Course Title: Technology Foundations
Grade Level: 8, 9
Carnegie Unit: 1
Contact: MDE Office of Curriculum & Instruction
Central High School Building
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Board Approved: February 17, 2012
## Course Outline

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation and Ethics</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Internet Tools in the Classroom</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Computing Fundamentals</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Windows and Operating Systems</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Keyboarding</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Word Processing/Desktop Publishing</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Multimedia Presentations</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Spreadsheet Applications</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Social Media</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Career Exploration</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>135</td>
</tr>
</tbody>
</table>
Unit 1: Orientation and Ethics

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Identify school policies, program policies, and procedures related to Technology Foundations.
- Adhere to safety measures in relation to the technology in the lab.
- Learn appropriate safety measures in relation to various aspects of technology.
- Complete various inventories to help identify interpersonal skills used in the classroom and workforce.

Essential Questions

- Why is Internet restriction software available and important?
- Why is safety important in a computer lab?
- How are ethics relevant in today’s society?

Vocabulary

Identify and review the unit vocabulary.

Access Controls, Antivirus Software, Authorized Access, Authorized Use, Boot Sector, Computer Ethics, Computer Virus, Cyber Ethics, Cybercrime, Decryption, Encryption, Ethics, EULA, File Virus, Hacker, Learning Style, Network, Password, Personality, PIN, Piracy, Privacy, Rescue Disk, Site License, Software License, Trojan Horse, Unauthorized Access/Use, Username, Worm
### Competency 1: Identify course expectations, school policies, program policies, and safety procedures related to Technology Foundations.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify course expectations, school policies, program policies, and safety procedures related to Technology Foundations.</td>
<td>a. Using the school handbook, read and go over school policies and procedures in relation to Technology Foundations. Students will sign and return the Internet Policy according to the student handbook after the class discussion. Create PowerPoint presentation of lab rules and regulations and safety guidelines in regard to Technology Foundations. Create and administer a test and/or quiz on course expectations, school policies, program policies, and safety procedures with a 100% passing requirement.</td>
<td>a. Group Discussion</td>
</tr>
<tr>
<td>b. Describe the operating procedures for the equipment utilized in the course.</td>
<td>b. Discuss the acceptable use policy in regard to computer networks according to the student handbook. Discuss the location of equipment in the lab. Discuss the role of the teacher and student in relation to equipment repair and/or troubleshooting in the lab.</td>
<td>b. Teacher Observation and Group Discussion</td>
</tr>
</tbody>
</table>

### Competency 2: Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify forces that shape personality development and learning styles, including personality traits, heredity, and environment.</td>
<td>a. Have students complete an online survey that will identify their learning style. Example: <a href="http://www.scholastic.com/familymatters/parentguides/middleschool/quiz_learningstyles/index.htm">http://www.scholastic.com/familymatters/parentguides/middleschool/quiz_learningstyles/index.htm</a>. Students may also take a free test similar to the Myers-Briggs Personality Type test at <a href="http://www.humanmetrics.com/cgi-win/JTypes1.htm">http://www.humanmetrics.com/cgi-win/JTypes1.htm</a> or <a href="http://www.41q.com/">http://www.41q.com/</a>. Using the results of this test, discuss personality differences and how individuals with different personality types have to adjust to them in order to work together. Link this working relationship to the classroom. Optional: Personality Activity (located in Appendix A)</td>
<td>a. Graded Activity and Teacher Observation</td>
</tr>
<tr>
<td>b. Report on how personality traits affect teamwork and leadership skills.</td>
<td>b. After discussion of varying and often conflicting personality differences, have students research how different personalities work together. There is evidence to report, however, that student speculation and opinion could be viable topics of discussion as well. The</td>
<td>b. Report Rubric</td>
</tr>
</tbody>
</table>
**Competency 3:** Understand the ethical, cultural, and societal issues related to technology.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss ethics in relation to computer and technology usage.</td>
<td>a. Discuss with students proper ethical behavior that should be used in the classroom. Extend this thinking to their personal use of computers and the Internet. Be sure to include the topics of hacking, piracy, cybercrime, cyberbullying, etc. References: <a href="http://www.educationworld.com/a_tech/tech/tech055.shtml">http://www.educationworld.com/a_tech/tech/tech055.shtml</a>, <a href="http://www.cybercitizenship.org/">http://www.cybercitizenship.org/</a>.</td>
<td>a. Teacher-Created Quiz on Cyber Ethics.</td>
</tr>
<tr>
<td>b. Discuss ethics in the educational environment.</td>
<td>b. Students should be aware of expectations not only of students, but of all people involved in the education profession. Reference <a href="http://www.nea.org/home/30442.htm">http://www.nea.org/home/30442.htm</a> to read what the National Education Association considers proper ethics for educational professionals. Discuss how this affects students in the classroom. Have students compare and contrast the roles of students against the roles of educational professionals in terms of ethics.</td>
<td>b. Report Rubric or Journal Rubric</td>
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<tr>
<td>c. Discuss ethics in the occupational environment.</td>
<td>c. Have students research high-profile ethics concerns in the news (e.g., ENRON, Martha Stewart, News of the World, etc.). The students should evaluate one situation and discuss all of the unethical behavior they can identify. Students should offer suggestions for how these situations could have been handled better if proper ethics were followed. Students should create a report and/or present findings to the class.</td>
<td>c. Report Rubric or Presentation Rubric</td>
</tr>
</tbody>
</table>

**Performance Task**

**Performance Task Title**

No performance task necessary for orientation units.

**Attachments for Performance Task**

None


**Unit Resources**

**Books:**

**Web sites:**


Unit 2: Internet Tools in the Classroom

Understandings and Goals

Enduring Understandings
In this unit, the student will learn that:

- Netiquette and internet safety should be used in and out of school for the protection of users and equipment.
- Acceptable use policies are designed for the protection of each party using the network.
- Information on the internet should be verified for accuracy and purpose.
- Online communication methods are varied and constantly evolving and emerging.
- Online communication can be used for personal research, for social networking, and as an educational medium between student and teacher.

Essential Questions
- Who controls what is posted on the Internet?
- What is the purpose of acceptable use policies?
- What kind of negative things can happen through the Internet?
- How were things done differently before the Internet?
- What new developments do you think will happen in the future via the Internet?

Vocabulary

Identify and review the unit vocabulary.

| Address Bar | Hypertext |
| Attachment | Internet |
| Back | IP Address |
| Browser | Print |
| Domain | Refresh/Reload |
| Download | Search Box |
| E-mail | Search Engine |
| Favorites or Bookmarks | Stop |
| Forward | Tab |
| History | URL |
| Home | Window |
| Homepage | World Wide Web |
| Hyperlink | |
## Suggested Learning Experiences

**Competency 1:** Demonstrate proficiency in telecommunication applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
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</thead>
<tbody>
<tr>
<td>a. Review &quot;appropriate use&quot; policies related to telecommunications.</td>
<td>a. Using the school handbook, read and discuss school district policies and procedures emphasizing what individual or group is being protected by each rule. Engage the students in a teacher-led conversation and/or debate about the pros and cons of district, school, and classroom rules and procedures. Create and issue a quiz about the rules and regulations with a 100% passing requirement.</td>
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<tr>
<td>b. Identify different types of information sources on the Internet.</td>
<td>b. Engage the students in a teacher-led conversation about different types of information sources found on the internet including facts, opinions, interpretation, and statistics. Guide the conversation to include situations in which each type of information should be used as sources. Have students work individually, in small groups, or in a large group to fill in a chart matching various research situations to the given types of sources. This can be done by way of paper, multimedia software, or wiki.</td>
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<tr>
<td>c. Discuss and use web browsing applications.</td>
<td>c. Have students to complete a teacher made scavenger hunt sheet including definitions and buttons associated with web-browsing applications. Students can use the following page: <a href="http://www.teachingideas.co.uk/welcome/browsers/page1.htm">http://www.teachingideas.co.uk/welcome/browsers/page1.htm</a></td>
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</table>
| d. Search the Internet for reliable information. | d. Outline the CARS checklist (Credibility, Accuracy, Reasonableness, Support) via a multimedia presentation or website (e.g., [McGraw-Hill Higher Education](https://www.mhhe.com) or [Evaluating Internet Research Sources](https://www.mla.org)). Have the class discuss and evaluate a variety of websites based on the following:  
1. Credibility: Is the author highly qualified on the given topic; does he or she provide quality evidence to support his or her stance?  
2. Accuracy: Is the information based on current, comprehensive, and detailed fact?  
3. Reasonableness: Is the information based on objective and balanced truth, or is there a hidden agenda that reflects a distorted version of the truth?  
4. Support: Are there documented sources listed, or are there at least two outside sources to corroborate the information stated? |
|                                | d. Group Participation Rubric                                                             |                                |
Have students work in groups to summarize one of the items on the checklist including three to five tips for each. Have students post them on large paper to be posted in class as reference material.

e. Introduce students to the Blackboard website rcu.blackboard.com.

Have students work in groups to summarize one of the items on the checklist including three to five tips for each. Have students post them on large paper to be posted in class as reference material.

e. Guide students through the basics of Blackboard as it will be used in class. Emphasize organization of the class site, logging in and out, and properly submitting assignments.

e. Graded Hotspot Quiz and Teacher Observation

**Competency 2:** Interact with others using various telecommunication methods.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Explore online communication methods (e-mail, chat rooms, wikis, blogs, online classroom, etc.)</td>
<td>a. Use a multimedia presentation to show examples of various online communication methods. Have students to create an e-mail account; add friends to address book; and compose, open, organize and delete e-mails. Have students to attach a class assignment and submit it to the teacher via e-mail. Model for students how to use the calendar feature of the e-mail account.</td>
<td>a. Teacher Observation</td>
</tr>
<tr>
<td>b. Demonstrate appropriate behavior in the online arena.</td>
<td>b. Have students use the Internet to research netiquette. Have students create a “Netiquette Fact Sheet” to use while interacting with peers, experts, and other audiences. Have students take part in a discussion board and/or a wiki via Blackboard (if available). Emphasize using complete sentences, correct English, and constructive criticism only. Note: If desired, set up a classroom account at <a href="http://www.edmodo.com">www.edmodo.com</a>, a social networking site for students, teachers, and parents. It looks and feels like Facebook, but can be used for educational purposes.</td>
<td>b. Group Participation Rubric</td>
</tr>
</tbody>
</table>

**Performance Task**

**Appropriate Use Skit**

An “appropriate use” policy rule was broken, and a resulting conference is taking place between the student, parent(s), and school official(s). Students will work in groups of three to five to act out the conference. The skit should:

1. Describe the given incident.
2. State the rule that was broken and name the document(s) where the rule is stated.
3. Name the party that is protected by the rule (student, teacher, school, district, etc.) and state how they are protected.
4. Describe how the incident could have been handled to prevent the rule infraction.
Attachments for Performance Task

Appropriate Use Skit Rubric (Appendix A)
**Unit Resources**

**Journals:**

**Web sites:**


Unit 3: Computing Fundamentals

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Identify and recognize the essential parts of a computer system.
- Discover what to look for when purchasing a computer system.

Essential Questions
- What do you need to know before you purchase a computer system?
- What happens if essential computer system elements are missing?

Vocabulary

Identify and review the unit vocabulary.

Application Software
CD
CD-R
CD-RW
CPU
Motherboard
Disk Drives
Hard Drive
Hardware
Keyboard
Monitor
Mouse
Operating System Software
Printer
RAM
ROM
Software
USB
Webcam
## Competency 1: Demonstrate understanding of technology systems.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
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<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify obsolete, current, and emerging technologies.</td>
<td>a. Using the Internet, a teacher-created slide show, magazines, or other media, show students pictures of past and present technologies. Discuss how and why some of them have become obsolete. Lead the discussion into emerging technologies and speculations of future technologies. Have students write a blog or journal entry about technology they used in the past that is no longer relevant.</td>
<td>a. Large Group Discussion (Journal Rubric)</td>
</tr>
<tr>
<td>b. Demonstrate knowledge of computer hardware.</td>
<td>b. Show students a presentation about the different parts of a computer. Using a desktop computer, students should be able to identify parts such as monitor, printer, mouse, tower, speakers, scanner, webcam, keyboard, and so forth. Allow students to go to the Internet to <a href="http://www.gcflearnfree.org/computerbasics">http://www.gcflearnfree.org/computerbasics</a> and watch the video entitled “How to Set up a Computer.” Have students demonstrate setting up a typical desktop computer. (On this site, there are several other valuable tools teachers can use to teach computer basics.)</td>
<td>b. Teacher-Created Test (Observe for Proficiency and/or Teacher-Created Checklist)</td>
</tr>
<tr>
<td>c. Demonstrate knowledge of computer software.</td>
<td>c. Discuss the difference between operating system software and application software. Discuss and demonstrate different examples of each. Have students identify file extensions for software that will be used in the classroom. If students have a computer system at home, have them list the software installed on their machines. Have students identify the operating system on their machine(s) at home. Discuss.</td>
<td>c. Teacher-Created Test</td>
</tr>
<tr>
<td>d. Troubleshoot common hardware and software problems.</td>
<td>d. Define and discuss troubleshooting. Visit the website <a href="http://www.gcflearnfree.org/computerbasics/13">http://www.gcflearnfree.org/computerbasics/13</a> which discusses some troubleshooting techniques. Show students the website <a href="http://www.computerhope.com/basic.htm">http://www.computerhope.com/basic.htm</a> to assist with troubleshooting tips. Discuss the Bios Beep codes and what they mean with students. <a href="http://www.computerhope.com/beep.htm">http://www.computerhope.com/beep.htm</a></td>
<td>d. Class Discussion and/or Journal Entry</td>
</tr>
</tbody>
</table>
Demonstrate how to remove various parts inside the tower, such as memory, disk drives, and so forth, from the motherboard to help detect common hardware problems based on the beep codes. If available, allow students to disassemble and reassemble a desktop computer.

**Competency 2:** Demonstrate knowledge of computers and technology when purchasing equipment.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify factors that apply when purchasing computer equipment.</td>
<td>a. Using a teacher-created multimedia presentation, discuss hard drive size, speed, processor, and memory amounts with students to assist them in what to look for when purchasing a computer. Include discussion on how to best meet the needs of the individual consumers.</td>
<td>a. Teacher Observation</td>
</tr>
<tr>
<td>b. Demonstrate understanding of computer equipment by successfully “purchasing” a computer system.</td>
<td>b. Read the article “Four things to know before you buy a computer” at <a href="http://www.gcflearnfree.org/computerbasics/article/171">http://www.gcflearnfree.org/computerbasics/article/171</a>. Allow students to bring in local sale papers and newspapers as well as search stores online with advertisements on various computer systems and discuss which is the best buy and why. Group students and have them find a reasonable computer for several different needs (to be determined by the teacher: engineer, student, music enthusiast, etc.) As a group, students will present their “best buy” to the class.</td>
<td>b. Presentation Rubric</td>
</tr>
</tbody>
</table>

**Performance Task**

**Let's Buy a Computer!**

During this project, you will go through the steps of purchasing a computer without actually buying one. Here are the specs:

You are a computer enthusiast of some sort (your choice). Decide what your needs are and decide what kind of computer you are going to buy. You will need to consider your needs (music, gaming, etc.) and end up with a complete computer system (i.e., monitor, CPU, printer). Then, go to computer resale websites, such as Dell.com, Apple.com, or another similar site, and build the computer you want. It may turn out that exactly what you want comes in a package. If not, add or delete the features you do not want. Print out all the specs of the computer you wish to buy, as well as the page where you would fill in credit card information. You will be judged on the content, detail, accuracy, design, and appeal of your final product. You have $2800.00—GO!

**Attachments for Performance Task**

Project Rubric
Unit Resources

Books:

Web sites:


Unit 4: Windows and Operating Systems

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Learn to manipulate and multitask using Windows and its menu bars.
- Describe the differences between operating systems such as Windows XP, Vista 7, Unix.
- Create a folder hierarchy within Windows.

Essential Questions
- Why is an operating system in a computer necessary?
- Why is appropriate file management important?

Vocabulary

Identify and review the unit vocabulary.

Address Bar
ALT + F4
ALT + Tab
Chevron
Close
Control Menu Icon
Maximize/Restore
Minimize
Ruler
Sizing handle
Title Bar
Vertical and Horizontal Scroll Bars
## Suggested Learning Experiences

### Competency 1: Discover various operating systems.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
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</thead>
<tbody>
<tr>
<td>a. Identify current operating systems.</td>
<td>a. Have students complete the tutorials on <a href="http://www.gcflearnfree.org/windows">http://www.gcflearnfree.org/windows</a>. Once they have completed the tutorials, have students research and compare/contrast other operating systems. Students should discuss why Windows is the most popular. Have students identify the operating system they have on their desktop, netbook, or laptop at home and report to class the next day. Students will create a chart from their findings of the class.</td>
<td>a. Group Participation Rubric</td>
</tr>
<tr>
<td>b. Create and manipulate a folder hierarchy.</td>
<td>b. Have students create a folder with their name. After students have completed documents in various application software programs, have them create a folder within their folder for the various application software programs they have used (e.g., create folders for Word documents, spreadsheet documents, database documents, PowerPoint documents, images, etc.). Provide students with notes on file management. Have students use the “print screen” feature to take a picture of their hierarchy to print and turn in.</td>
<td>b. Graded Assignment</td>
</tr>
<tr>
<td>c. Demonstrate proficiency using the operating system in your lab.</td>
<td>c. Students will log in and out of the network. Students will demonstrate opening and closing programs and/or windows within the operating system using the menu bar, keyboard shortcuts, and close function. Allow students to go to the Operating System Tutorial which is located under the Accessories in Windows.</td>
<td>c. Teacher Observation</td>
</tr>
</tbody>
</table>

## Performance Task

### Performance Task Title

No performance task necessary.

### Attachments for Performance Task

None
Unit Resources

Books:

Web sites:
Unit 5: Keyboarding

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Demonstrate proper hand, finger, and body position when using a keyboard.
- Use correct fingers reaches from home row to top and bottom row keys.
- Achieve 30 net words a minute (NWAM) by the end of the year.

Essential Questions

- Why is keyboarding correctly so important?
- What kinds of jobs use keyboarding skills? What kinds of jobs do not use keyboarding skills? What is the difference?

Vocabulary

Identify and review the unit vocabulary.

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Home Row Keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrow Keys</td>
<td>Key</td>
</tr>
<tr>
<td>Backspace Key</td>
<td>Keyboard</td>
</tr>
<tr>
<td>Caps Lock</td>
<td>Letter Keys</td>
</tr>
<tr>
<td>Centering</td>
<td>Numeric Keypad</td>
</tr>
<tr>
<td>Cursor</td>
<td>Proofreading</td>
</tr>
<tr>
<td>Default</td>
<td>QWERTY Keyboard</td>
</tr>
<tr>
<td>Delete Key</td>
<td>Rate</td>
</tr>
<tr>
<td>Document</td>
<td>Return</td>
</tr>
<tr>
<td>Editing</td>
<td>Shift Keys</td>
</tr>
<tr>
<td>Enter</td>
<td>Space Bar</td>
</tr>
<tr>
<td>Error</td>
<td>Tab</td>
</tr>
<tr>
<td>ESC Key</td>
<td>Technique</td>
</tr>
<tr>
<td>Function Keys</td>
<td>Word Wrap</td>
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<td>GWAM (Gross Words a Minute)</td>
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# Suggested Learning Experiences

**Competency 1:** Perform keyboarding applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
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</thead>
</table>
| a. Demonstrate proper hand, finger, and body position when using a keyboard (ongoing). | a. Model for and teach students the proper body posture for effective keyboarding. Students should have the following posture:  
- Sit straight up in chair  
- Back straight  
- Feet flat on the floor  
- Arms parallel with the keyboard  
- Wrists low but off keyboard  
- Fingers curved and upright  
- Eyes focused on copy | a. Technique Grader |

**Important Notes:** Refer to the fingers as such: index (L1/R1), middle (L2/R2), ring (L3/R3), pinky (L4/R4) and thumb (RT). Teach up to four letters per class meeting using oral instruction and/or keyboarding textbook. Use keyboarding software to supplement instruction. **Space ONCE after all punctuation marks.** Numeric keyboarding and numeric keypad instruction should only take place if time allows. To calculate NWAM, subtract errors from GWAM (GWAM-errors=NWAM). You should spend no more than six weeks on keyboarding **instruction**. Continue to have students perform timed writings throughout the school year. Students should strive for 30 NWAM by the end of the school year.

Correctly key by touch dictation exercises, conditioning practices, software exercises, and three-minute timed writings with a goal of a minimum of 30 NWAM by the end of the year.

Print lesson reports and timed writings for speed and accuracy.

If available, have students type a lesson from a textbook on a manual typewriter and then write an essay on whether they like the typewriter or computer keyboard better and why.

Keyboarding Grading Scale  
Report Rubric
| b. Use correct finger reaches on home row and from home row to top and bottom row keys (ongoing). | b. Discuss the correct placement of body and fingers when typing. Use videos from the internet or software program to show the students correct placement. Monitor students as they type for a technique grade. Use keyboard covers (optional) to help students with correct finger placement. Use keyboarding games and online keyboarding games to reinforce keyboarding skills. | b. Teacher Observation
Student Contest using the Games |
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<tbody>
<tr>
<td>c. Perform touch typing by keying words, sentences, and paragraphs (ongoing).</td>
<td>c. Use drill practice (typing from copy) to continually increase accuracy and WAM. Print timed test reports for speed and accuracy.</td>
<td>c. Keyboarding Grading Scale</td>
</tr>
</tbody>
</table>

**Performance Task**

**Performance Task Title**

Ongoing timed writings to improve speed throughout the entire course—no specific performance task necessary.

**Attachments for Performance Task**

None
Unit Resources

Books:

Web sites:
Unit 6: Word Processing/Desktop Publishing

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Use basic word processing commands to create, format, and edit documents.
- Identify common on-screen elements of a word processing applications.
- Perform common editing and formatting functions.
- Perform basic desktop publishing applications.

Essential Questions

- Why is word processing so important?
- What kinds of jobs use word processing skills?
- How can word processing make your life easier?
- Why is it important to follow appropriate desktop publishing guidelines?

Vocabulary

Identify and review the unit vocabulary.

Alignment  Italics
Bold  Justification
Buffer  Layout
Bullet  Margin
Clip Art  Masthead
Clipboard  Orphan
Copy  Paste
Crop  Replace
Cut  Ruler
Default  Sans Serif
Delete  Save As
Desktop Publishing  Serif
Enter  Spacebar
Find  Spacing
Font  Spell Checker
Format  Tab
Gutter  Type (Font) Size
Handles  Underline
I-Beam  White Space
Import  Widow
Insert  Word Wrap
## Suggested Learning Experiences

### Competency 1: Perform basic word processing applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate ability to create, format, and edit word processing documents.</td>
<td>a. Demonstrate and explain the word processing screen (window) to include menu bar and toolbars. Provide students with guided practice activities. Use web sites such as <a href="http://webster.commnet.edu/writing/symbols.htm">http://webster.commnet.edu/writing/symbols.htm</a> to review editing and proofreading skills with students. Provide students with integrated activities to compose, format, and edit documents, including but not limited to the following: <strong>Commands</strong>: delete, insert, cursor movement, bold, italics, underline, cut, copy, paste, drag and drop, and so forth. <strong>Text and document formatting</strong>: line margins, page orientation, justification, headers and footers, line spacing, tabs, page breaks, sections breaks, creating and formatting tables, text styles, diagrams, organizational charts, and so forth. <strong>Editing and proofreading procedures</strong>: find and replace, grammar check, spell check, show/hide marks, and so forth.</td>
<td>a. Monitor Performance on Student Practice</td>
</tr>
<tr>
<td>b. Demonstrate proficiency in operating classroom word processing software.</td>
<td>b. Students should show teacher that they can manipulate and function within the classroom word processing software.</td>
<td>b. Teacher-Created Checklist</td>
</tr>
</tbody>
</table>

### Competency 2: Apply word processing applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Investigate reports written in APA format.</td>
<td>a. Use the Internet to research the formatting for APA style. Use the discussion board or wiki tool in Blackboard to discuss reasons to have set formatting for reports.</td>
<td>a. Journal Rubric</td>
</tr>
<tr>
<td>b. Conduct research for a paper written in APA format.</td>
<td>b. Use Internet and library to find sources pertaining to a topic of choice by students.</td>
<td>b. Teacher Observation</td>
</tr>
<tr>
<td>c. Cite references in APA format.</td>
<td>c. Use the Internet to research types of formatting for books, magazines, web sites, etc. in APA style. Have students locate reference pages in books or magazines and discuss what type of formatting they used to cite the references (APA or otherwise).</td>
<td>c. Teacher Observation</td>
</tr>
</tbody>
</table>
Students will correctly format a list of references from their research using the word processing program. (After they have been taught the correct way to cite, show them sites such as http://www.bibme.org/ or the References section of MS Word 2007 or higher that cite references for you.)

d. Create research paper in APA format.

d. Using a teacher-created research paper, have the students format the following: Cover page, body of work, and references. When students know how to properly format a paper, they should use their own research from a topic of choice to create a properly formatted research paper. For cross-disciplinary integration, work with Language Arts/History teacher to create research paper.

d. Report Rubric (graded with report)

Competency 3: Perform desktop publishing applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Distinguish between high-quality and low-quality desktop publishing documents. (flyers, newsletters, brochures, etc.)</td>
<td>a. Discuss and define desktop publishing (DTP) terminology. Have students investigate online and/or teacher-selected well executed and poorly done desktop publishing documents. Point out to students what makes a high-quality desktop publishing document. Have students choose between several sets of desktop publishing documents, citing why one is of better quality than the other.</td>
<td>a. Teacher Observation and/or Graded Assignment</td>
</tr>
<tr>
<td>Important Notes: Ground rules for desktop publishing: Use one space after punctuation, do not use double-hard returns, limit fonts, employ appropriate text alignment, limit use of centered text, balance line length, limit use of all capital letters, use typographical punctuation, use frames wisely, limit use of clip art, use more white space. Do not use more than four fonts in any one publication. For additional tips, visit <a href="http://www.frillios-pizza.com/FrilliosPizza/DTP_Tips_and_Guidelines.htm">http://www.frillios-pizza.com/FrilliosPizza/DTP_Tips_and_Guidelines.htm</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Create and manipulate basic desktop publishing features (lines, shapes, clip art, SmartArt, columns, tables, textboxes, etc.).</td>
<td>b. Students should use blank word processing documents to practice using lines, shapes, clip art, SmartArt, etc. Have students create something personal using at least four different DTP tools (sign for bedroom door, door hanger, greeting card, etc.). Or Have students create a table, research a state, and place pictures, clipart, etc. that represent the state. The students will need to crop/resize the graphics to fit in the table.</td>
<td>b. Project Rubric</td>
</tr>
<tr>
<td>c. Manipulate graphics</td>
<td>c. Have students use all they have learned to create a</td>
<td>c. Project Rubric</td>
</tr>
</tbody>
</table>
and objects by moving, sizing, grouping, and changing order and/or color. cover for a magazine using Word. The magazine can be about them or anything else they choose. They should follow all DTP rules and make it visually appealing. Print on color printer, if available.

<table>
<thead>
<tr>
<th>Competency 4: Apply desktop publishing applications.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Performance Indicators</strong></td>
<td><strong>Suggested Teaching Strategies</strong></td>
</tr>
<tr>
<td>a. Create effective desktop publishing documents (flyers, newsletters, brochures, etc.).</td>
<td>a. Students should apply all they have learned about DTP to create an effective document. Students may choose to create a flyer, a newsletter, 3-column autobiography, or a brochure to showcase their DTP skills.</td>
</tr>
</tbody>
</table>

**Performance Task**

**Dining Menu!**

You are the manager for a new themed restaurant. You must create a dining menu for your customers that lets people know what you have to offer but also entertains them by reflecting your restaurant’s theme. Using the basic menu provided, you must use only the items listed, come up with creative names and descriptions for the food items. (For example, if I used a golf theme, I might have the Driver Burger with Tees as the creative name and "Half pound hamburger loaded with tomato, pickles, onions, and our special green sauce. Served with tasty curly fries." as the description.) You can "enhance" an item (specify toppings, special sauce, etc.). The menu may use black and two other colors. No additional colors may be used. No entire page shading may be used. Be sure to use borders for enhancement. The menus may be printed in color or on colored paper. Your menu will be graded based on originality, creativity, and accuracy.

**Attachments for Performance Task**

Dining Menu Project

Dining Menu Rubric
Unit Resources

Books:

Web sites:
Unit 7: Multimedia Presentations

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand what multimedia presentations are.
- Use different types of multimedia presentation programs.
- Understand the terminology associated with multimedia presentations.
- Understand the importance of presentation standards associated with making presentations.
- Understand and apply multimedia presentations to other academic area.

Essential Questions
- What are multimedia presentations?
- Why are multimedia presentations important?
- What are some different types of multimedia presentation programs?
- What are some different ways in which students may apply multimedia presentations to other academic subject areas?
- How are multimedia presentation skills important to the workforce?
- What are some careers that use multimedia presentations skills?

Vocabulary

Identify and review the unit vocabulary.

Animations | Effect | Overlay
Articulation | Eye Contact | Presentation
Audience | File Extensions | Slides
Background | Flip Chart | Sound Effects
Body Language | Handouts | Story Board
Chat | Import Files | Tile
Clips | Key Point | Transition
Color Scheme | Knowledge of Subject | Views
Content | Narration | Visual Aid
Diagram | Multimedia |
## Suggested Learning Experiences

### Competency 1: Demonstrate basic multimedia presentation applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Investigate the different types of available multimedia software.</td>
<td>a. Use presentation equipment to define multimedia presentation and to introduce terminology associated with multimedia presentation. Introduce students to some different types of presentation software, such as PowerPoint, Movie Maker, Prezi, and so forth.</td>
<td>a. Vocabulary Quiz</td>
</tr>
<tr>
<td>b. Identify basic features of multimedia software.</td>
<td>b. Display and describe the basic features of multimedia software programs, such as creating slides, animations, slide transitions, sound effects, and so forth. Have students label a screen shot of all relevant features.</td>
<td>b. Graded Assignment</td>
</tr>
<tr>
<td>c. Distinguish between effective and ineffective presentation methods and features.</td>
<td>c. Research and review effective presentation tips and strategies utilizing search engines and other website resources to determine effective multimedia presentation strategies. Have students either create a one-page report on effective versus ineffective multimedia presentations or create a grossly ineffective multimedia presentation, present it, and point out all of its faults.</td>
<td>c. Report Rubric or Presentation Rubric</td>
</tr>
<tr>
<td>d. Demonstrate proficiency using basic features of multimedia software.</td>
<td>d. Students should be able to correctly identify and execute basic commands in multimedia software. Observe their work and check off each skill they can accomplish.</td>
<td>d. Teacher-Created Checklist</td>
</tr>
</tbody>
</table>

### Competency 2: Create a multimedia presentation.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use presentation features to create a complex multimedia presentation.</td>
<td>a. Plan, create, edit, and format a presentation using one of the presentation programs presented in this unit.</td>
<td>a. Presentation Rubric</td>
</tr>
<tr>
<td>b. Present a multimedia presentation.</td>
<td>b. Utilizing presentation standards reviewed throughout the unit, present a PowerPoint presentation to class. Use wireless presenters if available.</td>
<td>b. Presentation Rubric</td>
</tr>
</tbody>
</table>
Performance Task

Performance Task Title
Your Technology Foundations class has been asked by the principal to create a presentation on bullying (or another topic) for the school. You are a technology student in the Technology Foundations class that has been charged with creating this presentation for elementary students. Create a multimedia presentation for a school presentation on bullying and the effects of bullying on the school community. Your presentation should include elements such as transitions, music, animations, video, and/or any other relevant elements. It will be presented to the faculty and students at your area elementary school. You need to work with the other members of your class in teams to research and create a multimedia presentation. Include a visual aid or skit/video animation for your presentation that will be presented for elementary students in your school district. You will be judged by your content, detail, accuracy, clarity, design, and overall appeal.

Attachments for Performance Task
Project Rubric
Unit Resources

Books:

Journals:

Web sites:
Unit 8: Spreadsheet Applications

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Learn the basic skills and terms needed to effectively use spreadsheets.
- Explore how spreadsheet software can be used to simplify and organize tasks in school, home and various career settings.
- Learn to use the help, glossary, and demo features of software for basic problem solving and to search for tools needed for specific spreadsheet projects.

Essential Questions
- What skills and terms are essential for using spreadsheets in any setting?
- How were multistep calculations, large amounts of data, and detailed lists organized, calculated, and updated before the use of spreadsheet software?

Vocabulary

Identify and review the unit vocabulary.

<table>
<thead>
<tr>
<th>Activate</th>
<th>Data Series</th>
<th>Item</th>
<th>Remote Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Cell</td>
<td>Data Source</td>
<td>Justify</td>
<td>Row Heading</td>
</tr>
<tr>
<td>Active Sheet</td>
<td>Database</td>
<td>Legend</td>
<td>Rows</td>
</tr>
<tr>
<td>Argument</td>
<td>Default Startup</td>
<td>Locked Field or Record</td>
<td>Scroll Lock</td>
</tr>
<tr>
<td>Autoformat</td>
<td>Workbook</td>
<td>Merged Cell</td>
<td>Select</td>
</tr>
<tr>
<td>Axis</td>
<td>Dependents</td>
<td>Microsoft Office Excel</td>
<td>Select All Button</td>
</tr>
<tr>
<td>Border</td>
<td>Embedded Chart</td>
<td>Moving Border</td>
<td>Shared Workbook</td>
</tr>
<tr>
<td>Cell</td>
<td>Excel Table</td>
<td>Name Box</td>
<td>Sheet Tab</td>
</tr>
<tr>
<td>Cell Reference</td>
<td>Expression</td>
<td>Operand</td>
<td>Sort Order</td>
</tr>
<tr>
<td>Chart Area</td>
<td>External Data</td>
<td>Operator</td>
<td>Spreadsheet</td>
</tr>
<tr>
<td>Chart Sheet</td>
<td>External Data Range</td>
<td>Page Break</td>
<td>Template</td>
</tr>
<tr>
<td>Column</td>
<td>External Reference</td>
<td>Page Break Preview</td>
<td>Text Box</td>
</tr>
<tr>
<td>Column Heading</td>
<td>Fill Handle</td>
<td>Paste Area</td>
<td>Tick Marks</td>
</tr>
<tr>
<td>Comparison Criteria</td>
<td>Filter</td>
<td>Plot Area</td>
<td>Title</td>
</tr>
<tr>
<td>Comparison Operator</td>
<td>Font</td>
<td>Print Area</td>
<td>Value Axis</td>
</tr>
<tr>
<td>Conditional Format</td>
<td>Formula</td>
<td>Print Titles</td>
<td>Workbook</td>
</tr>
<tr>
<td>Constant</td>
<td>Formula Bar</td>
<td>Range</td>
<td>Worksheet</td>
</tr>
<tr>
<td>Criteria</td>
<td>Formula Palette</td>
<td>Range Reference</td>
<td>Workspace File</td>
</tr>
<tr>
<td>Data Label</td>
<td>Function (Office Excel)</td>
<td>Read-Only</td>
<td>Wrap</td>
</tr>
<tr>
<td>Data Marker</td>
<td>Grid</td>
<td>Refresh</td>
<td></td>
</tr>
<tr>
<td>Data Points</td>
<td>Gridlines in Charts</td>
<td>Relative Reference</td>
<td></td>
</tr>
</tbody>
</table>
## Suggested Learning Experiences

### Competency 1: Perform spreadsheet applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explore spreadsheet software purpose and functions (mail merge, database functionalities, budgets, fundraising, etc.).</td>
<td>a. Use teacher-created screen capture videos, spreadsheet templates and Excel Help Demos to demonstrate and discuss various purposes and functions of spreadsheet software at home, school, and the workplace.</td>
<td>a. Teacher Observation and/or Graded Quiz</td>
</tr>
<tr>
<td></td>
<td>Resource: Mail merge tutorial video <a href="http://www.youtube.com/watch?v=3yIYITE0ayU">http://www.youtube.com/watch?v=3yIYITE0ayU</a></td>
<td></td>
</tr>
<tr>
<td>b. Identify vocabulary and key features related to spreadsheets.</td>
<td>b. Use presentation equipment to introduce terminology, buttons, and functions of spreadsheet software. Model for students how to use the hover feature of Excel 2007, which gives details of each button when the mouse hovers over it. Have students label screen captured images of each Tab of the Excel Ribbon. Have students to use the Excel Help Glossary to define terms. Use games such as “I have... Who has” or online games to practice vocabulary before testing. Note: If your classroom has cinder block walls, you can make one wall look like a spreadsheet.</td>
<td>b. Teacher Observation, Graded Quiz, and/or Hotspot test.</td>
</tr>
<tr>
<td>c. Use basic spreadsheet formulas, functions and commands (sort, filter, edit, format, insert, delete, circle graphs, pie graphs, line graphs, etc.).</td>
<td>c. Have students complete performance exercises that require them to use basic spreadsheet formulas, functions, and commands as directed. Teach addition, subtraction, multiplication, and division formulas. Teach functions such as Sum, Max, Min, Count, Average, Round, and so forth. Use teacher-made screen captured videos of performance exercises to assist struggling students.</td>
<td>c. Teacher-Created Checklist</td>
</tr>
</tbody>
</table>

### Competency 2: Apply spreadsheet applications.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss how spreadsheets are used in everyday life.</td>
<td>a. Use Socratic questioning to discuss with the class how spreadsheets are used in everyday life and the benefit of computerized spreadsheets over paper spreadsheets.</td>
<td>a. Discussion Rubric</td>
</tr>
<tr>
<td>b. Brainstorm scenarios where spreadsheets would be beneficial.</td>
<td>b. Split students into small groups and assign each group an occupation or scenario in which a spreadsheet could be used to simplify or organize a desired task. Have students to brainstorm in small groups how spreadsheets are used to simplify the given occupation or scenario. Have each group present their results to the class and use Socratic questioning to continue the brainstorming with the class.</td>
<td>b. Group Participation Rubric</td>
</tr>
</tbody>
</table>
Performance Task

Performance Task Title
In this activity, you will each set up and run your own business—a lemonade stand. You will make all the business decisions about materials, costs, and how to make the lemonade. You will run the lemonade stand, record your data, and then analyze how much money you made or lost.

Attachments for Performance Task
Lemonade Stand Performance Task
Lemonade Stand Data Collection Sheet (http://download.microsoft.com/download/d/7/8/d78cc600-8ff5-431e-a1a0-11a4238b548d/DataCollectionSheet.xls)
Lemonade Stand Daily Guide
Performance Task Rubric (Located in Appendix A)
Unit Resources

Books:

Web sites:


Unit 9: Social Media

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand social networking and how to use it properly.
- Explore online behaviors and discuss their consequences.
- Discuss and create solutions for dealing with a cyberbullying situation.
- Investigate the pros and cons of social media.

Essential Questions
- Why is social media so important?
- What ways can you use social media in school?
- Why is it important to follow Internet safety rules?
- Why do people cyberbully?

Vocabulary

Identify and review the unit vocabulary.

Application
Blog
Facebook
Forum
MySpace
Podcast
Smartphone
Social Media
Twitter
Web 2.0
Wiki
### Competency 1: Investigate the history of social media.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discover how social media evolved in our society.</td>
<td>a. Use the Internet and screen shots to research and show how different social media sites started. (Facebook, Twitter, MySpace, etc.) Students can use multimedia software to present their information. <em>Be sure to acknowledge age restrictions on these sites.</em></td>
<td>a. Presentation Rubric</td>
</tr>
<tr>
<td>b. Investigate the different types of social media (Facebook, Twitter, Google+, texting, With, MyYearbook, MySpace, etc.).</td>
<td>b. Create a WebQuest for students to gather details about the different types of social media. They should investigate the rise and possible fall of the media, why it succeeded or failed, and the pros and cons of each of them. It would be interesting to hear the students’ opinions of which they believe is the best.</td>
<td>b. Graded WebQuest</td>
</tr>
<tr>
<td>c. Discuss the pros and cons of social media.</td>
<td>c. Students can break in to two groups to make lists of the pros and cons. Then discuss. Students can discuss the pros and cons of having access to social networking in school and what it would take to change this.</td>
<td>c. Discussion Rubric</td>
</tr>
<tr>
<td>d. Discuss safety precautions and security settings available on social media.</td>
<td>d. Use a PowerPoint and “screen shots” of Facebook and other social media sites to show how to set security settings. Define “friend” in terms of social media. How many you should have, who should they be, and who you can trust. Internet Rules: Students create posters with their “version” of Internet rules. Cyberbullying: Have students role-play bullying face-to-face. Then discuss how it is done in social media. Create a list of tips to help teens avoid cyberbullying situations.</td>
<td>d. Project Rubric</td>
</tr>
</tbody>
</table>

### Competency 2: Evaluate the effects of social media on society.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Investigate either a positive or a negative effect of social media.</td>
<td>a. Have the students brainstorm what they think are positive and negative effects of social media. Use the Internet to research the positive and negative effects of social media.</td>
<td>a. Teacher Observation</td>
</tr>
<tr>
<td>b. Report on how social media has positively and/or negatively affected society.</td>
<td>b. Students can create a multimedia presentation discussing the positive or negative effects on society. If students find positive ways social media can be used in schools, they may write research-based business</td>
<td>b. Presentation Rubric</td>
</tr>
</tbody>
</table>
letters to the school board, IT directors, or principals on how social media can be used in schools.

Performance Task

Performance Task Title
None

Attachments for Performance Task
None
Unit Resources

Journals:

Web sites:


Unit 10: Career Exploration (incorporate throughout course)

Understandings and Goals

Enduring Understandings
In this unit, the student will:

- Understand the 16 national career clusters.
- Identify themselves with one or more of the 16 national career clusters.

Essential Questions
- What types of jobs are available for me?
- What training is necessary for the job I think I am best suited for?
- How can I prepare now for the job I want in the future?

Vocabulary

Identify and review the unit vocabulary.

Career
Career Cluster
Certificates
Education
IHL (Institutes of Higher Learning)
Postsecondary Education
Salary
Secondary Education
Skills
Training
Wage
Workforce
## Suggested Learning Experiences

### Competency 1: Explore careers in the 16 national career clusters.

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Suggested Teaching Strategies</th>
<th>Suggested Assessment Strategies</th>
</tr>
</thead>
</table>
| a. Investigate the 16 national career clusters. | a. Visit the following site to investigate the 16 National Career Clusters: [http://www.careertech.org/career-clusters/glance/clusters.html](http://www.careertech.org/career-clusters/glance/clusters.html)  
Students should explore all, but choose one that they believe they are interested in to report on. The students should either create a written report or a multimedia presentation to present their findings to the class. (Be sure that all 16 career clusters are represented so that all students understand all 16.) | a. Report Rubric and Presentation Rubric |
| b. Use Choices Explorer and Choices Planner to complete the 8th Grade Guideway. (Can also complete 7th Grade Guideway if incomplete.) | b. Bridges login: [https://access.bridges.com/auth/login.do?sponsor=2](https://access.bridges.com/auth/login.do?sponsor=2)  
Please see the following information about setting up your professional account with Mississippi Bridges:  
"The PAAK (Professional Account Access Key) allows educators to create an account for both the products, Mississippi Choices Explorer and Choices Planner. This allows you administrative rights to view students' portfolios, reports, and more. You may call the 1-800-281-1168 Customer Service number and request their PAAK code for your school. Free online webinars and tutorials, on-site workshops, effective curriculum integration and more are available at [http://www.bridges.com/training](http://www.bridges.com/training). The product tutorials there are very useful in getting started." | b. Completed Guideway |
| c. Create program of study based on career interests and strengths. | c. Have students research colleges that offer programs in the field that they have determined they will go into. Based on this research, students should fill out a program of study that maps out all of the courses they will take in their four years of high school in order to prepare for the career they have chosen. | c. Complete Program of Study |

### Performance Task

**Performance Task Title**

No performance task necessary.
Unit Resources

Web sites:


# Student Competency Profile

**Student’s Name:** ________________________________

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

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

<table>
<thead>
<tr>
<th><strong>Unit 1: Orientation and Ethics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify course expectations, school policies, program policies, and safety procedures related to Technology Foundations.</td>
</tr>
<tr>
<td>2. Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.</td>
</tr>
<tr>
<td>3. Understand the ethical, cultural, and societal issues related to technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 2: Internet Tools in the Classroom</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate proficiency in telecommunication applications.</td>
</tr>
<tr>
<td>2. Interact with others using various telecommunication methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 3: Computing Fundamentals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of technology systems.</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of computers and technology when purchasing equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 4: Windows and Operating Systems</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discover various operating systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 5: Keyboarding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform keyboarding applications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 6: Word Processing/Desktop Publishing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform basic word processing applications.</td>
</tr>
<tr>
<td>2. Apply word processing applications.</td>
</tr>
<tr>
<td>3. Perform desktop publishing applications.</td>
</tr>
<tr>
<td>4. Apply desktop publishing applications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 7: Multimedia Presentations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate basic multimedia presentation applications.</td>
</tr>
<tr>
<td>2. Create a multimedia presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 8: Spreadsheet Applications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform spreadsheet applications.</td>
</tr>
<tr>
<td>2. Apply spreadsheet applications.</td>
</tr>
</tbody>
</table>
### Unit 9: Social Media

1. Investigate the history of social media.
2. Evaluate the effects of social media on society.

### Unit 10: Career Exploration (incorporate throughout course)

1. Explore careers in the 16 national career clusters.
Appendix A: Activities and Rubrics

Alphabetized list of activities and rubrics follows.
### Appropriate Use Skit Rubric

**Student’s Name________________________________________**

**Date__________________________________________________**

**Teacher Comments: ____________________________________________________________________________
____________________________________________________________________________________
_____________________________________________________________________________________________
___________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>25 Excellent</th>
<th>22 Good</th>
<th>20 Average</th>
<th>18 Poor</th>
<th>15 Failing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the given incident.</td>
<td>Clearly described incident sequentially as given with no missing details.</td>
<td>Incident completely described, but lacks clarity or not sequential.</td>
<td>Incident described with minor details missing.</td>
<td>Incident is described with major details missing.</td>
<td>Did not describe the incident at all</td>
<td></td>
</tr>
<tr>
<td>2. State the rule(s) broken, and name the document(s) where the rule is located.</td>
<td>Correct rule stated clearly, and the correct location of the rule given.</td>
<td>Correct rule stated unclearly, and the correct location of the rule given.</td>
<td>Correct rule stated, but location of the rule not stated correctly.</td>
<td>The rule stated does not apply to the given incident.</td>
<td>Did not state a rule broken.</td>
<td></td>
</tr>
<tr>
<td>3. Name the party that is protected by the rule (student, teacher, school, district, etc.) and how they are protected.</td>
<td>Named all parties protected by the rule and clearly described how they are protected.</td>
<td>Named all parties protected by the rule but unclearly described how they are protected.</td>
<td>Named all parties protected by the rule but did not describe how they are protected.</td>
<td>Named some but not all parties protected by the rule.</td>
<td>Did not name any party being protected.</td>
<td></td>
</tr>
<tr>
<td>4. Describe how the incident could have been handled to prevent the rule infraction.</td>
<td>Clearly and sequentially described how the incident could be realistically handled to avoid infraction.</td>
<td>Described how the incident could be realistically handled to avoid infraction with lack of clarity or sequential order.</td>
<td>Described how the incident could be realistically handled to avoid infraction with little or no clarity or sequential order.</td>
<td>Unrealistically described how the incident could be handled to avoid infraction.</td>
<td>Did not describe how the incident could have been avoided.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**
**Dining Menu Project**

Student’s Name ____________________________________________

Date ______________________________________________________

You are the manager for a new themed restaurant. You must create a dining menu for your customers that lets people know what you have to offer but also entertains them by reflecting your restaurant’s theme. Using the basic menu provided, you must use only the items listed and come up with creative names and descriptions for the food items. (For example, if I used a golf theme, I might have the Driver Burger with Tees as the creative name and "Half pound hamburger loaded with tomato, pickles, onions, and our special green sauce. Served with tasty curly fries." as the description.) You can "enhance" an item (specify toppings, special sauce, etc.). The menu may use black and two other colors. No additional colors may be used. No entire page shading may be used. Be sure to use borders for enhancement. The menus may be printed in color or on colored paper. Your menu will be graded based on originality, creativity, and accuracy.

### Appetizers
- Cheese Sticks $2.75  
- Toasted Ravioli $3.00  
- Potato Skins $3.00  
- Hot Wings $3.50

### Soups and Salads
- Regular Tossed Salad $2.75  
- Caesar Salad $3.25  
- Grilled Chicken Salad $3.75  
- Shrimp Salad $4.50  
- Baked Potato Soup $1.75  
- Chicken Noodle Soup $1.75  
- Chili $2.00

### Sandwiches
- Pork Barbecue Sandwich and Chips $4.00  
- Beef Barbecue Sandwich and Chips $4.15  
- Hamburger and French Fries $4.50  
- Chicken and French Fries $5.50  
- Hoagie Sandwich $3.75

### Entrees
(Meal comes with choice of french fries, baked potato, mashed potato, or rice; choice of coleslaw or mixed vegetables; and bread.)

8 oz. Sirloin Steak $7.50
10 oz. Ribeye Steak $8.00
12 oz. T-bone Steak $9.50
16 oz. New York Strip Steak $10.50
8 oz. Grilled Chicken Breast $8.00
Fried Chicken Strips $7.50
Country Fried Steak $7.50
Fried Shrimp Dinner $7.50

**Desserts**
Cheesecake (plain) $2.00
Cheesecake (w/topping) $2.50
Apple Pie $2.75
Fudge Brownie $2.75
Ice Cream Sundae $2.50

**Beverages**
Coke, Diet Coke, Sprite, Mr. Pibb, Minute Maid Orange $1.25 (unlimited refills)
Tea and Lemonade $1.25 (unlimited refills)
Coffee $1.00 (unlimited refills)
### Dining Menu Rubric

Name of Restaurant: 

Slogan: 

Manager: 

<table>
<thead>
<tr>
<th>Required Areas</th>
<th><strong>Oh, Great Job! 10 points</strong></th>
<th><strong>Pretty Good Stuff 8-9 points</strong></th>
<th><strong>Better Be More Careful! 0-7 points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Menu is divided into sections and sections are labeled and stand out.</td>
<td>Menu is divided into sections, but items may be difficult to locate.</td>
<td>Menu is not divided into appropriate sections.</td>
</tr>
<tr>
<td><strong>Features</strong></td>
<td>Advanced features are used: drop shadow, reverse text, page border, dot leaders, appropriate fonts, font formatting, use of two colors and black, etc.</td>
<td>Only a few advanced features are used; more would have contributed to the overall design and/or theme.</td>
<td>Very few advanced features are used.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>All menu items are listed, and creative names and descriptions are used.</td>
<td>Minor content issues, such as a description or two that are not &quot;good enough,&quot; exist, but the majority is okay.</td>
<td>Some menu items have been left out, no descriptions are used, or descriptions are not adequate. Other items are added or prices are wrong.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>A page border is used, good clear graphics are used, and graphics complement menu in a balanced way.</td>
<td>Good graphics are used but may not be placed well or may be overused or underused.</td>
<td>Graphics are of low quality, do not match each other, or do not contribute to theme. No page border is used.</td>
</tr>
<tr>
<td><strong>Grammar/Spelling</strong></td>
<td>No problems. Looks great!</td>
<td>Some minor errors in spelling or word use.</td>
<td>Major errors or several minor errors which detract from the finished product.</td>
</tr>
<tr>
<td><strong>Originality/Creativity</strong></td>
<td>Menu looks unique, name of restaurant is original, theme is worked into all aspects of the menu, and menu looks appealing; slogan is located on menu.</td>
<td>Minor errors with regard to theme, but overall pretty good stuff.</td>
<td>Menu looks gaudy, copied, or very plain and shows little creativity or planning.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Menu looks &quot;real.&quot;</td>
<td>Menu looks okay, but some areas need a little improvement.</td>
<td>Menu does not look professional or looks more like a flyer or newsletter than a dining menu.</td>
</tr>
</tbody>
</table>

**Comments:**

- Before turning in your final copy, have two peers check your menu and provide feedback on the drafts. Then, turn in a black and white copy to me for general feedback on layout and theme.
- This sheet must be turned in when you turn in your final color copy. Points will be deducted for projects without a grade sheet!
## Discussion Rubric

Student’s Name__________________________________________  
Date__________________________________________

<table>
<thead>
<tr>
<th>Score</th>
<th>Quality of Comments</th>
<th>Resource/Document Reference</th>
<th>Active Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Contains timely and appropriate comments that are thoughtful and reflective; responds respectfully to other student’s remarks, and provokes questions and comments from the group.</td>
<td>Makes clear reference to text being discussed and connects it to other texts or reference points from previous readings and discussions.</td>
<td>Posture, demeanor, and behavior clearly demonstrate respect and attentiveness to others.</td>
</tr>
<tr>
<td>4</td>
<td>Volunteers comments, most of which are appropriate and reflect some thoughtfulness; leads to other questions or remarks from student and/or others.</td>
<td>Has done the reading with some thoroughness, but may lack some detail or critical insight.</td>
<td>Listens to others most of the time, but does not stay focused on other’s comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others.</td>
</tr>
<tr>
<td>3</td>
<td>Volunteers comments but lacks depth; may or may not lead to other questions from students.</td>
<td>Has done the reading; lacks thoroughness of understanding or insight.</td>
<td>Listens to others some of the time, but does not stay focused on other’s comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others.</td>
</tr>
<tr>
<td>2</td>
<td>Struggles but participates; occasionally offers a comment when directly questioned, but may simply restate questions or points previously raised. May add nothing new to the discussion or provoke no responses or question.</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion.</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.</td>
</tr>
<tr>
<td>1</td>
<td>Does not participate and/or only makes negative or disruptive remarks; comments are inappropriate or off topic.</td>
<td>Unable to refer to text for evidence or support of remarks.</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion.</td>
</tr>
</tbody>
</table>

Total
# Grade Book Activity Rubric

**Student’s Name__________________________________________**

**Date__________________________________________________**

<table>
<thead>
<tr>
<th></th>
<th>25 Excellent</th>
<th>22 Good</th>
<th>20 Average</th>
<th>18 Poor</th>
<th>15 Failing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Data input</strong></td>
<td>All of the numerical data was input accurately with no misspelled words in the text.</td>
<td>All of the numerical data was input accurately, but with minor misspelled words in the text.</td>
<td>Small amount of numerical data was missing or incorrect, or major mistakes found in text.</td>
<td>Much of the data was missing or incorrect.</td>
<td>Several items of numerical data was missing or incorrect.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Appropriate use of Alignment formatting</strong></td>
<td>Correctly used all of the following with no mistakes: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.</td>
<td>Correctly used all of the following with minor mistakes: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.</td>
<td>Correctly used three of the following: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.</td>
<td>Correctly used two of the following: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.</td>
<td>Did not effectively use more than one of the following: Merge and Center, Wrap Text, Orientation, and Vertical and Horizontal Alignment.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Appropriate use of Font formatting</strong></td>
<td>Correctly used all of the following with no mistakes: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.</td>
<td>Correctly used all of the following with minor mistakes: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.</td>
<td>Correctly used three of the following: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.</td>
<td>Correctly used two of the following: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.</td>
<td>Did not effectively use more than one of the following: Font Size, Font Color, Bold Font, Fill Color, and Cell Border.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Appropriate use of Functions and formulas.</strong></td>
<td>Student found the correct average of categories and used an appropriate formula to find average before exam and final average.</td>
<td>Student found the correct average of categories but failed to find formula for either average before exam or final average.</td>
<td>Student found the correct average of categories, but failed to find average before exam and final average.</td>
<td>Student did not use formulas or functions but did type correct answers into the cells.</td>
<td>Did not give an answer at all.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**
# Group Participation Rubric

Student’s Name__________________________________________

Date__________________________________________________

**Project Title:**

<table>
<thead>
<tr>
<th></th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Discussions</strong></td>
<td>Rarely contributed to discussions of the group</td>
<td>Contributed good effort to discussions of the group</td>
<td>Contributed great effort to discussions of the group</td>
<td>Contributed exceptional effort to discussions of the group</td>
<td></td>
</tr>
<tr>
<td><strong>On-Task Behavior</strong></td>
<td>Exhibited on-task behavior inconsistently</td>
<td>Exhibited on-task behavior some of the time</td>
<td>Exhibited on-task behavior most of the time</td>
<td>Exhibited on-task behavior consistently</td>
<td></td>
</tr>
<tr>
<td><strong>Helping Others</strong></td>
<td>Did not assist other group members</td>
<td>Seldom assisted other group members</td>
<td>Occasionally assisted other group members</td>
<td>Assisted other group members</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Ignored ideas of group members</td>
<td>Seldom listened to ideas of group members</td>
<td>Occasionally listened to ideas of group members</td>
<td>Always listened to ideas of group members</td>
<td>Total Score</td>
</tr>
</tbody>
</table>
Journal Rubric

Student’s Name__________________________________________

Date__________________________________________________

Use this rubric to assess students’ abilities to complete the journal activities assigned for this lesson. Share this assessment with students prior to completing the journal-writing lessons, so they will understand how they will be assessed. You can also use the rubric as a basis for discussion and feedback with each student.

1. The student writes journal responses in complete sentences. ______
2. The student writes five or more sentences to answer questions. ______
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. ______
4. The student’s experiences and opinions are clear. ______
5. The student works with a peer to share journal responses and to develop a combined response when requested. ______

TOTAL: ______

<table>
<thead>
<tr>
<th>EXCELLENT (4)</th>
<th>VERY GOOD (3)</th>
<th>FAIR (2)</th>
<th>POOR (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student completes the task with no major errors.</td>
<td>The student completes the task with only a few major errors and some minor errors.</td>
<td>The student completes the task with some major errors and many minor errors.</td>
<td>The student fails to complete the task. The student does not understand the concepts.</td>
</tr>
<tr>
<td>The student demonstrates a full understanding of the concepts.</td>
<td>The student demonstrates a strong understanding of the concepts.</td>
<td>The student has difficulty understanding the concepts.</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Comments:
KEYBOARDING: I'll make my mark in KEYBOARDING!

Fourth Nine Weeks

NWAM 4th 9 WKS %
1  20%
2  25%
3  30%
4  35%
5  40%
6  45%
7  50%
8  55%
9  60%
10  62%
11  64%
12  68%
13  70%
14  74%
15  76%
16  79%
17  81%
18  83%
19  85%
20  87%
21  89%
22  91%
23  93%
24  94%
25  95%
26  96%
27  97%
28  98%
29  99%
30  100%

SKILLBUILDING

Skillbuilding for Speed
Lessons A-T
Due:

Skillbuilding for Accuracy
Lessons A-T
Due:

I'll make my mark in KEYBOARDING!
## Keyboarding Grading Scale (Part 2)

### First Nine Weeks

<table>
<thead>
<tr>
<th>NWAM</th>
<th>1st 9 WKS %</th>
</tr>
</thead>
<tbody>
<tr>
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### Second Nine Weeks

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<td>30</td>
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</table>

### Third Nine Weeks

<table>
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<tr>
<th>NWAM</th>
<th>3rd 9 WKS %</th>
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<tbody>
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<td>14</td>
<td>79%</td>
</tr>
<tr>
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<td>80%</td>
</tr>
<tr>
<td>16</td>
<td>81%</td>
</tr>
<tr>
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<td>82%</td>
</tr>
<tr>
<td>18</td>
<td>86%</td>
</tr>
<tr>
<td>19</td>
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</tr>
<tr>
<td>20</td>
<td>90%</td>
</tr>
<tr>
<td>21</td>
<td>92%</td>
</tr>
<tr>
<td>22</td>
<td>94%</td>
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<td>28</td>
<td>100%</td>
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<tr>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
Lemonade Stand Daily Guide

Day 1 Secret Recipe!
1. Go to http://coolmath-games.com/lemonade/index.html to play the Lemonade game and take detailed notes about what the customers think of your lemonade. Change the recipe until you are completely proud of your product. Once you choose your recipe, you will be using it for the duration of the project.
2. Take notes about the other trends in the game.
   - Do the prices stay the same each day for various products?
   - How does the weather affect sales?
   - What happens to the products that you do not use?
   - Did you ever run out of any products?
3. Keep all of your notes for making future decisions!

Day 2-3 Setting the Price!
2. Download the Excel data collection sheet, from the bottom of the green rectangle.
3. Now you are going to enter your secret lemonade recipe that you developed on day one. You will input the recipe in cells I5, J5, and K5, but pay attention to what is asked for in K5. The recipe in the game asks for ice cubes per cup, but the data collections sheet asks for ice per pitcher. **We are going to estimate that there are 20 cups per pitcher.** So multiply the number of ice cubes listed in your recipe times 20, and list it in J5.
4. Now you are going to copy the data that you entered on row five down through row 14. This data will not change for the 10 days that you play the game.
5. Name Sheet 1, Daily Sales Data.
6. Name Sheet 2, Cost per Cup.
8. Go to the store to get all three prices for each of the items. You will enter the data on the Cost per Cup Sheet as shown. The cost per item found in column C is found by dividing the cost per pack in column B, by the items per pack in column A.
9. To figure the cost to produce one cup of lemonade, we must find the amount of each item used in each cup and multiply that by the unit cost of each item. Because there are three different prices for each item and each of those prices change daily, we can only come up with estimates. We will estimate the most expensive and least expensive cost per cup of lemonade to establish a cost range. Here is how:
### Recipe

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount per pitcher</th>
<th>Amount/Cup</th>
<th>Cost Per Unit</th>
<th>Cost Per Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upper Limit of Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cups</td>
<td>20</td>
<td>1</td>
<td>$0.0320</td>
<td>$0.03200</td>
</tr>
<tr>
<td>Lemons</td>
<td>5</td>
<td>0.25</td>
<td>$0.0940</td>
<td>$0.02350</td>
</tr>
<tr>
<td>Cups of Sugar</td>
<td>10</td>
<td>0.5</td>
<td>$0.0883</td>
<td>$0.04315</td>
</tr>
<tr>
<td>Ice cubes</td>
<td>240</td>
<td>12</td>
<td>$0.0088</td>
<td>$0.10560</td>
</tr>
<tr>
<td><strong>Total Cost per Cup of Lemonade</strong></td>
<td></td>
<td></td>
<td></td>
<td>$0.20425</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount per pitcher</th>
<th>Amount/Cup</th>
<th>Cost Per Unit</th>
<th>Cost Per Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Limit of Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cups</td>
<td>20</td>
<td>1</td>
<td>$0.0300</td>
<td>$0.03000</td>
</tr>
<tr>
<td>Lemons</td>
<td>20</td>
<td>1</td>
<td>$0.0553</td>
<td>$0.05530</td>
</tr>
<tr>
<td>Sugar</td>
<td>5c</td>
<td>0.25</td>
<td>$0.0708</td>
<td>$0.01770</td>
</tr>
<tr>
<td>Ice cubes</td>
<td>240</td>
<td>12</td>
<td>$0.0071</td>
<td>$0.08520</td>
</tr>
<tr>
<td><strong>Total Cost per Cup of Lemonade</strong></td>
<td></td>
<td></td>
<td></td>
<td>$0.18820</td>
</tr>
</tbody>
</table>

- **Amount per pitcher** – Everyone must use 20 cups per pitcher, and the rest comes from your recipe listed on Sheet 1.
- **Amount /Cup** – Divide the amount per pitcher data by 20 because we estimate that there are about 20 cups per pitcher of lemonade.
- **Cost per Unit** – Use the most expensive or least expensive unit cost found in Step 8 for each item (most expensive for Upper Limit of Expenses and least expensive for Lower Limit of Expenses).
- **Cost Per Cup** – Multiply the amount/cup times the cost per unit.
- **Total Cost per Cup of Lemonade** – Find the sum of Cost per Cup column.

10. Now that you have estimated the price range for producing one cup of lemonade, you can make an informed decision about the price you will charge. What is the lowest price you can charge, even on a rainy day, without losing money on each cup sold? Keep this in mind when setting your sale price each day.

11. Save your work!
Day 4 Running the Business!
1. Open the Data Collection Sheet to Sheet 1, Daily Sales Data, and preview the data that you will be saving at the end of each day of sales.
2. Log into the game and use the recipe you developed on Day 1 to make as much money as you can. You may want to review your Day 1 notes about weather and unused materials before you start the game.
3. Play the game for 10 days and record your data for each day.
4. Once you have recorded all the data from Day 10, click the Bankrupt button and record the End of Season Report data.
5. Save your work.

Day 5 Evaluating the Business!
1. Open the Data Collection Sheet.
2. Complete one of the tasks below. Answer all of the given questions in a Word document.
   - Add Conditional Formatting Data Bars to the data under Popularity. Do the data bars show a trend in popularity? If so, describe the trend. What does this trend mean for the future of the lemonade business if it continues? Add a different color of Conditional Formatting Data Bars to the data under Customer Satisfaction. Do the trends in customer satisfaction match the trends in popularity each day? Why or why not? What is the difference in these pieces of data?
   - Insert a new column to the right of the potential customer column, and add the heading “Percent of Potential Customers Served.” Use the Total Cups Sold and the Potential Customers data to figure the percentage of potential customers served for each day. Filter the data in ascending or descending order based on the percentage of potential customers served and determine which column of data correlates most with the data in Percent of Potential Customers. Explain why.
   - Create a Scatter Plot that compares daily High Temperature to Total Cups Sold. Add a title and label each axis. Write a paragraph describing the trend shown in the chart.
Lemonade Stand Performance Task
(obtained from http://www.microsoft.com/education/en-us/teachers/plans/Pages/calculating_profits.aspx)

Student’s Name__________________________________________

Date__________________________________________________

Objectives
• Students will employ technology in the development of strategies for solving problems in the real world.
• Students will understand the basic concept of profits and losses.

Learning outcomes
• Students will purchase ingredients for making lemonade.
• Students will determine the cost to produce one cup of lemonade.
• Students will assess weather forecasts and customer behavior patterns to determine how much lemonade to make each day.
• Students will use an Office Excel spreadsheet to collect data and record outcomes.
• Students will write a report reflecting on their data and the outcomes.

Lesson procedure

Introduction
When you run your own business, you have to make a lot of important decisions based on math. You have to calculate how many supplies to buy, analyze the data you collect from your sales figures every day, and make decisions about the future based on the conclusions you draw from your information.

In this activity, you will each set up and run your own business—a lemonade stand. You will make all the business decisions about materials, costs, and how to make the lemonade. You will run the lemonade stand, record your data, and then analyze how much money you made or lost.

Remember that even if the lemonade you sell tastes really good, you may not always sell a lot. Sometimes the weather affects how much lemonade people purchase. You will get to see a weather forecast, but remember that weather forecasts are not always accurate.

Before you start playing, you will read directions that will show you how to start and operate your lemonade stand. As you run your business, you will use an Office Excel data collection spreadsheet to record your decisions, your data, and your outcomes. When the game is over, you will write a report about the reasons you made a profit or the reasons you did not.

Student activities
Follow the steps below to guide your students through this lesson plan. See student guide link at right.
• Step 1: "Run your lemonade stand and record your data."
• Step 2: "Analyze your profits and losses."

Lesson extension activities
• Ask students to use one of the charts in Office Excel to help them visualize and analyze their data.
• Ask students to write a strategy handbook for running a successful lemonade stand.
• Ask students to create an ad campaign to attract more customers to their business.

Conclusion
Assess students on their data collection and their final reflection. They should use mathematical terms and draw conclusions by reviewing their data.
Calculating profits from selling lemonade

Student guide

In this activity, you will each set up and run your own business—a lemonade stand. You will make all the business decisions about materials, costs, and how to make the lemonade. You will run the lemonade stand, record your data, and then analyze how much money you made or lost.

Step 1
Run your lemonade stand and record your data
Read all the directions in this Student Guide carefully before you begin.
On the Internet, go to the Web site: http://www.coolmath-games.com/lemonade/. Read the Introduction and make sure you understand the decisions you will have to make about pricing, quality control, inventory control, purchasing supplies, and weather to run your stand.
Open the Office Excel data collection sheet your teacher has saved to your classroom computer. You will use this spreadsheet to record the decisions you make about how to run your lemonade stand, the data you collect, and the outcomes of your game. Name the spreadsheet (include your name in the spreadsheet name) and save it.
Before you begin collecting your data, you might want to experiment with how the lemonade stand runs for a few days. This will give you an idea of how the decisions you make affect how much lemonade you sell each day. You can click the Help button at any time for advice on how to buy supplies, adjust the lemonade recipe, and so on.
When you are ready to stop experimenting and start collecting data, click the Bankrupt! button to see your results. Once you have seen the results of your experiment, start the game over and start recording your decisions and data.

In your Office Excel spreadsheet, record:
- All of the decisions you are making (about supplies, quality control, and so on)
- Your results

Run your stand and record your data for 7, 14, or 30 days.
- Make sure that you record all the data for each day.
- Make sure that you record the decisions you made each day as well as the results.

After the final day, click the Bankrupt! button to see your final results. Did you make a profit?

Save your Office Excel spreadsheet.

Step 2
Analyze your profits and losses
Open a new Microsoft Office Word document. Write the answers to the following questions, and be sure to use mathematical terms in your answers:
- How did you do? Do you think your lemonade stand was successful?
- List several reasons why you made a profit or why you did not make a profit.
- What did you learn from playing the game?
- Look over your data. Do you see any patterns?
- What advice would you give to someone who wants to be successful at playing this game?

Save your Office Word document.
# Lemonade Stand Performance Task Rubric

Student’s Name:____________________________

Date:__________________________________________________

<table>
<thead>
<tr>
<th>Score</th>
<th>25 Excellent</th>
<th>22 Good</th>
<th>20 Average</th>
<th>18 Poor</th>
<th>15 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approximating the unit cost of each item</td>
<td>The cost per item is accurately figured for each item at each quantity given using a formula, and appropriate formatting is used to display data.</td>
<td>The cost per item is accurately figured for each item at each quantity given, but no formula was used; appropriate formatting is used to display data.</td>
<td>The cost per item is accurately figured for each item at each quantity given using a formula, but appropriate formatting was not used to display data.</td>
<td>The cost per item is accurately figured for each item at each quantity given, but no formula was used; appropriate formatting was not used to display data.</td>
<td>The cost per item was not accurately figured.</td>
</tr>
</tbody>
</table>

| 2. Approximating the cost of producing 1 cup of lemonade | The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses using formulas, and appropriate formatting is used to display data. | The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses, but no formulas were used; appropriate formatting is used to display data. | The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses using formulas, but appropriate formatting was not used to display data. | The cost of producing one cup of lemonade is accurately figured for the upper and lower limits of expenses, but no formulas were used; appropriate formatting was not used to display data. | The cost of producing one cup of lemonade was not accurately figured. |

| 3. Running the business and collecting daily sales data | All daily data is presented consistently, the recipe is the same each day, and the end of season report is complete. | Daily data is presented with minor inconsistencies or less than four missing items, the recipe is the same each day, and the end of season report is complete. | Daily data is presented with major inconsistencies or four to six missing items, the recipe is the same each day, and the end of season report is complete. | Daily data is presented inconsistently, the recipe is the same each day, and the end of season report is not complete. | All daily data is presented inconsistently, the recipe is not the same each day, and the end of season report is not complete. |

| 4. Evaluating and analyzing the business data | The data is manipulated and formatted appropriately to show links between two separate pieces of data, and the questions are answered completely in a manner that shows deep understanding of how the pieces of data are linked. | The data is manipulated and formatted appropriately to show links between two separate pieces of data, and the questions are answered completely, but in a manner that shows only an understanding of the individual pieces of data. | The data is manipulated and formatted appropriately to show links between two separate pieces of data, but the questions are answered without complete thoughts. | The correct data is chosen, but it is not manipulated or formatted properly to show a link between the two separate pieces of data. | The data is manipulated and formatted properly to show links between the two separate pieces of data. |

| Total | | | | | |
Personality Activity

Student’s Name__________________________________________

Date____________________________________________________

Instructions:

1. Open Internet Explorer.

2. Enter the URL www.41q.com in the address bar.

3. Read the instructions under the question box. You will click to select your answer. If you do not understand what the question is asking, use the Help button that is at the right of the Start Over button.

4. When you have answered all questions, minimize Internet Explorer.

5. Open Microsoft Word.


7. Restore the Personality test in Internet Explorer.

8. Highlight your results through the number line, right click and choose Copy.


10. Right Click and Paste your results.

To add your name to the document:

1. Click View from the Menu Bar.
2. Select Headers and Footers.
3. Enter your first and last name, Tab to center, and enter “41Questions”
4. Close the Header/Footer Box.

To Save the Document:

1. Go to File, and select Save As:
2. Save in will change to Stu_01 of fs1.
3. The filename will be 41questions_your first initial last name.

11. Print the document.

Close Internet Explorer and Microsoft Word.
### Presentation Rubric

**Student’s Name:** ____________________________________________________________  
**Date:** ________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 4 points</th>
<th>Accomplished 3 points</th>
<th>Developing 2 points</th>
<th>Beginning 1 point</th>
<th>Score Obtained</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Addressed all assignment components</td>
<td>Addressed all but one assignment component</td>
<td>Omitted two assignment components</td>
<td>Omitted more than two assignment components</td>
<td></td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>Fully addressed all assignment components</td>
<td>Fully addressed most assignment components</td>
<td>Partially addressed most assignment components</td>
<td>Partially addressed few assignment components</td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>No grammatical, typographical, spelling, or punctuation errors</td>
<td>One to two grammatical, typographical, spelling, or punctuation errors</td>
<td>Three to five grammatical, typographical, spelling, or punctuation errors</td>
<td>More than five grammatical, typographical, spelling, or punctuation errors</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Logical, orderly sequence</td>
<td>Somewhat logical sequence</td>
<td>Confusing sequence</td>
<td>No evidence of order or sequence</td>
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</tr>
<tr>
<td><strong>Design</strong></td>
<td>Excellent design selection and usage</td>
<td>Adequate design selection or one or two design errors</td>
<td>Inadequate design selection or three to five design errors</td>
<td>Poor design selection or more than five design errors</td>
<td></td>
</tr>
<tr>
<td><strong>Appeal</strong></td>
<td>Very appealing; excellent use of animation, transitions, sound, etc.</td>
<td>Somewhat appealing; adequate use of animation, transitions, sound, etc.</td>
<td>Not very appealing; limited use of animation, transitions, sound, etc.</td>
<td>Not appealing; very limited or no use of animation, transitions, sound, etc.</td>
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**Teacher Comments:**
## Program of Study

### Secondary to CTE (Career Technical Education) Pathway

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### CTE (Career Technical Education) Pathway

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### High School Course Requirements

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<tr>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Science</td>
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<td>English</td>
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<tr>
<td>Language Arts</td>
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**Career Pathway:**

- **School:** [School Name]
- **ID:** [ID Number]
- **Name:** [Student Name]
## Project Rubric

Student’s Name__________________________________________

Date__________________________________________________

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<thead>
<tr>
<th></th>
<th>Exemplary 4 points</th>
<th>Accomplished 3 points</th>
<th>Developing 2 points</th>
<th>Beginning 1 point</th>
<th>Score Obtained</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Addressed all but one assignment component</td>
<td>Omitted two assignment components</td>
<td>Omitted more than two assignment components</td>
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<td>More than five grammatical, typographical, spelling, or punctuation errors</td>
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<td>Poor design selection or more than five design errors</td>
<td></td>
</tr>
<tr>
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<td>Somewhat appealing; adequate use of animation, transitions, sound, etc.</td>
<td>Not very appealing; limited use of animation, transitions, sound, etc.</td>
<td>Not appealing; very limited or no use of animation, transitions, sound, etc.</td>
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Teacher Comments:
# Report Rubric

**Student’s Name**__________________________________________

**Date**____________________________________________________

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<th>EXEMPLARY (4)</th>
<th>ACCOMPLISHED (3)</th>
<th>DEVELOPING (2)</th>
<th>BEGINNING (1)</th>
<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td>Directly relevant</td>
<td>Somewhat relevant</td>
<td>Remotely related</td>
<td>Totally unrelated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good organization; events are logically ordered; sharp sense of beginning and end</td>
<td>Organized; events are somewhat jumpy</td>
<td>Some organization; events jump around; start and end are unclear</td>
<td>Not organized; events make no sense</td>
<td></td>
<td></td>
</tr>
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<tr>
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<th>Supporting details specific to subject</th>
<th>Some details do not support the subject</th>
<th>Details are somewhat sketchy</th>
<th>Unable to find specific details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting details specific to subject</td>
<td>Some details do not support the subject</td>
<td>Details are somewhat sketchy</td>
<td>Unable to find specific details</td>
<td></td>
</tr>
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<th>All grammar and spelling are correct</th>
<th>Only one or two errors</th>
<th>More than two errors</th>
<th>Very frequent grammar and/or spelling errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>All grammar and spelling are correct</td>
<td>Only one or two errors</td>
<td>More than two errors</td>
<td>Very frequent grammar and/or spelling errors</td>
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<table>
<thead>
<tr>
<th>Interest Level</th>
<th>Vocabulary is varied; supporting details are vivid</th>
<th>Vocabulary is varied; supporting details need work</th>
<th>Vocabulary is constant; details lack “color”</th>
<th>Needs descriptive words</th>
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<tbody>
<tr>
<td>Vocabulary is varied; supporting details are vivid</td>
<td>Vocabulary is varied; supporting details need work</td>
<td>Vocabulary is constant; details lack “color”</td>
<td>Needs descriptive words</td>
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<tr>
<th>Neatness</th>
<th>Word processed or typed; clean and neatly bound in a report cover; illustrations provided</th>
<th>Legible writing; well-formed characters; clean and neatly bound in a report cover; illustrations provided</th>
<th>Legible writing; some ill-formed letters; print too small or too large; papers stapled together</th>
<th>Illegible writing; loose pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processed or typed; clean and neatly bound in a report cover; illustrations provided</td>
<td>Legible writing; well-formed characters; clean and neatly bound in a report cover; illustrations provided</td>
<td>Legible writing; some ill-formed letters; print too small or too large; papers stapled together</td>
<td>Illegible writing; loose pages</td>
<td></td>
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<tr>
<th>Timeliness</th>
<th>Report handed in on time</th>
<th>Up to two days late</th>
<th>Up to one week late</th>
<th>Report handed in more than one week late</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report handed in on time</td>
<td>Up to two days late</td>
<td>Up to one week late</td>
<td>Report handed in more than one week late</td>
<td></td>
</tr>
</tbody>
</table>

## Total

**Teacher Comments:**
Technique Grader

Student’s Name__________________________________________

Date____________________________________________________

_____ Sitting in relaxed position

_____ Feet flat on the floor

_____ Wrists low, but off keyboard

_____ Wrists are far enough away from body

_____ Fingers curved and upright

_____ Strikes each key with proper finger

_____ Quick-snap strokes with immediate return

_____ Strikes space bar quickly with right thumb

_____ Returns quickly with pinky without lifting other fingers

_____ Keeps eyes on the screen

_____ /10 TOTAL

__________________________________________________________

_____ GRADE
Appendix B: Glossary

Unit 1

Access Controls: a system which enables an authority to control access to areas and resources in a given physical facility or computer-based information system.

Antivirus Software: software used to prevent, detect, and remove malware, including computer viruses, worms, and Trojan horses.

Authorized Access: policy definition phase where users are granted permission to use computer hardware and/or software.

Authorized Use: Use of information that is expressly allowed under a licensing agreement.

Boot Sector: a portion of a hard disk, floppy disk, or similar data storage device that contains code for booting programs (usually, but not necessarily, operating systems) stored in other parts of the disk.

Computer Ethics: a branch of practical philosophy which deals with how computing professionals should make decisions regarding professional and social conduct.

Computer Virus: a software program capable of reproducing itself and usually capable of causing great harm to files or other programs on the same computer.

Cyber Ethics: a broad philosophical concept that goes beyond simple right and wrong and looks towards creating safe and healthy online environments.

Cybercrime: any crime that involves a computer and a network, where the computers may or may not have played an instrumental part in the commission of a crime.

Decryption: the activity of making clear or converting from code into plain text.

Encryption: the activity of converting data or information into code.

Ethics: moral principles that govern a person's or group's behavior.

EULA (End User License Agreement): A software license agreement is a contract between the "licensor" and purchaser of the right to use software.

Hacker: a person who uses computers to gain unauthorized access to data.

Learning Style: one of several approaches or ways of learning that are presumed to allow an individual to learn best.

Network: a number of interconnected computers, machines, or operations.

Password: a string of characters that allows access to a computer, interface, or system.

Personality: the combination of characteristics or qualities that form an individual's distinctive character.

PIN (Personal Identification Number): a number allocated to an individual and used to validate electronic transactions.

Piracy: the unauthorized use or reproduction of another's work.

Privacy: the ability to control information one reveals about oneself over the Internet and the ability to control who can access that information.

Rescue Disk: a disk that is used to salvage data from damaged, failed, corrupted, or inaccessible secondary storage media when it cannot be accessed normally.
Site License: a type of software license and a legal agreement that allows users to run the software package simultaneously

Software License: a legal instrument governing the usage or redistribution of software

Trojan Horse: a program designed to breach the security of a computer system while ostensibly performing some innocuous function

Unauthorized Access/Use: viewing private accounts, messages, files or resources when one has not been given permission from the owner to do so

Username: an identification used by a person with access to a computer network

Worm: a self-replicating program able to propagate itself across a network, typically having a detrimental effect

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**Unit 2**

Address Bar: normally located near the top of your web browser window; displays the Web address (or URL) of the page you are currently viewing and contains an edit field where you enter the Web address that you are trying to reach

Attachment: a file sent "attached" to an e-mail message; may be a picture, text file, audio, video, or executable program. Attachments should be checked for viruses with virus detection software.

Back Button: sends your browser to the last page that you viewed.

Browser: a software program with a graphical user interface that is used to access the World Wide Web. Browsers include Internet Explorer, Firefox, Netscape, and Opera, to name a few.

Domain: the part of an internet address naming convention that consists of a sequence of characters separated by dots. The original five domain abbreviations (last three characters in URL or address) are .edu (Educational institutions), .com (Commercial businesses), .gov (U.S. government), .mil (The U.S. military), .org (Other organizations), and .net (Network/Internet Service Providers).

Download: the process of transferring files from another computer to another via a modem or local network.

E-mail (electronic mail): the process of sending messages via a computer network. Most e-mail software programs use IMAP (Internet Message Access Protocol) to send and receive e-mail from and to an e-mail server.

Favorites or Bookmarks: a listing in your browser that displays websites that have been saved for future visits

Forward Button: available only after using the Back button; will send browser forward one page.

History: a record of Web pages that you have visited in the past. Most web browsers allow you to view and manage your history from within the browser itself.

Home Button: will send the browser directly to the designated homepage

Homepage: the web page that opens up when you start your browser, or the “opening” Web page of a Web site.

Hyperlink: hypertext which, when clicked, connects you to another web page. The web page can be on the same site or a different site.

Hypertext: text on an HTML document that has been organized to provide links between other elements of the same document or other documents on the Web. Selecting a hypertext link (usually by clicking the mouse pointer on the text itself) will display the linked information.

Internet: the vast collection of interconnected networks that all use the TCP/IP protocols and that evolved from the ARPANET of the late 1960s and early 1970s—a worldwide network of computer networks.

IP address: a computer’s unique Internet address, which usually looks like this: 128.223.142.14. Most computers also have a “domain name” assigned to them, which represents cryptic IP addresses with easier-to-remember words.
Print Button: will let you print the Web page that you are currently viewing
Refresh/Reload Button: forces the browser to download the latest copy of the page or to restart the downloading process
Ribbon: the area at the top of an application window that houses all of the tools that can be used in that application
Search Box: located at the top of most browsers; allows you to search the internet by typing in keywords and pressing Enter
Search Engine: provides the ability for users to search the Web by typing in a search terms. Results can include pages, documents, or images.
Stop Button: will stop the browser during the process of downloading a page
Tab: an area on the ribbon that houses a related set of tools that can be used in a particular application
URL (Uniform Resource Locator): the address for a specific file (page or site) on the Web
Window: a section of a display screen that can be created for viewing information from another part of a file or from another file
World Wide Web (WWW or the Web): the interactive portion of the Internet, an information protocol that is used to send and receive information. Information on the Web includes multimedia (movies, pictures, sounds, etc.), hypertext (links to other internet resources), or text (documents, files, etc.).

Unit 3

Application Software: computer software designed to help the user to perform singular or multiple related specific tasks.
CD (Compact Disc): a small plastic disc on which music or other digital information is stored and from which the information can be read using reflected laser light
CD-R (Compact Disc, Recordable): a compact disc on which you can write only once and thereafter is read-only memory
CD-RW (Compact Disc, Rewritable): a compact disc format that allows repeated recording on a disc
CPU (Central Processing Unit): the computer chip primarily responsible for executing instructions
Disk Drives: a device that allows a computer to read from and write to computer disks
Hard Drive: a high-capacity, self-contained storage device containing a read–write mechanism plus one or more hard disks inside a sealed unit
Hardware: the machines, wiring, and other physical components of a computer or other electronic system
Keyboard: a panel of keys that operates a computer or typewriter
Monitor: a television-like object that displays images generated by a computer
Motherboard: a printed circuit board containing the principal components of a microcomputer or other device with connectors into which other circuit boards can be slotted.
Mouse: a small hand-held device that is dragged across a flat surface to move the cursor on a computer screen, typically having buttons that are pressed to control computer functions
Operating System Software: software, consisting of programs and data, that runs on computers, manages computer hardware resources, and provides common services for execution of various application software
Printer: a machine, especially one linked to a computer, for printing text or pictures onto paper
RAM (Random Access Memory): the most common computer memory which can be used by programs to perform necessary tasks while the computer is on

ROM (Read-Only Memory): memory whose contents can be accessed and read but cannot be changed

Software: the programs and other operating information used by a computer

USB (Universal Serial Bus): a connection technology for attaching peripheral devices to a computer, providing fast data exchange

Webcam: a video camera that inputs to a computer connected to the Internet so that its images can be seen by Internet users

**Unit 4**

Address Bar: a widget in a Web browser that either reflects the current URL or accepts typing-in a target URL

ALT + F4: shortcut key for nearly all Windows operating systems to close the active window or application

ALT + Tab: the common name for a keyboard shortcut on Microsoft Windows used for switching between top-level windows without using the mouse; also called “Task Switcher”

Chevron: reveal drop-down menus, provide access to editing tools, etc.

Close: make a data file inaccessible after use so that it is securely stored until required again

Control Menu Icon: button to press to display a list of commonly used Microsoft Windows menus

Maximize/Restore: button to press to make a window fit the contents of the screen; when pressed again, the window will go back to its original size.

Minimize: causes a window to disappear without closing the program or file or discarding any data

Ruler: measurement aids found along two edges of the layout display window

Sizing Handle: adjustment handles are the small boxes appearing on the corners and edges of a "selected control" that let you change the size and shape of the control

Title Bar: a horizontal bar at the top of a window, bearing the name of the program and typically the name of the currently active document

Vertical/Horizontal Scroll Bars: a long thin section at the edge of a computer display by which material can be scrolled using a mouse

**Unit 5**

Accuracy: degree of freedom from errors measured from zero; usually expressed as one error, two errors, and so forth

Arrow Keys: keys on a keyboard that move the cursor left, right, up or down

Backspace Key: moves the cursor to the left one space at a time

Caps Lock: key on the keyboard that is used to key all capital letters without holding the shift key

Centering: placing text so that half of the text is on each side of the center point

Cursor: lighted point on a display screen where the next character of space can be entered

Default: preset condition in software that controls margin, line spacing, and tab settings. Operators may override default settings.

Delete Key: a key used to erase characters once they are highlighted
Document: text, especially formatted, such as a numbered list, memo, letter, report, outline, title page, or reference page
Editing: arranging, changing, and correcting existing text; editing includes proofreading but is not limited to it.
Enter: ends a line or paragraph
Error: any misstroke of a key; also any variation between source copy and displayed or printed copy; departure from acceptable format.
ESC key: key on the keyboard that is used to exit a program
Function Keys: set of keys (F1, F2, etc.) used alone or with Shift, Ctrl, and Alt keys to issue software commands
GWAM (Gross Words a Minute): measure of the rate of keying speed; GWAM = total standard five-stroke words keyed divided by the time required to key those words
Home Row Keys: the keys A S D F J K L; designated as the keys from which all keystrokes are made
Key: to strike buttons for printing or displaying copy; also called “enter,” “keyboard,” “input,” and “type”
Letter Keys: keys on the keyboard which contain the letters of the alphabet
Numeric Keypad: arrangement of figure keys and special keys, such as +, -, and =, on the right side of most keyboards; used for keying all number copy
Proofreading: process of comparing copy on a display screen or paper to the original copy and correcting (or marking for correction) errors; one of the editing steps
QWERTY Keyboard: the most common keyboard arrangement, named for the first letters across the top row
Rate: speed of doing a task; see gross words a minute (GWAM) and net-production rate a minute (N-PRAM)
Return: software feature that moves the cursor to the left margin of the next line; inserted automatically (soft) when text exceeds the line length, and inserted manually (hard) to force software to begin a new line
Shift Keys: keys that make occasional capital letters or allow you to get the character on the top of a key
Space Bar: key on the keyboard that spaces the cursor forward one space at a time and produces a blank space when pressed
Tab: causes the cursor (or print point) to skip across the display screen (or paper) to a place set by the operator or the default tab settings
Technique: keyboard operator’s form or keying style
Word Wrap: text automatically moves to the next line when it reaches the right margin

Unit 6
Alignment: the arrangement of text and images on a page
Bold: the type format in which the letter is made to appear extra thick and dark
Buffer: portion of computer memory that temporarily holds data
Bullet: a character or symbol used to itemize lists or emphasize points
Clip Art: collection of ready-made drawings and illustrations available in different topics
Clipboard: a temporary storage area that holds text and graphics
Copy: to duplicate data or text
Crop: the act of “cutting” part of a graphic image
Cut: removing text from one location in a document with the intention of inserting it at another
Default: a preset condition of the software that the software uses if no other option is selected
Delete: to remove an item or value from a document
Desktop Publishing: the ability to make the printed word more attractive using the computer and specialized software
Enter: key that, when pressed, moves the text insertion point to the start of the next line
Find: command that initiates a search for a specific item in a document
Font: a print typeface or style of characters displayed on the screen or printed to paper
Format: to put selected text or an entire document into a given form; the form itself
Gutter: the white space between columns
Handles: the “dots” surrounding a selected object indicating that it is in edit mode
I-Beam: indicates current position where text will be inserted or corrections can be made
Import: the process of bringing text or graphics into an application from another source
Insert: to place characters in between existing characters
Italics: text format in which characters take on a slanted appearance
Justification: the placement of text relative to the margins
Layout: the overall appearance of a publication
Margin: border on the left, right, top, or bottom of a document
Masthead: the information included in the top portion of a newsletter
Orphan: a single line of a paragraph which appears at the top of a page or column
Paste: the process of returning text or graphics to the page after they have been cut or copied
Replace: a command that exchanges one word or symbol for another
Ruler: graphic device from which a user can set tabs and margins and perform other functions
Sans Serif: plain font, without hooks or lines, used for headlines
Save As: command that stores the document currently in memory to disk under a new name
Serif: font that adds hooks or lines to the shape of the letter
Spacebar: oblong key at the bottom of a keyboard which, when pressed, adds a space at the text insertion point
Spacing: distance between characters, lines, fields, or cells in a document
Spell Checker: word processing option that checks a document for spelling errors and offers correcting alternatives
Tab: key that, when pressed, moves the text insertion point to a different place in the current line
Type (Font) Size: height of a text character measured in points or pixels
Underline: text format in which selected text is underlined
White Space: the blank space between text and graphics on a page
Widow: a single line of a paragraph which appears at the bottom of a page or column
Word Wrap: a word processing feature in which text is automatically continued from one line of the text to the next

**Unit 7**

Animations: visual effects, such as graphics, titles or bullet points, applied to individual items on the slide
Articulation: the formation of clear and distinct sounds in speech
Audience: the people giving or likely to give attention to something
Background: the area or scenery behind the main object of contemplation, especially when perceived as a framework for it
Body Language: the process of communicating nonverbally through conscious or unconscious gestures and movements
Chat: any kind of communication over the Internet; primarily meant to refer to direct one-on-one chat or text-based group chat
Clips: a short sequence taken from a movie or broadcast
Color Scheme: a planned combination of colors for a presentation
Content: information made available by a Web site or other electronic medium
Diagram: a simplified drawing showing the appearance, structure, or workings of something; a schematic representation
Effect: an impression produced in the mind of a person
Eye Contact: a meeting of the eyes between two people that expresses meaningful nonverbal communication
File Extensions: a group of letters occurring after a period in a file name, indicating the purpose or contents of the file
Flip Chart: a large pad of paper bound so that each page can be turned over at the top to reveal the next
Handouts: a worksheet, leaflet, or pamphlet that is given out (usually by hand) for a certain use
Import Files: to transfer (as files or data) from one format to another usually within a new file
Key Point: important facts or pieces of information which must be included in a presentation
Knowledge of Subject Narration: being aware of all topics in a presentation so that your audience fully understands your points
Multimedia: using more than one medium of expression or communication
Overlay: a graphical computer display that can be superimposed on another
Presentation: a demonstration or display of a product or idea
Slides: single pages of a presentation
Sound Effects: sound other than speech or music made artificially for use in a presentation
Storyboard: graphic organizers such as a series of illustrations or images displayed in sequence for the purpose of previsualizing a motion picture, animation, motion graphic or interactive media sequence, including Web site interactivity
Tile: arrange (two or more windows) on a computer screen so that they do not overlap
Transition: the visual movements as one slide changes to another
Views: the visual appearances or images of something when looked at in a particular way
Visual Aid: an item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily

**Unit 8**

Activate: to make a chart sheet or worksheet the active, or selected, sheet. The sheet that you activate determines which tabs are displayed. To activate a sheet, click the tab for the sheet in the workbook.

Active cell: the selected cell in which data is entered when you begin typing. Only one cell is active at a time. The active cell is bounded by a heavy border.

Active sheet: the sheet that you’re working on in a workbook. The name on the tab of the active sheet is bold.

Argument: the values that a function uses to perform operations or calculations. The type of argument a function uses is specific to the function. Common arguments that are used within functions include numbers, text, cell references, and names.

Autoformat: a built-in collection of cell formats (such as font size, patterns, and alignment) that you can apply to a range of data. Excel determines the levels of summary and detail in the selected range and applies the formats accordingly.

Axis: a line bordering the chart plot area used as a frame of reference for measurement. The y-axis is usually the vertical axis and contains data. The x-axis is usually the horizontal axis and contains categories.

Border: a decorative line that can be applied to worksheet cells or objects, such as charts, pictures, or text boxes. Borders distinguish, emphasize, or group items.

Cell: a box formed by the intersection of a row and column in a worksheet or a table, in which you enter information.

Cell Reference: the set of coordinates that a cell occupies on a worksheet. For example, the reference of the cell that appears at the intersection of column B and row 3 is B3.

Chart Area: the entire chart and all its elements.

Chart Sheet: a sheet in a workbook that contains only a chart. A chart sheet is beneficial when you want to view a chart or a PivotChart report separately from worksheet data or a PivotTable report.

Column: appear vertically and are identified by letters at the top of the worksheet window.

Column Heading: the lettered or numbered gray area at the top of each column. Click the column heading to select an entire column. To increase or decrease the width of a column, drag the line to the right of the column heading.

Comparison Criteria: a set of search conditions that is used to find data. Comparison criteria can be a series of characters that you want to match, such as "Northwind Traders," or an expression, such as ">300."

Comparison Operator: a sign that is used in comparison criteria to compare two values. The six standards are = (equal to), > (greater than), < (less than), >= (greater than or equal to), <= (less than or equal to), and <> (not equal to).

Conditional Format: a format, such as cell shading or font color, that Excel automatically applies to cells if a specified condition is true.

Constant: a value that is not calculated. For example, the number 210 and the text "Quarterly Earnings" are constants. An expression, or a value resulting from an expression, is not a constant.

Criteria: conditions you specify to limit which records are included in the result set of a query. For example, the following criterion selects records for which the value for the Order Amount field is greater than 30,000: Order Amount > 30000.

Data Label: a label that provides additional information about a data marker, which represents a single data point or value that originates from a datasheet cell.
Data Marker: a bar, area, dot, slice, or other symbol in a chart that represents a single data point or value that originates from a datasheet cell. Related data markers in a chart constitute a data series.

Data Points: individual values that are plotted in a chart. Related data points make up a data series. Data points are represented by bars, columns, lines, slices, dots, and other shapes. These shapes are called data markers.

Data Series: related data points that are plotted in a chart. Each data series in a chart has a unique color or pattern and is represented in the chart legend. You can plot one or more data series in a chart. Pie charts have only one data series.

Data Source: a stored set of "source" information used to connect to a database. A data source can include the name and location of the database server, the name of the database driver, and information that the database needs when you log on.

Database: a collection of data related to a particular subject or purpose. Within a database, information about a particular entity, such as an employee or order, is categorized into tables, records, and fields.

Default Startup Workbook: the new, unsaved workbook that is displayed when you start Excel. The default startup workbook is displayed only if you have not included other workbooks in the XLStart folder.

Dependents: cells that contain formulas that refer to other cells. For example, if cell D10 contains the formula =B5, cell D10 is a dependent of cell B5.

Embedded Chart: a chart that is placed on a worksheet rather than on a separate chart sheet. Embedded charts are beneficial when you want to view or print a chart or a PivotChart report with its source data or other information in a worksheet.

Excel Table: formerly known as an Excel list; allows you to create, format, and expand an Excel table to organize the data on your worksheet.

Expression: a combination of operators, field names, functions, literals, and constants that evaluates to a single value. Expressions can specify criteria (such as Order Amount>10000) or perform calculations on field values (such as Price*Quantity).

External Data: data that is stored outside of Excel. Examples include databases created using Access, dBASE, SQL Server, or a Web server.

External Data Range: a range of data that is brought into a worksheet but that originates outside of Excel, such as in a database or text file. In Excel, you can format the data or use it in calculations as you would any other data.

External Reference: a reference to a cell or range on a sheet in another Excel workbook, or a reference to a defined name in another workbook.

Fill Handle: the small black square in the lower-right corner of the selection. When you point to the fill handle, the pointer changes to a black cross.

Filter: to display only the rows in a list that satisfy the conditions you specify. You use the autofilter command to display rows that match one or more specific values, calculated values, or conditions.

Font: a graphic design applied to all numerals, symbols, and alphabetic characters; also called “type” or “typeface.” Arial and Courier New are examples of fonts. Fonts usually come in different sizes, such as 10 point, and various styles, such as bold.

Formula: a sequence of values, cell references, names, functions, or operators in a cell that together produce a new value. A formula always begins with an equal sign (=).

Formula bar: a bar at the top of the Excel window that you use to enter or edit values or formulas in cells or charts; displays the constant value or formula stored in the active cell.

Formula Palette: a tool that helps you create or edit a formula and also provides information about functions and their arguments.
Function (Office Excel): a prewritten formula that takes a value or values, performs an operation, and returns a value or values. Use functions to simplify and shorten formulas on a worksheet, especially those that perform lengthy or complex calculations.

Grid: a set of intersecting lines used to align objects.

Gridlines in Charts: lines you can add to a chart that make it easier to view and evaluate data. Gridlines extend from the tick marks on an axis across the plot area.

Item: a subcategory of a field in PivotTable and PivotChart reports. For instance, the field "Month" could have items such as "January," "February," and so on.

Justify: to adjust horizontal spacing so that text is aligned evenly along both the left and right margins. Justifying text creates a smooth edge on both sides.

Legend: a box that identifies the patterns or colors that are assigned to the data series or categories in a chart

Locked Field or Record: The condition of a record, field, or other object in a database that permits it to be viewed but not changed (read-only) in Query

Merged Cell: a single cell that is created by combining two or more selected cells. The cell reference for a merged cell is the upper-left cell in the original selected range.

Microsoft Office Excel: the spreadsheet program in Microsoft Office

Moving Border: an animated border that appears around a worksheet range that has been cut or copied. To cancel a moving border, press ESC.

Name Box: box at left end of the formula bar that identifies the selected cell, chart item, or drawing object. To name a cell or range, type the name in the Name box and press ENTER. To move to and select a named cell, click its name in the Name box.

Operand: items on either side of an operator in a formula. In Excel, operands can be values, cell references, names, labels, and functions.

Operator: a sign or symbol that specifies the type of calculation to perform within an expression. There are mathematical, comparison, logical, and reference operators.

Page break: divider that breaks a worksheet into separate pages for printing. Excel inserts automatic page breaks based on the paper size, margin settings, scaling options, and the positions of any manual page breaks that you insert.

Page Break Preview: worksheet view that displays the areas to be printed and the locations of page breaks. The area to be printed is displayed in white, automatic page breaks appear as dashed lines, and manual page breaks appear as solid lines.

Paste Area: the target destination for data that has been cut or copied by using the Office Clipboard.

Plot Area: in a 2-D chart, the area bounded by the axes, including all data series; in a 3-D chart, the area bounded by the axes, including the data series, category names, tick-mark labels, and axis titles

Print Area: one or more ranges of cells that you designate to print when you do not want to print the entire worksheet. If a worksheet includes a print area, only the print area is printed.

Print Titles: row or column labels that are printed at the top of or on the left side of every page on a printed worksheet

Range: two or more cells on a sheet; a group of selected cells. The cells in a range can be adjacent or nonadjacent.

Range Reference: identifies the range, which is the cell in its upper-left corner and the cell in its lower-right corner, separated by a colon (e.g., A3:C5)

Read-Only: a setting that allows a file to be read or copied but not changed or saved
Refresh (external data range): to update data from an external data source. Each time you refresh data, you see the most recent version of the information in the database, including any changes that were made to the data.

Relative Reference: in a formula, the address of a cell based on the relative position of the cell that contains the formula and the cell referred to. If you copy the formula, the reference automatically adjusts. A relative reference takes the form A1.

Remote Reference: a reference to data stored in a document from another program.

Rows: appear horizontally and are identified by numbers on the left side of the worksheet window.

Row Heading: the numbered gray area to the left of each row. Click the row heading to select an entire row. To increase or decrease the height of a row, drag the line below the row heading.

Scroll Lock: allows the arrow keys to scroll the active sheet rather than make a different cell active. To turn scroll lock off or on, press the SCROLL LOCK key.

Select: to highlight a cell or range of cells on a worksheet. The selected cells will be affected by the next command or action.

Select All button: the gray rectangle in the upper-left corner of a datasheet where the row and column headings meet. Click this button to select all cells on a datasheet.

Shared Workbook: a workbook set up to allow multiple users on a network to view and make changes at the same time. Each user who saves the workbook sees the changes made by other users.

Sheet Tab: where the name of each worksheet appears.

Sort Order: a way to arrange data based on value or data type. You can sort data alphabetically, numerically, or by date. Sort orders use an ascending (1 to 9, A to Z) or descending (9 to 1, Z to A) order.

Spreadsheet: a grid of rows and columns in which you enter text, numbers, and the results of calculations.

Template: a workbook that you create and use as the basis for other similar workbooks. You can create templates for workbooks and worksheets. The default template for workbooks is called Book.xlt. The default template for worksheets is called Sheet.xlt.

Text Box: a rectangular object on a worksheet or chart in which you can type text.

Tick Marks and Tick-Mark Labels: tick marks are small lines of measurement, similar to divisions on a ruler, that intersect an axis. Tick-mark labels identify the categories, values, or series in the chart.

Title: descriptive text that is automatically aligned to an axis or centered at the top of a chart.

Value Axis: a chart axis that displays scaled numerical values.

Workbook: a spreadsheet program file that you create in Excel. A workbook contains worksheets of rows and columns in which you can enter and calculate data.

Worksheet: a computerized spreadsheet; the primary document that you use in Excel to store and work with data; also called a “spreadsheet.” A worksheet consists of cells that are organized into columns and rows; a worksheet is always stored in a workbook.

Workspace File: a file that saves display information about open workbooks so that you can later resume work with the same window sizes, print areas, screen magnification, and display settings. A workspace file does not contain the workbooks themselves.

Wrap: in text, to break a line of text automatically on reaching a margin or object and continue the text on a new line.
Unit 9

Application: (also referred to as an “App” ) a program that is accessed via Web browser over the Internet. Many apps are available for purchase in a mobile format for smart phones and devices.

Blog: a Web site, maintained by an individual or group, with commentary, descriptions of events, or other media such as graphics or video. “Blog” can also be used as a verb, meaning to maintain or add content to a blog.

Facebook: a free-access social networking website that is operated and privately owned by Facebook, Inc. Users can join networks organized by city, workplace, school, and region to connect and interact with other people. People can also add friends and send them messages, as well as update their personal profiles to notify friends about themselves.

Forum: an online equivalent of a bulletin board. People participating in an online forum can build bonds around certain topics or areas of interest.

MySpace: a social networking Web site with an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music, and videos

Podcast: a digital audio or visual file that can be downloaded to a computer or mobile device. Usually podcasts are in serial form, with a consistent host or format. Podcasts are not limited to Apple’s iPod or iPhone and can be downloaded using a variety of free multimedia programs, including iTunes, Windows Media Player and Winamp.

Smartphone: any cell phone that has the ability to connect to the Internet. Some examples include the iPhone, Blackberry and Droid.

Social Media: used to describe various websites or other forms of technology where people can connect and interact with one another and share information

Twitter: a free social networking and microblogging service that enables its users to send and read other users’ updates known as “tweets.” Tweets are text-based posts of up to 140 characters in length which are displayed on the user’s profile page and delivered to other users (known as “followers”) who have subscribed to them. Web 2.0: a perceived second generation of Web development and design that facilitates communication, secure information sharing, interoperability, and collaboration on the Internet. Web 2.0 concepts have led to the development and evolution of Web-based communities and applications, such as social-networking sites, video-sharing sites, wikis, and blogs.

Wiki: a collection of Web pages designed to enable anyone with access to contribute or modify content. The best example is Wikipedia.

Unit 10

Career: an occupation undertaken for a significant period of a person's life and with opportunities for progress

Career Cluster: a concept that provides students with a context for studying traditional academics and learning the skills specific to a career and provides U.S. schools with a structure for organizing or restructuring curriculum, offering classes composed around a common theme, such as interest

Certificates: a document serving as evidence or as written testimony, as of status, qualifications, privileges, or the truth of something

Education: information about or training in a particular field or subject

IHL (Institutions of Higher Learning): refers to an institution beyond the high school level, such as academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

Postsecondary Education: tertiary education, also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary education, such as a high school, secondary school, university-preparatory school, or gymnasium.
Salary: a fixed regular payment, typically paid on a monthly or biweekly basis but often expressed as an annual sum, made by an employer to an employee.

Secondary Education: education beyond the elementary grades; provided by a high school or college preparatory school

Skills: particular abilities to perform tasks well

Training: the action of teaching a person a particular skill or type of behavior

Wage: A fixed regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, usually a manual or unskilled worker.

Workforce: the people engaged in or available for work, either in a country or area or in a particular company or industry.

Source: Miss. Code Ann. § 37-3-49