

Information Technology Curriculum Design

Power Standards

1. Enhance software and workplace skills needed for entry into the technological and global business world.
2. Develop career and technical skills for post-secondary life in college or the workplace.

Power Benchmarks

1. Prepare a PowerPoint presentation utilizing advanced animation techniques and links.
2. Design a brochure using MsPublisher.
3. Create an original newsletter from information gathered by researching the Internet.
4. Produce an Excel spreadsheet with linked data.
5. Create an Access report reflecting a real-life application.
6. Create an intranet website with FrontPage.
7. Manipulate an image using Adobe Photoshop.
8. Create resume and cover letter (letter of application).
9. Compile a career portfolio.
10. Assemble merged documents using Word, Excel, and Access.

Information Technology Curriculum Design

Students will be able to:

1. Enhance software and workplace skills needed for entry into the technological and global business world.
 - Prepare a PowerPoint presentation utilizing advanced animation techniques and links. (1)
 - Design a brochure using MsPublisher. (2)
 - Create an original newsletter from information gathered by researching the Internet. (3)
 - Produce an Excel spreadsheet with linked data. (4)
 - Create an Access report reflecting a real-life application. (5)
 - Create an intranet website with FrontPage. (6)
 - Manipulate an image using Adobe Photoshop. (7)
 - Assemble merged documents using Word, Excel, and Access. (10)

2. Develop career and technical skills for post-secondary life in college or the workplace.
 - Create resume and cover letter (letter of application). (8)
 - Compile a career portfolio. (9)

Information Technology Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.</p> <p>Power Benchmarks/Competency # 1: Prepare a PowerPoint presentation utilizing advanced animation techniques and links.</p> <p>Estimated Timeline: 2 days and on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X			Math	Science	Reading	Social Responsibility	Communications			X	X	X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
		X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that...(sentence)...</i></p> <ul style="list-style-type: none"> ➤ PowerPoint can be combined with Excel and Word ➤ Separate presentations can be combined into one. ➤ PowerPoint presentations can be web files. ➤ PowerPoint presentations can be packaged to be played on any computer. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How are presentations combined into one? ➤ How is a presentation linked with Excel and Word documents? ➤ How is a PowerPoint presentation changed into a web file? ➤ How is a PowerPoint presentation packaged to run on any computer? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Collect information and compile a PowerPoint presentation. <ul style="list-style-type: none"> ○ Electronic presentations, hyperlinks, action buttons, menus, linking slides, design templates, layouts, custom animations, transitions, 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create an electronic presentation including sounds, images, tables, files, motion clips, hyperlinks, action buttons, and menus for navigation ➤ Apply design templates, layouts, custom animations, and transitions ➤ Insert slides to combine presentations ➤ Link slides to Word and Excel documents ➤ Create a web file with PowerPoint ➤ Package a presentation 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Project 13 – Task 1 – 6: Creating Presentations for July 4th Extravaganza, <i>Integrated Business Projects</i> 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
--	--

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Prepare a PowerPoint presentation utilizing advanced animation techniques and links.

Power Benchmark/Competency: #1

Learning Activities:	Resources:
➤ Discussion of terminology	
➤ Teacher demonstration of PowerPoint	
➤ Practice Problems	
➤ Complete Project 13	

Stage 3 - Work in Progress

Information Technology Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.</p> <p>Power Benchmark/Competency # 2: Design a brochure using MsPublisher.</p> <p>Estimated Timeline: 3 days and on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X			Math	Science	Reading	Social Responsibility	Communications			X	X	X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
		X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that...(sentence)...</i></p> <ul style="list-style-type: none"> ➤ Brochures are small pamphlets that provide information about a product, place, service, event or a schedule. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How is a brochure set up for two columns on each side of a page? ➤ How are pictures inserted into a Publisher document? ➤ How is information found on Internet? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Collect information from the internet ➤ Place into a document formatted as a brochure using MsPublisher <ul style="list-style-type: none"> ○ Brochure, position objects, group and ungroup objects, autoshapes, text wrapping, textbox 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Set up a 2 column brochure in MsPublisher ➤ Insert pictures/clipart into the brochure ➤ Research on the internet to find information ➤ Write text summarizing the information found on the internet 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Complete the handout <i>Brochure on the Quad Cities</i> 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
--	--

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Design a brochure using MsPublisher.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
➤ Teacher demonstration in using MsPublisher	
➤ Practice problems in setting up a brochure	
➤ Complete brochure created from information found on the internet	

Information Technology Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.</p> <p>Power Benchmark/Competency # 3: Create an original newsletter from information gathered by researching the Internet.</p> <p>Estimated Timeline: 4 days and on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X	X	X	Math	Science	Reading	Social Responsibility	Communications			X	X	X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
		X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that...(sentence)...</i></p> <ul style="list-style-type: none"> ➤ A newsletter can be an effective way to communicate relevant information about products, promotions, achievements, or announcements. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How is a masthead created? ➤ How are columns set for a newsletter? ➤ How is a newsletter template on the web site for Microsoft Word found? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Evaluate the importance of the information gathered from the internet on a state. ➤ Determine what should be included in the newsletter. ➤ Format the information into the design of a newsletter <ul style="list-style-type: none"> ○ Template, masthead/banner, columns, spellcheck, pictures, autoshapes 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Find a template for newsletter on the Microsoft website ➤ Create a newsletter complete with a masthead, pictures, auto shape and a textbox 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Create a newsletter on a state – handout 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
---	--

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Create an original newsletter from information gathered by researching the Internet.

Power Benchmark/Competency: #3

Learning Activities:	Resources:
➤ Teacher demonstration in using MsWord and finding templates on the web	
➤ Practice problems in setting up newsletters	
➤ Complete newsletter created from information found on the internet	
➤ Create booklets of newsletters on states for distribution to elementary schools	

Information Technology Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.</p> <p>Power Benchmark/Competency # 4: Produce an Excel spreadsheet with linked data.</p> <p>Estimated Timeline: 2 days and on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X			Math	Science	Reading	Social Responsibility	Communications	X				
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
X																					
<p>Understandings (Standards & Benchmarks): <i>Students will understand that...(sentence)...</i></p> <ul style="list-style-type: none"> ➤ Multiple Excel worksheets can be linked to create a summary report. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How is a payroll worksheet created? ➤ How are multiple worksheets linked together to form a summary report? ➤ How are 3-D reference formulas setup? 																				
<p>Students will: (<i>know</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Compile data into a worksheet using Excel software. ➤ Consolidate data from two or more worksheets. ➤ Link consolidated data <ul style="list-style-type: none"> ○ Payroll, worksheet, workbook, column headings, formatting cells, copy, paste, linking worksheets, formulas, merging cells, absolute and relative references, 3-D cell references, autoformats 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a payroll worksheet ➤ Create a quarterly summary report from multiple linked worksheets 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Project 7 – Job 7-6 Payroll Quarterly Summary Report in <i>Integrated Business Projects</i> 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
--	--

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Produce an Excel spreadsheet with linked data.

Power Benchmark/Competency: #4

Learning Activities:	Resources:
➤ Teacher demonstration in using Excel	
➤ Practice problems in setting up a payroll worksheet and linking sheets	
➤ Complete summary report created from linked worksheet	

Information Technology Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.

Power Benchmark/Competency # 5:
Create an Access report reflecting a real-life application.

Estimated Timeline: 2 days and on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X	X	X		X
Math	Science	Reading	Social Responsibility	Communications
X				X

Understandings (Standards & Benchmarks):

Students will understand that...(sentence)...

- An Access database is a collection of information that is organized to make retrieving specific data easy.
- A form is used to input information into a table.
- A query is used to ask a question about a table.
- A report provides specific data in a printed or onscreen format.

Essential Questions:

- How is a table designed and setup in a database from design view?
- How is a form created from a table design?
- How can a query be designed and be run?
- How can a report be produced from a table?

Students will: (know)... (Include vocabulary)

- Design a table and form from data given in an assignment handout.
- Arrange the table fields into a report.
- Format the report in an attractive appearance.
 - tables, fields, data types, validation rule and text, forms, form header, calculated control and reports for a database

Students will be able to (i.e. do)...(Include vocabulary)

- create a table from just having the field names given
- create and design a form from a table
- produce a report using some of the fields from the self-created table
- include a calculated control in a report

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Access Performance Assessment handout-- Create your own table, form, and report.

Key Criteria: (Rubric)

- TBD

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Create an Access report reflecting a real-life application.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
➤ Demonstrations by the teacher in creating a table, form, query, and report	
➤ Practice problems involved in creating objects of a database	

Information Technology Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.

Power Benchmark/Competency # 6:
Create an intranet website with FrontPage.

Estimated Timeline: 4 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X	X	X		X
Math	Science	Reading	Social Responsibility	Communications
X		X		X

Understandings (Standards & Benchmarks):
Students will understand that...(sentence)

- Web pages can be modified for an intranet in FrontPage.
- Graphics can be inserted and modified on web pages.
- Hyperlinks to other sites can be created.
- Web site navigation can be developed.
- A theme can be applied to a web site.

Essential Questions:

- How can a web site be created in a privately maintained computer network such as a business using FrontPage?
- How is a web site published for use on an intranet?

Students will: (know)... (Include vocabulary)

- Create and preview a web site using FrontPage.
- Develop a site navigation for a web site.
 - Intranet, hyperlinks, site navigation, theme, graphic, hot spot and image map

Students will be able to (i.e. do)... (Include vocabulary)

- Modify the contents of web pages in a web site.
- Place graphics and hyperlinks in a web site
- Manage the navigation structure of the web site
- Apply a theme to a web site

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Project 19, Creating an Intranet with FrontPage, *Integrated Business Projects*, pages 286 – 297.

Key Criteria: (Rubric)

- TBD

Information Technology Curriculum Design

Stage 3 – Learning Plan:
Create an intranet website with FrontPage
Power Benchmark/Competency: #6

Learning Activities:	Resources:
➤ Teacher demonstration using FrontPage	
Practice problems creating a web site.	

Information Technology Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Enhance software and workplace skills needed for entry into the technological and global business world.</p> <p>Power Benchmark/Competency #7: Manipulate an image using Adobe Photoshop.</p> <p>Estimated Timeline: 2 days and on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X		X	Math	Science	Reading	Social Responsibility	Communications	X		X		X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X		X																	
Math	Science	Reading	Social Responsibility	Communications																	
X		X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that...(sentence)...</i></p> <ul style="list-style-type: none"> ➤ Images can be edited and or created in Photoshop. ➤ Images must be optimized into .gif or .jpeg files in order to be inserted into web pages. ➤ Selecting appropriate optimization settings is important for controlling file size and, therefore, download time. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ From what sources can you import images into Photoshop for editing? ➤ As you create and edit an image, why is it important to utilize many different layers? ➤ Why is it important to optimize images for the web? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Define the parts of ImageReady work area including a menu bar, a floating toolbox, a tool options bar, floating palettes, and document window. ➤ Determine whether images should be saved as a .gif or a .jpeg. ➤ Optimize an image in order to reduce file size. <ul style="list-style-type: none"> ○ Pixels, optimize, .gif, .jpeg 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Select appropriate tools from the toolbox. ➤ Organize images on layers. ➤ Create new layers. ➤ Edit images by manipulating layers including selecting layers, re-ordering layers, applying filters, and deleting layers. ➤ Select parts of an image using a variety of tools. ➤ Utilize the text tool to add text to images. ➤ Determine the appropriate optimization settings when saving an image for a web page. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Personal/Famous Person Website project. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
--	--

Information Technology Curriculum Design

Stage 3 – Learning Plan:
Manipulate an image using Adobe Photoshop.
Power Benchmark/Competency: #7

Learning Activities:	Resources:
➤ Tutorial 4 Review Assignments, page 4.51-4,52	
➤ Tutorial 4 Case 3, page 4.56	

Information Technology Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Develop career and technical skills for post-secondary life in college or the workplace.

Power Benchmark/Competency # 8:
Create resume and cover letter (letter of application).

Estimated Timeline: 4 days

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X	X	X		X
Math	Science	Reading	Social Responsibility	Communications
		X		X

Understandings (Standards & Benchmarks):
Students will understand that...(sentence)...

- A resume is a representation of oneself on paper.
- A resume provides the first impression to a potential employer.
- There are three types of resumes—chronological, functional, and combination.
- A cover letter must accompany a resume in order to clarify the reason for sending the resume.

Essential Questions:

- What is the purpose of creating resume?
- How does the information contained on a resume relate to the stated job objective?
- What is the purpose of a cover letter?

Students will: (know)... (Include vocabulary)

- The chronological resume is the traditional format and lists work history, including a brief history of each.
- The functional resume highlights skills or areas of expertise.
- The combination resume highlights both skills and lists job experience.
- The cover letter should be addressed to the job contact at a targeted company.
- The purpose of each of the three paragraphs contained in the cover letter.
 - Job objective
 - Functional
 - Chronological
 - Combination

Students will be able to (i.e. do)... (Include vocabulary)

- Review their strengths and weaknesses.
- Identify their skills.
- Focus on a career goal.
- Create a resume based upon their strengths, skills, and career goal.
- Create a cover letter.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Resume and cover letter contained in portfolio

Key Criteria: (Rubric)

- TBD

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Create resume and cover letter (letter of application).

Power Benchmark/Competency: #8

Learning Activities:	Resources:
Teacher demonstration of types of resumes	
Internet research of samples of resumes and cover letters	

Information Technology Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Develop career and technical skills for post-secondary life in college or the workplace.</p> <p>Power Benchmark/Competency #9: Compile a career portfolio.</p> <p>Estimated Timeline: 2 day and on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 15%;">Career</th> <th style="width: 15%;">Technology</th> <th style="width: 15%;">Critical Thinking</th> <th style="width: 15%;">Global & Cultural</th> <th style="width: 15%;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communications			X	X	X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
		X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that...(sentence)...</i></p> <ul style="list-style-type: none"> ➤ A portfolio is an organized collection of materials designed to fulfill a goal. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How does a portfolio help develop skills? ➤ How does a portfolio aid in the job-seeking process? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Developmental portfolios document growth over time. ➤ Representational portfolios include an individual’s best work related to a career goal. ➤ Portfolios are organized using a contents log. ➤ Documents in a portfolio are accompanied by a form which lists the type and a short description and, also, reflection of skills demonstrated. <ul style="list-style-type: none"> ○ Developmental portfolio ○ Representational portfolio 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Evaluate their own work in order to select only examples of high quality. ➤ Select materials that best represent the scope of their skills and that would hold the greatest interest for employers. ➤ Reflect on skills learned when creating documents. ➤ Create an introductory essay or cover letter indicating the purpose of the portfolio. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Final student portfolio 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Compile a career portfolio.

Power Benchmark/Competency: #9

Learning Activities:	Resources:
Teacher presentation of the portfolio evaluation process.	
Teacher demonstration of completion of required forms.	
Guided student practice in completing logs.	
Guided student practice in evaluating and selecting work for the portfolio.	

Information Technology Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Develop career and technical skills for post-secondary life in college or the workplace.

Power Benchmark/Competency # 10:
Assemble merged documents using Word, Excel, and Access.

Estimated Timeline: 3 days and on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X	X	X		X
Math	Science	Reading	Social Responsibility	Communication
X		X		X

Understandings (Standards & Benchmarks):
Students will understand that...(sentence)...

- The Microsoft Office software suite of programs may be used in conjunction to create complex, integrated documents.

Essential Questions:

- What are the advantages and disadvantages of having multiple windows open at one time?
- What is the difference between an embedded object and a linked object?
- In what types of situations would it be advantageous to link objects? Embed objects?

Students will: (know)... (Include vocabulary)

- Multiple programs and documents can be open at the same time.
- Linked files automatically update whenever the original data is changed.
- Embedded data is not linked and, therefore, will not change if the source data is changed.
 - Source file
 - Destination file
 - Link
 - Embed
 - OLE

Students will be able to (i.e. do)... (Include vocabulary)

- Arrange multiple program windows onscreen.
- Utilize linking to create a dynamic connection between two files.
- Insert embedded objects into a destination file.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Learning Microsoft Office, An Integrated Approach, Exercise 37.

Key Criteria: (Rubric)

- TBD

Information Technology Curriculum Design

Stage 3 – Learning Plan:

Assemble merged documents using Word, Excel, and Access.

Power Benchmark/Competency: #10

Learning Activities:	Resources:
➤ Guided practice using <u>Learning Microsoft Office, An Integrated Approach</u> , Exercises 27-29, 34-36.	

BROCHURE PROJECT

Quad Cities USA

You have been hired to create a two-column brochure for the Visitor's Bureau of the Quad Cities. They want one that can be taken to conventions around the United States. It should sell the good points of this area and encourage others to visit the Quad Cities USA. Use MsPublisher and create both sides of the sheet.

Visit the current site of the Visitor's Bureau of the Quad Cities
<http://www.visitquadcities.com/>

You should research the different events that occur during the year in the area. Also include some of the places people could visit while here. Look for some other sites on the internet—not just Visitor's Bureau of the Quad Cities.

Use all of the various things we have learned in MsPublisher including, but not limited to:

publication	design sets	design gallery
clipart	textboxes	Autoshapes-shadows or 3D
hyperlinks	text wrapping	tables
wordart		

NEWSLETTER ON A STATE

Directions:

You are to pick a state that you would like to visit some day. Then use the Internet to research for some of the information regarding that state as listed below. You are going to use what you learn doing the research to create a newsletter using a template for MsWord found on the Microsoft website. Create a newsletter to interest others to travel to your state. You may use pictures from the internet or clipart. Do NOT copy and paste information other than pictures from the Internet. When we finish our newsletters, we will combine them into a booklet and deliver copies to the elementary libraries for reference.

Things to look for in researching the state:

History - When was state created?

Culture

Major cities – including the capital city

Places to visit

State bird, song, symbol, flower

Weather or Climate

Population

Occupations – how people live

Leading Industries—what is produced?

Cost of living factors

Crime rate

Recreation possibilities

Colleges/universities

Sport teams

Interesting facts

ACCESS PERFORMANCE ASSESSMENT

Create your own table, form, and report. Choose layouts and styles.

1. Create a table named **tblShipping** that includes the following fields:
 - CarrierID**
 - CompanyName**
 - Address**
 - City**
 - State**
 - PostalCode**
 - PhoneNumber**
 - FaxNumber**
 - Mail**
 - MinimumCharge**
2. Set Data Types and Field Sizes as necessary. Include a Validation Rule and Validation Text that limits the delivery method to US Mail, Air, or Truck.
3. Add three records, filling in the data for carrier companies. Use your name as the Company Name on one of the records.
4. Create a form for **tblShipping** with all the fields and your choice of layout options. Set the text and background colors. Add a Form Header with an appropriate title that is formatted to emphasize it. Print the form with your name.
5. Create a tabular, landscape report for **tblShipping**. Do not include the **PhoneNumber**, **FaxNumber**, **E-Mail**, or **DeliveryMethod** fields. Do not use groups or sorting. Title the report **rptShippingInfo**. Add a calculated control at the right edge to determine the new Minimum Charge if rates are increased by 10%. Print the report.
6. Compact and close the database.