"/> Structure - file | |

Desktop Publishing Competencies Checklist

- | | | |
|--|--|--|
| <input type="checkbox"/> Background | <input type="checkbox"/> Margin - right | <input type="checkbox"/> Text formatting - italics |
| <input type="checkbox"/> Borders | <input type="checkbox"/> Margin - top | <input type="checkbox"/> Text Box |
| <input type="checkbox"/> Charts | <input type="checkbox"/> New | <input type="checkbox"/> Wizards |
| <input type="checkbox"/> Clip Art | <input type="checkbox"/> Objects | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Close | <input type="checkbox"/> Open Page Setup | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Colour | <input type="checkbox"/> Paste | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Columns | <input type="checkbox"/> Print | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Copy | <input type="checkbox"/> Save As | |
| <input type="checkbox"/> Cut | <input type="checkbox"/> Save | <u>Trouble shooting Features</u> |
| <input type="checkbox"/> Drawing Tools | <input type="checkbox"/> Select | <input type="checkbox"/> Customized Help Feature |
| <input type="checkbox"/> Exit | <input type="checkbox"/> Shading | <input type="checkbox"/> Help Menu/Wizard |
| <input type="checkbox"/> Font - size | <input type="checkbox"/> Spell Check | <input type="checkbox"/> Print Preview |
| <input type="checkbox"/> Font - style | <input type="checkbox"/> Text Alignment - Centre | <input type="checkbox"/> Undo/Redo |
| <input type="checkbox"/> Footer - date and page number | <input type="checkbox"/> Text Alignment - left | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Graphics | <input type="checkbox"/> Text Alignment - right | |
| <input type="checkbox"/> Header - date and page number | <input type="checkbox"/> Text Formatting - bold | |
| <input type="checkbox"/> Margin bottom | <input type="checkbox"/> Text Formatting - underline | |
| <input type="checkbox"/> Margin left | | |

Note:

For each software feature or functions that you can successfully use, check the corresponding box. Samples of work that demonstrate the application of the feature or function must follow each checklist. Additional features and functions that you can apply should be added to the checklist.

Unit #2, Appendix B

WAT

WEB AUTHORIZING FOR TODAY

Today's Date

Mr. J. Bondolin
123 Anystreet Road
Anytown, ON
LXP 2X5

Dear Mr. Bondolin

As per our recent telephone conversation, we would like to forward the enclosed material on web page authoring. Many organizations now have a presence on the World Wide Web. As a company interested in entering into the Virtual Market, we would have the following advice.

- *Plan your site before you begin*
- *Consider the objective or goal of your site*
- *What information will your site contain*
- *Who is your target audience*
- *Consider graphics and sound*
- *Consider the ease of navigation*

Prior to creating your site, you may wish to access a variety of sites available on the Internet. Many of these sites provide general information, however, many also explain the key to HTML coding, which is the backbone of web-page construction. You must also keep in mind that Internet addresses are only valid as long as the site is maintained. It is not uncommon to enter an address and discover the site no longer exists. You may, however, wish to access these websites.

Topic	Company	Internet Address
Web Publishing	Information Technology	www. teleducatn.ca/
IT Terms	PC Encyclopedia	www.webopedia.com
Web Page Tutorial	Shoolnet	www. schoolnet. ca.

Your company is ready to embark on a very exciting project. A presence on the web can not only facilitate your business operations, but can also allow prospective customers to determine where you are and what you do.

The consultants at Web Authoring for Today are available 24-hours a day, 7 days a week, to assist with the production of your site. We look forward to the opportunity to work with you.

Sincerely

Your signature here

Your name here
President
Enclosure

Web Authoring for Today
246 Webster Road
Anycity, On.
M4R 5T7
(905) 777- 1234
e-mail: wauthor@website.on.ca

Unit #2, Appendix B

Editing “Web Authoring For Today” Word Processing Readiness #2

General Instructions:

1. Retrieve your original letter
2. Make the following changes:
 - o Change the bulleted items to UPPER CASE.
 - o Double indent paragraph one
 - o Right indent paragraph two (Prior to creating...)
 - o Change the margins: top 2”, bottom 2”, left 1.5”, right 1.5 “.
 - o Use the thesaurus to find a word that means the same as “today”.
 - o Use search and replace to replace the word today with a word chosen from the thesaurus.
 - o Check the grammar and spelling.
 - o Show your teacher a print preview of the document.
3. Save, using an appropriate name, in an appropriate location
4. Print a copy

The Running Shoes

You are interested in purchasing running shoes. The information on the shoes are as follows:

Price: \$59.00

Goods and Services tax Rate (GST) 7% (.07)

Provincial Sales tax Rate (PST) 8% (.08)

GST Amount = Price * GST Rate

PST Amount = Price * PST Rate

Total Due = Price + GST Amount + PST Amount

You have a savings account that has a balance of \$10.00 and a part-time job that pays \$6.00 per hour. For each scenario, complete the blank information.

Scenario One

Price : \$59.00 GST Amount: _____ PST Amount: _____

Total Due: _____ Savings: \$10.00

Amount Needed (Total Due-Savings): _____ Savings: \$10.00

Rate of Pay: \$6.00/hour

Hours Needed to Work to Buy Shoes: _____

Scenario Two

You negotiate a raise of 50 cents per hour

Price : \$59.00 GST Amount: _____ PST Amount: _____

Total Due: _____ Savings: \$10.00

Amount Needed (Total Due-Savings): _____ Savings: \$10.00
 Rate of Pay: \$6.50/hour
 Hours work Needed to buy shoes: _____

Scenario Three

The shoes are on sale, \$10.00 off the price
 Price : \$59.00 GST Amount: _____ PST Amount: _____

Total Due: _____ Savings: \$10.00

Amount Needed (Total Due-Savings): _____ Savings: \$10.00
 Rate of Pay: \$6.00/hour
 Hours Needed to Work to Buy Shoes: _____

Scenario Four

You purchase lunch for \$5.00. The shoes are not on sale. Record all of the information (headings, amounts, etc.) using the format from the previous scenarios

Hours Needed to Work to Buy Shoes: _____

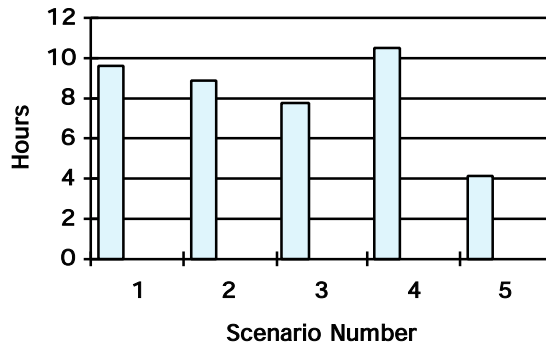
Other Running Shoe Plan Options

Edit *The Electronic Running Shoe Plan* to include the following:

- Change the column heading to Arial font style, size 14.
- Assume that the shoes will not go on sale. Discount column and adjust the formulae where required.
- Your boss has just announces a base deduction amount of \$4.00 per day. Add a column titled *Deduction* between *Hourly Wage* and *Hours to Work*. Adjust the formulae whre required..
- Add a footer that includes the date
- Ad a header that includes the page number
- Edit the formulae in the *Total Due* column to include the built- in sum function.
- delete Scenario 3
- Add a Scenario 3 that include a \$15.00 discount and a gift (that is added to savings of \$25.00).

Produce the following:

Hours to Work
Running Shoes Purchase



- Print a copy of the spreadsheet.
- Print a copy of the spreadsheet with the formulae displayed.

The Electronic Running Shoe Plan

1. Prepare a spreadsheet that includes the five-scenario shoe purchase. The column headings are included below:

Scenario	Price	Discount	GST Amount	PST Amount	Total Due	Savings	Amt Needed	Hourly Wage	Hours to Work
----------	-------	----------	------------	------------	-----------	---------	------------	-------------	---------------

2. Create the remainder of the spreadsheet. Use formulae where appropriate. Below is what the final spreadsheet should look like:

The Electronic Running Shoe Plan

Scenario	Price	Discount	GST Amount	PST Amount	Total Due	Savings	Amt Needed	Hourly Wage	Hours to Work
1.	\$59.00	\$0.00	\$4.13	\$4.72	\$67.85	\$10.00	\$57.85	\$6.00	9.64
2.	\$59.00	\$0.00	\$4.13	\$4.72	\$67.85	\$10.00	\$57.85	\$6.50	8.90
3.	\$59.00	\$10.00	\$3.43	\$3.92	\$56.35	\$10.00	\$46.35	\$6.00	7.72
4.	\$59.00	\$0.00	\$4.13	\$4.72	\$67.85	\$5.00	\$62.85	\$6.00	10.48
5.	\$59.00	\$10.00	\$3.43	\$3.92	\$56.35	\$30.00	\$26.35	\$6.50	4.05

Teacher Note:

Below is a partial copy of the spreadsheet with the formulae required to complete the calculations:

Scenario	Price	Discount	GST Amount	PST Amount	Total Due	Savings	Amt Needed	Hourly Wage	Hours to Work
1.	\$59.00	\$0.00	$(B4-C4)*0.07$	$(B4-C4)*0.08$	$B4+D4 +E4-C4$	\$10.00	$F4-G4$	\$6.00	$H4/14$
2.	\$59.00	\$0.00				\$10.00		\$6.50	
3.	\$59.00	\$10.00				\$10.00		\$6.00	

Unit #2, Appendix B

The Pencil and Paper Database

My Music Collection Title: Artist: Recording Label: Type of Music	My Music Collection Title: Artist: Recording Label: Type of Music
--	--

Using the above information, *label fields, records, and files*.

Complete the following fill-in blanks.

A _____ is a collection of related records.

A _____ is a collection of related files.

A _____ is a collection of related fields.

Specific information is contained in _____.

List the fields you would use if you were creating an electronic address book. remember to make the files very specific and limited. The list is started for you.

1. First name
2. Last name
- 3.

The Electronic Address book

Create a database with the following characteristics.

Title: My Personal Address Book

Fields: First Name, Last Name, Street Name, Street Number, Street Prefix, City, Province, Country, Postal Code, Area Code, Phone Number, Fax Number, E-mail Address, Nationality, National Foods

- bold the field names
- centre, bold, and italicize the title
- centre the First and Last Name data
- right align the City data
- use the Arial font for all information except the title (Times New Roman)
- the title should be 16 point

Input information for seven to ten people. Students may use fictitious information.

Print one record.

Print the file on one page.

Editing the Address Book

Edit your electronic address book as follows:

- add a header that includes your name
- add a footer that includes the date and page number
- delete the Country field
- delete your third record
- insert a field (and data) entitled Birth Month
- insert a new record.
- sort the data alphabetically by last name.

Print a copy of the file.

Unit #2, Appendix C

The Internet Information Hunt

- Access the Internet according to your teacher's instructions.
- Locate the area on the screen where you key the Internet address of a website you wish to access.
- Key the address of one of the search engines identified on the next page.
- Answer the following questions:

1. What is a search engine (hint: start with **www.yahoo.ca** and click on the Help/Info Centre link)?
2. How are search engines used?
3. Identify three Canada-based search engines.
4. Select your two favourite search engines and provide a rationale for your choices.
5. What is the purpose of enclosing the search in quotation marks?
6. What is the purpose of using a + sign in a search?
7. What is the purpose of using a - sign in a search?
8. What is the purpose of using the word AND in a search?
9. Identify three brands of web-page design software.
10. What is the function of web-page design software?
11. What design characteristics should be considered when creating a web page?
12. Define the following terms:

HTML	Link
Tags	World Wide Web
Web Page	URL
Website	Search Engine

3 additional questions here:

Suggested Sites:

Search Engines

www.infoseek.com

www.lycos.com

www.411canada.com

www.altavista.com

www.csr.ists.ca

www.excite.com

www.hotbot.com

www.infoseek.com

www.lycos.com

www.maplesquare.com

www.mckinley.com

www.yahoo.ca

www.yahoo.com

www.yahooligans.com

Links for Multiple Search Engines

www.beaucoup.com/engbig.html

www.oise.utoronto.ca/search/html

Other Related Sites

teleeducation.nb.ca/it/

www.actgden.com

www.builder.com/Authoring/Newbies/?st.bl.fd.au2.feat.1561

www.corel.com

www.cyberbee.com/schoolpage/school.html

www.geocities.com/Baja/4361

www.microsoft.com

www.sausage.com

www.schoolnet.ca

www.treasure.canarie.ca/frames/

startabout.html

www.webopedia.com

**Internet Information Hunt
Visual Evaluation**

Self/Pair Evaluation		Teacher Evaluation	
Communicates answers to questions		Communicates answers to questions.	
#1	/2	#1	/2
#2	/2	#2	/2
#3	/3	#3	/3
#10	/2	#10	/2
#11	/2	#11	/2
Use of Information		Use of Information	
Technology	/5	Technology	/5
Creativity	/2	Creativity	/2
Correct format for citing Internet resources	/2	Correct format for citing Internet resources	/2
Subtotal	/20	Subtotal	/20
		Total	/40

Unlocking the Mysteries of Desktop Publishing

Desktop Publishing Today

Newsletter Date

Your Most Common Questions



What is Desktop Publishing?

Using a personal computer workstation it is possible today to produce professionally formatted documents. Once the specialty of desktop publishing software individuals are now finding it easier to create polished documents using word processors.

Desktop publishing (DTP) involves creating items with a variety of typefaces, assorted margins, multiple justifications, columns, graphics, clip art, and rotated text.

Commonly produced documents that are desktop published include newsletters, menus, invitations, advertisements, flyers, magazines, business cards, business letterhead, brochures, and calendars.



What is WYSIWYG?

An important feature of desktop publishing, whether using DTP software or a word processor, is the ability to see on your screen how the printed product will look. This is referred to as **What You See Is What You Get (WYSIWYG)**

Once produced, in order to ensure a professional-quality product, the document should be printed on a high-quality printer or saved to a PostScript file that can be printed by a professional printer.



DTP Terminology

Typeface:

Kerning:

Leading:

Font:

Point:

Note to Students: Use the Internet to find the meaning of these terms.

Unit #2 Appendix E

EVENT DETAILS CHECKLIST GROUP PROGRESS CHART

GROUP MEMBERS NAMES: _____

EVENT: _____

DATE: _____

Use check marks on the list below to indicate that the required information has been obtained., Space has been provided at the bottom where you can list additional information such as the names of planning committee members, etc.

- Date
- Location
- Time
- Activities Involved
- Target Audience
- Special Features
- Cost
- Ticket Availability
- Planning Committee Members
- Event Telephone Number
- Sponsors
- Specialized Information

Additional Information

**VISUAL EVALUATION FORM
TEACHER EVALUATION**

GROUP MEMBERS NAMES: _____

EVENT: _____

DATE: _____

TYPE OF VISUAL: _____

EACH GROUP MEMBER WILL RECEIVE THE SAME MARK./	
	<i>Marks</i>
CONTENT: details from Part A, #3 are all incorporated	/12
APPEARANCE: colour, graphics/pictures, font, text size, creativity	/5
SUITABILITY OF ADVERTISEMENT FOR EVENT: flyer, brochure, banner, poster, etc.	/5
GRAMMAR, SPELLING, PUNCTUATION	/3

GROUP TOTAL

/25

Unit #2, Appendix E

**Business Card
Group Self-evaluation**

Names _____ Strength: _____ Task: _____
_____ Strength: _____ Task: _____
_____ Strength: _____ Task: _____

Event: _____ Date: _____

As a group, answer "yes" or "no" to each of the following statements.	
We discussed our strengths regarding the assigned tasks.	Yes/No
Each of us felt comfortable with the task we received.	Yes/No
We worked as a team to help each other when needed.	Yes/No
Each of us provided positive feedback to other team members.	Yes/No
Each of us offered suggestions for improvement.	Yes/No
We incorporated a visual into our design.	Yes/No
We met our deadline.	Yes/No
We are proud of what we accomplished.	Yes/No

Discussion

What software did your group use to complete the business card?

List the reasons why you answered "no" to any of the above statements.

State the information technology skills your group used to complete this activity.

Share your groups' evaluation with your teacher.

<p>Sample Ticket Evaluation Criteria</p> <p>JAll necessary data included JFont easily read JSize (not too large or small) JAppearance JCreativity (layout/colour/graphics)</p>	<p>Ticket Voting Ballot</p> <p>I vote for ticket.</p> <hr/>
---	--

TICKET RIBBONS



BUSINESS LETTER PROGRESS MARKS		
Marks will be given for all completed work submitted by deadline date.		
Topic	Marks	Due Date
Handwritten draft of text	1	
Signed reviewer's copy of draft of text	1	
Formatted draft copy of business letter	1	
Self-evaluation of format	1	
Final copy of business letter	1	
TOTAL PROCESS MARK	/5	

**Letterhead
Teacher/Group Evaluation**

Group Member Names _____ **Mark:** _____

_____ **Mark:** _____

_____ **Mark:** _____

EVENT: _____

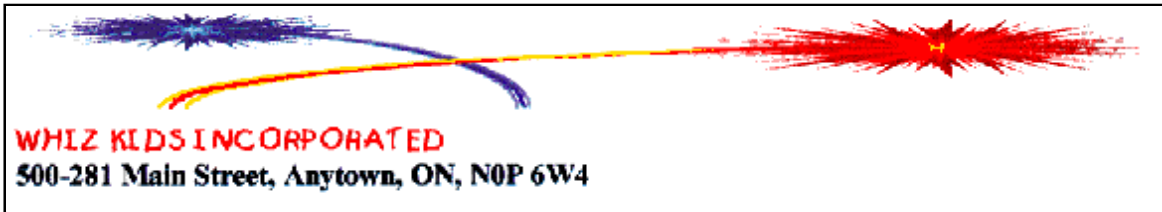
DATE: _____

The mark for letterhead will be determined by both the teacher and the group members.

	MARK
Event Title	/1
Return Address (including postal code)	/1
Telephone Number (including area code)	/1
Design Creativity (placement and appearance)	/2
Graphic (appearance, placement, suitability)	/3
Planning Committee (or group) Members	/1
Additional Information	/1
Fax/e-mail information (if applicable)	
Other	
MARK	/10

Multiply your group mark by the number of people in the group (e.g., 3 group members; $3 \times 10 = 30$). This is the total number of marks your group has. Decide how many of the total marks each group member should receive (e.g., one member was absent for this whole section, that member will likely receive 0/10; other 2 members feel they divided the work evenly so each will receive 15/30. Submit these marks to your teacher.

Sample Letter Format



Date (Enter 6 times)

Date line

Ms. Amy Tan, Manager
CFAR Radio Station
27 King ST E
Anytown, ON
NOP 6W4

Receiver's Address

Dear Ms. Tan (Enter 2 times)

Salutation

Paragraphs: The text of the letter is made up of paragraphs. The paragraphs are not indented and are single spaced. You do, however, enter 2 times before beginning a new paragraph. (Enter 2 times)
Formatting Punctuation: There are no punctuation marks at the end of lines in the various parts of the letter unless, of course, the word is an abbreviation such as *Ltd.* *Ltd.* is an abbreviation of *Limited*. Some companies use the abbreviated form in their company name. All sentences in the text of the letter require standard punctuation

Parts of the letter: In this sample letter, the names of the parts of the letter have been highlighted by using bold print.

Why is formatting important? The format of your letter creates an impression of you. Therefore, you want it to be a good impression.

Business letter Closings: There are several acceptable business letter closings. Two of the most common ones are Sincerely and Yours truly. It is very important that the sender input his/her name as well as using a handwritten signature.

Attachments: When additional information is attached or enclosed with a letter, the sender usually indicates this by keying the abbreviation Encl. (Enclosure) or Attach. (Attachments) at the very end of the letter. (Enter 2 times)

Sincerely (Enter 6 times)

**Complimentary
Closing**

Jamie Stephan

Handwritten Signature

Jamie Stephan, Student
Attach.

Sender's name/Title

Telephone 519-222-1111

Fax 519-222-0000

e-mail: wkids@abc.net

Business Letter Evaluation

Self-Evaluation - Format

Marks

Letterhead	/1
Date	/1
Receiver's address	/1
Salutation	/1
Text format	/1
Closing	/1
Sender's Handwritten Signature	/1
Sender's name/title - keyed	/1
Attachment (Event Advertisement)	/1
Correct Spacing	/1
Acceptable font/size	/1

Total Format Mark

/10

Teacher Evaluation - Content

Marks

Student has clearly stated	
Purpose of the letter (invitation)	/1
Reason guest is invited	/1
Event/time/date location	/4
Advertisement enclosed	/1
Date by which reply required	/1
How to contact sender	/1
Letter sounds business-like courteous	/1
Grammar, punctuation, spelling	/5

Total Content Mark

/15

Report Process Mark sheet

Marks

Cover Page with picture graphic	/2
Main Title (font/size/bold/position)	/4
Subheadings (font/size/position)	/3
Spreadsheet/Chart/Table	/4
Text Content:	
explanation of chosen event	/1
process group used	/1
good things/difficulties	/2
information technology skills used	/2
what was learned form experience	/2
samples of work	/4

Total Process mark

/25

Unit #2, Appendix F

Unit #2 Assessment Rubric

Categories	Level 1	level 2	Level 3	Level 4
<p>Knowledge/Understanding</p> <ul style="list-style-type: none"> • knowledge of terminology • understands types of application software • identifies examples of software applications • explains the purpose of specific software application • explains the purpose of search engines • defines the concept of web-page design 	<ul style="list-style-type: none"> • demonstrates limited knowledge of terminology • limited understanding of types of software applications • limited ability to identify examples of software applications • limited ability to explain the purpose of specific software applications • limited ability to explain the purpose of search engines • limited definition of the concept of web-page design 	<ul style="list-style-type: none"> • demonstrates some knowledge of terminology • some understanding of types of software applications • some ability to identify examples of software application • some ability to explain the purpose of specific software applications • some ability to explain the purpose of search engines • some detail in the definition of the concept of web-page design. 	<ul style="list-style-type: none"> • demonstrates considerable knowledge of terminology • considerable understanding of types of software applications • considerable ability to identify examples of software applications • considerable ability to explain the purpose of specific software applications. • considerable ability to explain the purpose of search engines • considerable detail in the definition of web-page design 	<ul style="list-style-type: none"> • demonstrates thorough knowledge of terminology • thorough understanding of types of software applications • outstanding ability to identify examples of software applications • exemplary ability to explain the purpose of search engines • comprehensive detail in the definition of the concept of web-page design.
<p>Application</p> <ul style="list-style-type: none"> • uses <i>Help</i> feature to solve problems • practises file management • uses editing feature (e.g., cut, copy, paste) effectively • uses formatting functions (e.g., font style and size, justification, paragraph) effectively • uses tools (e.g., spell check, formulas thesaurus) effectively • alters page layout (e.g. margins, orientation effectively) • modifies <i>clip art</i> effectively • creates a database effectively • cites websites appropriately • locates websites to fulfill research requirements 	<ul style="list-style-type: none"> • uses <i>Help</i> features with limited effectiveness • appropriately names files with limited relevance • appropriately stores files with limited relevance • uses editing features with limited effectiveness • uses formatting functions with limited effectiveness • uses tools with limited effectiveness • alters page layout with limited effectiveness • modifies <i>clip art</i> in a limited way • limited ability to create a database • limited attempts to cite websites • meets few research objective using websites. 	<ul style="list-style-type: none"> • uses <i>Help</i> features with moderate effectiveness • appropriately name files with moderate relevance • appropriately sorts files with moderate relevance • uses editing feature with moderate effectiveness • uses formatting functions with moderate effectiveness • uses tools with moderate effectiveness • alters page layout with moderate effectiveness • modifies <i>clip art</i> in a moderately effective way • moderate ability to create database • moderate attempt to cite websites meets some research objective using websites. 	<ul style="list-style-type: none"> • uses <i>Help</i> features with considerable effectiveness • appropriately names files with considerable relevance • appropriately stores files with considerable relevance • uses editing features with considerable effectiveness • uses formatting functions with considerable effectiveness • uses tools with considerable effectiveness • alters page layout with considerable effectiveness • modifies <i>clip art</i> in a considerably effective way • considerable ability to create a database • considerable attempts to site websites meets all research objectives using websites 	<ul style="list-style-type: none"> • uses <i>Help</i> features with a high degree of effectiveness • appropriately names files with a high degree of relevance • appropriately stores files with a high degree of relevance • uses editing features with a high degree of effectiveness • uses formatting functions with a high degree of effectiveness • uses tools with a high degree of effectiveness • alters page layout with a high degree of effectiveness • modifies <i>clip art</i> in a highly effective way • exceptional ability to create a database • exceptional attempts to cite websites • exceed research objectives using websites.
<p>Communication</p> <ul style="list-style-type: none"> • able to effectively communicate information in electronic form using a variety of software 	<ul style="list-style-type: none"> • limited ability to communicate information in electronic from using some software 	<ul style="list-style-type: none"> • moderate ability to communicate information in electronic form using some software 	<ul style="list-style-type: none"> • considerable ability to communicate information in electronic form using most software 	<ul style="list-style-type: none"> • exceptional ability to communicate information in electronic form using all software.

Unit #2, Appendix F

Software Applications Rubric

Categories	Level 1	level 2	Level 3	Level 4
General Knowledge and Skills <ul style="list-style-type: none"> understands key terminology associated with each application identifies appropriate situations in which to use each application consistent accuracy in data entry uses <i>Help</i> features to solve individual problems 	<ul style="list-style-type: none"> limited understanding of key terms limited ability to identify situations in which to use specific applications enters data with limited accuracy infrequently uses <i>Help</i> features to solve problems 	<ul style="list-style-type: none"> some understanding of key terms some ability to identify situations in which to use specific applications enters data with some accuracy sometimes uses <i>Help</i> features to solve problems 	<ul style="list-style-type: none"> considerable understanding of key terms considerable ability to identify situations in which to use specific applications enters data with considerable accuracy usually uses <i>Help</i> features to solve problems 	<ul style="list-style-type: none"> thorough understanding of key terms excellent ability to identify situations in which to use specific applications enters data with exceptional accuracy always uses <i>Help</i> features to solve problems
Word Processing <ul style="list-style-type: none"> consistent application of word processing functions (e.g., formatting, changing fonts, headers/footers, objects/graphics, indents, margins, page breaks, tabs, alignment) in document creation appropriate use of word processing features in document creation 	<ul style="list-style-type: none"> limited consistency in the use of functions to create documents limited use of word processing features in document creation 	<ul style="list-style-type: none"> some consistency in the use of functions to create documents some use of word processing features in document creation 	<ul style="list-style-type: none"> consistent use of functions to create documents good use of word processing features in document creation 	<ul style="list-style-type: none"> exceptional use of functions to create documents exceptional use of word processing features in document creation
Spreadsheets <ul style="list-style-type: none"> changes cell features and appearance uses formulae and functions effectively creates graphs to visually present data 	<ul style="list-style-type: none"> weak ability to change cell features and appearance uses formulae and functions with limited effectiveness demonstrates limited ability to create graphs to visually present data 	<ul style="list-style-type: none"> moderate ability to change cell features and appearance uses formulae and functions with moderate effectiveness demonstrates moderate ability to create graphs to visually present data 	<ul style="list-style-type: none"> considerable ability to change cell features and appearance uses formulae and functions with considerable effectiveness demonstrates considerable ability to create graphs to visually present data 	<ul style="list-style-type: none"> exceptional ability to change cell features and appearance uses formulae and functions with high degree of effectiveness demonstrates outstanding ability to create graphs to visually present data