

Computer Applications I Curriculum Design

Power Standards CAI

1. Demonstrate a basic foundation in common software applications that is routinely used in education and the workplace.
2. Prepare for communication skills needed in education and the workplace.
3. Research different career aspirations.

Power Benchmarks CAI

1. Manipulate word text enhancement commands.
2. Produce letters/resume in various styles.
3. Prepare a report in Modern Language Association (MLA) style.
4. Compose a document that includes pictures, textboxes, drawing objects and WordArt.
5. Prepare two or three column tables with alignments and images.
6. Produce a newsletter comprised of columns and section breaks.
7. Create an Excel Spreadsheet including formulas.
8. Construct a chart from an Excel spreadsheet.
9. Complete Guideways using IHaveaPlanIowa.gov.
10. Prepare a PowerPoint presentation that includes effects, transitions and colors.

Computer Applications I Curriculum Design

Students will be able to:

1. Demonstrate a basic foundation in common software applications that is routinely used in education and the workplace.
 - Manipulate word text enhancement commands. (1)
 - Produce letters/resume in various styles. (2)
 - Prepare a report in Modern Language Association (MLA) style. (3)

2. Prepare for communication skills needed in education and the workplace.
 - Compose a document that includes pictures, textboxes, drawing objects and WordArt. (4)
 - Prepare two or three column tables with alignments and images. (5)
 - Produce a newsletter comprised of columns and section breaks. (6)
 - Create an Excel Spreadsheet including formulas. (7)
 - Construct a chart from an Excel spreadsheet. (8)

3. Research different career aspirations.
 - Complete Guideways using IHaveaPlanIowa.gov (9)
 - Prepare a PowerPoint presentation that includes effects, transitions and colors. (10)

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Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic foundation in common software applications that is routinely used in education and the workplace.

Power Benchmark/ Competency # 1:
Manipulate word text enhancement commands.

Estimated Timeline: 1 day + on-going

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

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

Understandings :
Students will understand (sentence):

The icons on the formatting toolbar can be used as a command shortcut in completing tasks.

Essential Questions: (Over-arching ones)

- How would one activate the formatting toolbar?
- What functions are on the formatting toolbar?
- How does one apply enhancement commands?

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

- Demonstrate how to operate the format toolbar.
- Use the font dialog box.
 - Serif, Sans Serif, formatting, nonprinting, word wrap, view, highlight, bold, italics, underline, justification

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

- Turn on formatting toolbar.
- Enhance document using various font dialog box commands.
 - Printing, saving, copy, paste

Stage 2 – Assessment Evidence

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

- Student will complete Performance Basics (Try out activities) in Microsoft Office XP Perf Basics pages 3-71.
- Students will be able to distinguish icons and toolbars from diagram Word Basic page 4

Key Criteria: (Rubric)

Competency #1: Manipulate word text enhancement commands			
	3 Exceeds	2 Meets	1 Needs Improvement
Word text enhancement commands assessment Lesson 1 Page 4	Student will be able to identify 80% of word text enhancement commands	Student will be able to identify 60% of word text enhancement commands	Student will be able to identify 59% or less of word text enhancement commands

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Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic foundation in common software applications that are routinely used in education and the workplace.

Power Benchmark/Competency # 2:
Produce letters/resumes in various styles.

Estimated Timeline: 2 days + on-going

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

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

Understandings:

Students will understand (sentence):

- The differences between personal and business letter styles will be introduced.
- The differences between block and modified block style letters will be used in various assignments.
- The differences between open and mixed punctuation will be incorporated in letter assignments.
- The differences between resume styles.

Essential Questions:

- What are the differences between a personal and business letter?
- What are the differences between block and modified block style letters?
- What are the differences between open and mixed punctuation?
- What are the differences between the types of resume templates?

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

- Discern between types of resume templates
- Discern between personal business letter and business letter.
- Discern between block and modified block style.
- Discern between open and mixed punctuation.
 - Block, modified block, personal, business, mixed, open

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

- Produce personal business letters and business letters in correct style.
- Produce personal business letters and business letters in block and modified block format.
- Produce personal business letters and business letters in open and mixed punctuation.
- Produce a resume

Stage 2 – Assessment Evidence

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

- Letter assessment text is located in Microsoft Office XP Intro to Word- Act I page 46
- Letter should be Block style

Key Criteria: (Rubric)

Competency #2: Produce letters in various styles			
Letter Assessment Lesson 2 Page 47	3 Exceeds	2 Meets	1 Needs Improvement
	Student will be able to format a letter with 80% accuracy	Student will be able to format a letter with 60% accuracy	Student will be able to format a letter with 59% or less accuracy

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November 20, 20xx

4x

Mr. Larry L. Donnelly
Managing Editor, World Events
26 West 20 Street Philadelphia, PA 80003

2x

Dear Mr. Donnelly

2x

In the last issue of World Events, you invited your readers to send in suggestions concerning old features that they would like to see fade away and new features that they would like included. As one of your readers, I accept your invitation.

2x

I should like to suggest, first, that you discard the “late news” insert that you use as the opener of each issue. By the time the magazine reaches its users, most of us have already seen the items in newspapers or heard them over the radio. I should also like to suggest that you eliminate your section on predictions of events to come. I have kept score on your predictions, and your batting average is too low for reliability.

2x

In the place of one or both of these features, I should like to suggest a kind of “Who’s Who” section to give us descriptions of the diplomats in the news, with special attention to the correct pronunciations of their names. Have you ever noticed how badly the radio announcers sometimes mispronounce the names?

2x

Sincerely yours

4x

Irwin J. Burk, Chairman
Learning Institute of America

2x

IJB:js

**BLOCK STYLE LETTER
OPEN PUNCTUATION**

Computer Applications I Curriculum Design

Tab to 3.0

June 16, 20xx

4x

Mr. Stan Smith, Creative Director
Sari & Sari Advertising
575 Madison Avenue
New York, NY 10016

2x

Dear Mr. Smith:

2x

I know your agency is considering purchasing a new system for graphics. You told me that you wanted a publishing system that can produce outstanding text and graphs and, at the same time, integrate the other computers you have in your office. Here are some of the outstanding features of the GRAPHIC 2000.

2x

GRAPHIC 2000 is a complete electronic graphic arts workshop, with powerful composition and graphics handling capability.

2x

GRAPHIC 2000 gives you sophisticated composition capabilities, enabling you to handle virtually any job.

2x

GRAPHIC 2000 supports MS-DOS software packages, giving you an even wider range of page layout and graphics alternatives.

2x

As you know, I am the East-coast representative for the GRAPHIC 2000 system. I have enclosed a brochure please phone me so that I may set up an appointment with you to demonstrate this outstanding system. I am certain that it will meet all your needs.

2x

Sincerely,

4x

Fred Nelson
Product manager

2x

fn/yo

2x

Enclosure

MODIFIED BLOCK STYLE LETTER
MIXED PUNCTUATION

Computer Applications I Curriculum Design

Tab to 3.0 January 21, 20xx

4x

Mr. Brandon Blythe
405 Chip Lane
Bronx, NY 10342

2x

Dear Mr. Blythe:

2x

Tab Once Hardware refers to the physical equipment being used. The computer, the printer, the monitor, and the keyboard are all considered hardware. Software is the program that instructs the hardware to perform specific functions. The software usually powers the hardware. Software is then used to perform word processing, database, spreadsheet or other applications.

Tab Once Thank you for your recent letter inquiring about our different “word processing hardware programs.” It is apparent from your letter that you are confused about the difference between hardware and software.

Tab Once Enclosed is our software catalog for your ordering convenience.

Tab to 3.0 Yours truly,

4x

Tab to 3.0 Ralph Jones
President

2x

RJ: yo

2x

Enclosure

MODIFIED BLOCK INDENTED PARAGRAPHS
MIXED PUNCTUATION

Computer Applications I Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic foundation in common software applications that is routinely used in education and the workplace.

Power Benchmark/Competency #3
Prepare a report in Modern Language Association (MLA) style.

Estimated Timeline: 1 day + on-going

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

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

Understandings:

Students will understand (sentence):
 ➤ MLA report format will be used in typing reports in computer class as well as other departments.

Students will be able to: (i.e. know)...(Include vocabulary)
 ➤ Recognize the MLA criteria for formatting a report.
 ➤ Recognize the MLA criteria for formatting the work-cited page.
 ○ Work-cited, MLA

Essential Questions: (Over-arching ones)

- How do you create a report in MLA style?
- How do you create a work cited page in MLA style?
- What is MLA report style?

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

- Devise a report in proper MLA style.
- Devise a report in proper MLA style.
-

Stage 2 – Assessment Evidence

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

- Students will complete report in MLA style with a work-cited page. Report assessment is in Microsoft Office XP-Intro to Word Lesson 3 Task 1 page 59 and Task 2 page 68-69.

Key Criteria: (Rubric)

Competency #3: Prepare a report in MLA styles			
	3 Exceeds	2 Meets	1 Needs Improvement
Report Assessment Lesson 3 Page 59 and 68-69	Student will be able to prepare a report in proper style with work cited page with 80% accuracy	Student will be able to prepare a report in proper style with work cited page with 60% accuracy	Student will be able to prepare a report in proper style with work cited page with 59% or less accuracy

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1" TM

Henderson 1 Header

DS
Heading

James Henderson
Professor Lewis
HC101 Composition
15 February 20—

↓ 2

Career Planning

↓ 2

Indent ¶
0.5" and
DS ¶'s

→ Career planning is an important, ongoing process. It is important because the career you choose will affect your quality of life.

One important step in career planning is to define your career goals.

Indent long
quotes 1" from
LM and DS

Whatever your present plans for employment or further education, you should consider your long-term career goals. You might wonder why someone who is considering a first job should be thinking beyond that job. Thinking ahead may help you choose a first job that is closely related to long-term interests...with a career goal in mind, you can evaluate beginning job offers in relation to that goal. (Oliverio, Pasewark, and White 528)

1" LM and RM

Another useful step in career planning is to develop a personal profile of your skills, interests, and values. 1" LM and RM

As analysis of your skills is likely to reveal that you have many different kinds:

(1) functional skills that determine how well you manage time, communicate, and motivate people; (2) adaptive skills that determine your efficiency, flexibility, reliability, and enthusiasm; and (3) technical skills such as keyboarding, computer, and language skills that are required for many jobs.

1" BM

1/4/2010

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Henderson 2 [Header](#)

Values are “principles that guide a person’s life” (Fulton-Calkins and Stulz 543), and you should identify them early so that you can pursue a career that will improve your changes to acquire them. Values include the importance you place on family, security, wealth, prestige, creativity, power, and independence.

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Henderson 3 Header

Works Cited

Fulton-Calkins, Patsy and Karia M. Stulz. Procedures & Theory for Administrative

—————> Professionals. 5th ed. Cincinnati: South-Western 2004.

Oliverio, Mary Ellen, William R. Pasewark, and Bonnie R. White. The Office:

—————> procedures and Technology. 4th ed. Cincinnati: South-Western, 2003.

**Hanging
indent with
0.5”
indentation**

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Stage 1 – Desired Results:

Power Standard 2: Prepare for communication skills needed in education and the workplace.

Power Benchmark/Competency #4:

Compose a document that includes pictures, textboxes, drawing objects and WordArt.

Estimated Timeline: 1 day + on-going

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

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

Understandings:

Students will understand (sentence):

- Clipart pictures, textboxes, drawing objects, and WordArt can be inserted into a document.
- Objects can be manipulated in a document.
 - Objects, textbox, word art

Essential Questions:(Over-arching ones)

- How do you insert objects into a document?
- How do you manipulate objects in a document?
 - Formatting, enhancing, manipulate

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

- Employ the drawing toolbar.
- Incorporate pictures, textboxes, drawing objects, and WordArt into a document.
- Rearrange the enhanced objects.
 - Textboxes, word art, objects

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

- Insert pictures, textboxes, drawing objects and WordArt into a document.
- Manipulate the enhanced objects.
 - Insert, copy, paste

Stage 2 – Assessment Evidence

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

- Assessment is in Microsoft Office XP-Intro to Word – Lesson 5, Act I, page 157.

Key Criteria: (Rubric)

Competency #4: Compose a document that includes pictures, textboxes, drawing objects and WordArt.			
	3 Exceeds	2 Meets	1 Needs Improvement
Graphics assessment Lesson 5 Page 157	Student will be able to construct a document with graphic enhancements with 80% accuracy	Student will be able to construct a document with graphic enhancements with 60% accuracy	Student will be able to construct a document with graphic enhancements with 59% or less accuracy

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Stage 1 – Desired Results:

Power Standard 2: Prepare for communication skills needed in education and the workplace.

Power Benchmark/Competency #5:
Prepare two or three column tables.

Estimated Timeline: 1 day + on-going

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

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

Understandings:

Students will understand (sentence):

- Tables can be created with two or three columns.
- Text can be enhanced within tables.
- Borders and shading can be used to enhance tables.

Essential Questions: (Over-arching ones)

- How do you create a two or three column table?
- How do you insert and delete rows and columns?
- How do you change column and row dimensions?
- How do you apply borders and shading to a table?
- How do you change text within a table?

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

- Create various size tables.
- Use table properties to modify table dimensions.
- Utilize borders and shading options.
- Manipulate text within a table.
 - Borders, shading, gridlines, columns, rows

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

- Construct a table with various rows and columns.
- Modify rows and columns.
- Apply borders and shading to tables.
- Enhance text within a table.

Stage 2 – Assessment Evidence

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

- Assessment is in Microsoft Office XP-Intro to Word – Lesson 4, Rehearsal Task 2, page 105-107.

Key Criteria: (Rubric)

Competency #5: Prepare two or three column tables.			
	3 Exceeds	2 Meets	1 Needs Improvement
Table assessment Lesson 4 Page 105-107	Student will be able to create a table with various columns and rows with 80% accuracy	Student will be able to create a table with various columns and rows with 60% accuracy	Student will be able to create a table with various columns and rows 59% or less accuracy

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Stage 3 – Learning Plan:

Prepare two or three column tables.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
Demonstrate how to set up two or three column tables. Students will type several two or three column tables.	Performance with Microsoft Office-Introductory Course. Lesson 4 pages 96-115 DDC Learning Microsoft Office 2000. Page 148-166 Microsoft Office 2007 (Shelly Cashman Series) – Pages WD 173-180.
Possible Assessments-Apply Your Knowledge, WD pages 205-206.	Microsoft Office 2007 (Shelly Cashman Series).

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Stage 1 – Desired Results:

Power Standard 2: Prepare for communication skills needed in education and the workplace.

Power Benchmark/Competency #6:

Produce a newsletter comprised of columns and section breaks.

Estimated Timeline: 1 day + on-going

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

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

Understandings:

Students will understand (sentence):

- Documents can be constructed with columns.
- Section breaks are used to separate parts of a document.

Essential Questions: (Over-arching ones)

- How do you insert columns in a document?
- How do you insert section breaks in a document?

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

- Convert a document into columns.
- Utilize different types of section breaks.
 - Page break, column break, continuous break

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

- Compose a newsletter with columns.
- Compose a document with section breaks.

Stage 2 – Assessment Evidence

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

- Assessment is in Microsoft Office XP-Intro to Word – Lesson 5, Rehearsal Task 2, page 154 - 155.

Key Criteria: (Rubric)

Competency #6: Produce a document comprised of columns and section breaks.			
	3 Exceeds	2 Meets	1 Needs Improvement
Column and section breaks Assessment Lesson 5 page 154-155	Student will be able to comprise a document with columns and section breaks with 80% accuracy	Student will be able to comprise a document with columns and section breaks with 60% accuracy	Student will be able to comprise a document with columns and section breaks with 59% or less accuracy

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Stage 3 – Learning Plan:

Produce a document comprised of columns and section breaks.

Power Benchmark/Competency: #6

Learning Activities:	Resources:
Students will learn how to use column and section breaks to create a news column.	DDC Learning Microsoft Office 2000. Page 231-247 Microsoft Office 2007 (Shelly Cashman Series) – Pages WD 177-178.

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Stage 1 – Desired Results:

Power Standard 2: Prepare for communication skills needed in education and the workplace.

Power Benchmark/Competency #7:
Create an Excel Spreadsheet including formulas.

Estimated Timeline: 2 days + on-going

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

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

Understandings:

Students will understand (sentence):

- Excel can be used to create a spreadsheet.
- Formulas can be used to manipulate numbers.

Essential Questions: (Over-arching ones)

- What are columns and rows?
- How do you increase/decrease row heights and column widths?
- How do you add, multiply, divide, subtract, average, count, min, and max numbers using formulas?

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

- Identify the characteristics of an Excel spreadsheet.
- Use correct formulas to calculate numbers.
 - formulas, min, max, average, count, add, subtract, multiply, divide

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

- Create a spreadsheet using Excel
- Manipulate numbers using formulas such as; add, subtract, multiply, divide, average, min, max, and count.

Stage 2 – Assessment Evidence

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

- Assessment is in Microsoft Office XP – Intro to Excel – Lesson 3, Rehearsal Task 2, pages 48-49.

Key Criteria: (Rubric)

Competency #7: Create an Excel Spreadsheet including formulas			
	3 Exceeds	2 Meets	1 Needs Improvement
Excel spreadsheet Assessment Lesson 3 pages 48-49	Student will be able to construct a spreadsheet using formulas with 80% accuracy	Student will be able to construct a spreadsheet using formulas with 60% accuracy	Student will be able to construct a spreadsheet using formulas with 59% or less accuracy

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M & M						
NAME	BLUE	RED	BROWN	GREEN	YELLOW	TOTALS
Jason	3	6	5	7	3	24
Barb	2	9	0	4	8	23
Takisha	5	7	3	4	2	21
Bryan	7	6	0	4	3	20
Logan	4	7	6	2	1	20
Cari	7	5	4	3	0	19
Shanelle	2	0	11	5	7	25
Chris	6	4	9	0	1	20
Carl	9	7	2	4	1	23
TOTALS	45	51	40	33	26	195
AVERAGE	5.00	5.67	4.44	3.67	2.89	21.67
MIN	2	0	0	0	0	19
MAX	9	9	11	7	8	25
COUNT	9	9	9	9	9	9

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Stage 1 – Desired Results:

Power Standard 2: Prepare for communication skills needed in education and the workplace.

Power Benchmark/Competency #8:

Construct a chart from an Excel spreadsheet.

Estimated Timeline: 1 day + on-going

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

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

Understandings:

Students will understand (sentence):

- Data provided in a spreadsheet can be converted into a chart.
- Data in a chart can be enhanced by font, size, color, and position.

Essential Questions: (Over-arching ones)

- How do you convert data on a spreadsheet into a chart?
- How do you change the chart color, font, size and position?
- How do you apply this knowledge of creating a chart to other disciplines?

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

- Compile data in a spreadsheet and convert it into a chart of various styles.
- Enhance the data in the chart by changing font, size, color, background and position.
- Identify the parts of a chart
 - Bar, column, pie, line, size, font, color, background, position, legend, axis, grid, data source, chart title

Students will be able to: (i.e. do)

- Create a chart from data given on a spreadsheet.
- Convert font, size, color, background, and position for the various parts of a chart

Stage 2 – Assessment Evidence

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

- Assessment is in Microsoft Office XP – Intro to Excel – Lesson 6, Act I, page 160 – 161.

Key Criteria: (Rubric)

Competency #8: Construct a chart from an Excel spreadsheet.			
	3 Exceeds	2 Meets	1 Needs Improvement
Chart Assessment Lesson 6 pages 160-161.	Student will be able to convert data from an excel spreadsheet into a chart with 80% accuracy	Student will be able to convert data from an excel spreadsheet into a chart with 60% accuracy	Student will be able to convert data from an excel spreadsheet into a chart with 59% or less accuracy

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Stage 1 – Desired Results:

<p>Power Standard 3: Research different career aspirations.</p> <p>Power Benchmark/Competency #9: Complete Guideways using IHaveaPlanlowa.gov.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X		Math	Science	Reading	Social Responsibility	Communication			X		X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X																		
Math	Science	Reading	Social Responsibility	Communication																	
		X		X																	

<p>Understandings: <i>Students will understand (sentence):</i></p> <ul style="list-style-type: none"> ➤ Career exploration is important to ones’ future. ➤ Each career requires different education, skills and abilities to perform the job. ➤ IHaveaPlanlowa.gov gives students the opportunity to research careers by following the Guideway steps. ➤ Preparing a career report or PowerPoint or Photo Story helps students to identify possible career paths. ➤ Once a career is identified students can create an academic plan. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What are the student’s interests? ➤ How do you find about different careers?? ➤ What skills are needed for specific jobs? ➤ What education is needed for a specific job? ➤ What is the importance of identifying possible career choices? ➤ Where would a student find additional information on a potential career? ➤ Why is it helpful to have an academic plan?
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<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize personality characteristics essential to prospective careers. ➤ From the Guideways steps, the students will evaluate their own skills and career interests. 	<p>Students will be able to: (i.e. do)</p> <ul style="list-style-type: none"> ➤ Research careers using IHaveaPlanlowa.gov. ➤ Identify possible careers by completing the Interest Profile. ➤ Explore the national sixteen career clusters ➤ Review plan of study courses
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Have students complete Guideway steps as found in IHaveaPlanlowa.gov 	<p>Key Criteria: (Rubric)</p>
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Stage 3 – Learning Plan:

Generate career related documents.

Power Benchmark/Competency: #9

Learning Activities:	Resources:
Students will create a portfolio on IHaveaPlanIowa.gov.	Handout
Students will answer the interest profile survey to find out career interest	
Students will add three career choices to their portfolio.	

Computer Applications I Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Research different career aspirations.</p> <p>Power Benchmark/Competency #10: Prepare a PowerPoint presentation that includes effects, transitions and colors</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X			Math	Science	Reading	Social Responsibility	Communication			X		X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X																			
Math	Science	Reading	Social Responsibility	Communication																	
		X		X																	
<p>Understandings: <i>Students will understand (sentence):</i></p> <ul style="list-style-type: none"> ➤ Presentations can be created using Microsoft PowerPoint. ➤ Various animations, colors, and backgrounds can enhance a PowerPoint presentation. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ Why do you use PowerPoint to make a presentation? ➤ How do you change background color, or template? ➤ How do you include pictures, effects, or transitions? ➤ How do you add a new slide? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Design a PowerPoint presentation. ➤ Present a PowerPoint presentation. <ul style="list-style-type: none"> ○ Template, transition, effects, background color, slide show, custom animation, timings 	<p>Students will be able to: (i.e. do)</p> <ul style="list-style-type: none"> ➤ Insert a new slide. ➤ Construct a presentation using PowerPoint. ➤ Create transitions and effects with slides, pictures, and words. ➤ Convert background color or template. ➤ Present a PowerPoint. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Assessment is in Microsoft Office XP – Intro to PowerPoint – Lesson 4, Task 2, page 107. 	<p>Key Criteria: (Rubric)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Competency #10: Prepare a PowerPoint presentation that includes effects, transitions, and color.</td> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">3 Exceeds</td> <td style="width: 25%; text-align: center;">2 Meets</td> <td style="width: 25%; text-align: center;">1 Needs Improvement</td> </tr> <tr> <td style="text-align: center;">PowerPoint Assessment Lesson 4 Page 107</td> <td style="text-align: center;">Student will be able to create a PowerPoint with slide enhancements with 80% accuracy</td> <td style="text-align: center;">Student will be able to create a PowerPoint with slide enhancements with 60% accuracy</td> <td style="text-align: center;">Student will be able to create a PowerPoint with slide enhancements with 59% or less accuracy</td> </tr> </table>	Competency #10: Prepare a PowerPoint presentation that includes effects, transitions, and color.					3 Exceeds	2 Meets	1 Needs Improvement	PowerPoint Assessment Lesson 4 Page 107	Student will be able to create a PowerPoint with slide enhancements with 80% accuracy	Student will be able to create a PowerPoint with slide enhancements with 60% accuracy	Student will be able to create a PowerPoint with slide enhancements with 59% or less accuracy
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