

Computer Applications 2 Curriculum

Revised August, 2007

Course number: 664

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**Name of Course:** Computer Applications 2

**Level of course:** Academic

**Prerequisites:** Computer Applications 1

**Grade levels offered to:** 10 to 12

**Course number:** 664

**Number of credits:** 5

**Revised date and Teachers' names:** Mrs. Melanie LiTrenta, August, 2007

**Purpose:**

Computer Applications 2 is a full year course designed for the college-bound student, as well as any student desiring to continue learning an effective aid to efficient living. Students will learn advanced features in word processing using WordPerfect and Word, and desktop publishing concepts featuring Microsoft Publisher software. Students will be exposed to a strong background in the design and layout of published documents by producing their own individual employment portfolio. The final outcome of the portfolio will have the students showcasing themselves as a present and future employee and academic student.

*High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affection or sexual orientation, gender, religion, disability or socioeconomic status.*

**General Objectives:**

The thrust of the course is for the student to acquire a series of personal and business skills necessary for proficiency in computer use in a college environment, a small business, or for personal use. In addition, the student will gain experience producing an individual portfolio, and the student will gain valuable experience in the production of school-based projects (programs, flyers, brochures designed for school functions). These hands-on activities will teach the students about efficient office procedures, effective teamwork skills, and the importance of meeting deadlines.

**Method of Instruction:**

<i>Lecture/Discussion</i>	<i>Objectives 3, 4, 6, 7</i>
<i>Class Projects/Lab Sessions</i>	<i>All Objectives</i>
<i>Problem Based Learning</i>	<i>Objectives 9, 10</i>
<i>Mentor/Visitation</i>	<i>Objectives 2</i>
<i>Computer Instruction</i>	<i>All Objectives</i>

**Methods of Assessment:**

Measurement of success in meeting the general objectives/goals will be carried out through the following methods of assessment.

<i>Unit tests and quizzes</i>	<i>Objectives 1,2,5</i>
<i>Projects/Labs</i>	<i>Objectives 1,6,7</i>
<i>Class Participation</i>	
<i>Homework</i>	

## **Standards Targeted Throughout this Curriculum:**

### **New Jersey Core Curriculum Content Standards:**

1. Select appropriate electronic media for research and evaluate the quality of the information received (3.1 H 1)
2. Review and edit work for spelling, usage, clarity, and fluency. (3.2 A.4)
3. Use the computer and word-processing software to compose, revise, edit, and publish a piece. (3.2 A.5)
4. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). (3.2 B 10)
5. Use Standard English conventions in all writings (sentence structure, grammar and usage, punctuation, capitalization, and spelling). (3.2 C1)
6. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. (3.2 C 7)
7. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking (3.3 D 3)
8. Use a rubric to self-assess and improve oral presentations. (3.3 D 6)
9. Recognize that mathematics is used in a variety of contexts outside of mathematics. (4.5 C 3)
10. Apply mathematics in practical situations and in other disciplines (4.5 C 4)
11. Use technology to gather, analyze, and communicate mathematical information. (4.5 F 1)
12. Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information (cf. workplace readiness standard 8.4-D). (4.5 F 2)

### **Technological Literacy Standards**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print. (8.1A1)
2. Create documents including a resume and a business letter using professional format. (8.1A2)
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results. (8.1A3)
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data. (8.1A4)
5. Produce a multimedia project using text, graphics, moving images, and sound. (8.1A5)
6. Produce and edit page layouts in different formats using desktop publishing and graphics software. (8.1A6)
7. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files. (8.1A8)
8. Merge information from one document to another. (8.1A9)
9. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (8.1B 1)
10. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (8.1B 2)
11. Make informed choices among technology systems, resources, and services in a variety of contexts. (8.1B 3)

12. Use appropriate language when communicating with diverse audiences using computer and information literacy.
13. Select and use specialized databases for advanced research to solve real world problems. (8.1B 5)
14. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation. (8.1B 6)
15. Evaluate information sources for accuracy, relevance, and appropriateness. (8.1B 7)
16. Compose, send, and organize e-mail messages with and without attachments. (8.1B 8)
17. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products. (8.1B 9)
18. Identify, diagnose, and suggest solutions for non-functioning technology systems. (8.1B 10)
19. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources. (8.1B 11)
20. Integrate new information into an existing knowledge base and communicate the results in a project or presentation. (8.1B 12)
21. (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. (9.1)
22. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. (9.1B 3)

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

1. Describe and apply constructive responses to criticism. (9.2A 2)
2. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings. (9.2A 3)
3. Communicate effectively in a variety of settings with a diverse group of people. (9.2C 2)
4. Engage in an informed discussion about rules and laws designed to promote safety and health. (9.2F 1)
5. Practice the safe use of tools and equipment. (9.2F 4)
6. Implement safety procedures in the classroom and workplace, where appropriate. (9.2F 5)

## Specific Behavioral Objectives and Timelines:

### Unit # 1 INTRODUCTION

Time = 2 days

**Goal:** Students will get to know a little about their classmates. Students will be able to introduce one person to the rest of the class, giving at least 10 major points of interest about that person. Students will learn the expected outcomes for the class, and expected behavior.

**Objectives:**

1. Introduce course programs used.
2. Set work environment behavior that is expected in the classroom, while allowing students to feel comfortable with their peers.

**Audio-Visual needs:** None

**Computer needs/use:** Each student to have own operating computer.

#### Assignments:

1. Students will complete 3 X 5 information card with name, address, telephone number, name of parent/guardian, counselor, previous computer knowledge.
2. Review Business Technology Department policy with regard to tardiness, respect for others, classroom environment and responsibilities for missed assignments.
3. Review and discuss course proficiencies that are to be given to parents.
4. Introducing partners (orally introduce partner/10 major points)

**Lab activities:** None

**Assessment method:** Teacher Observation

**Standards targeted via this unit:** None

### Unit # 2 TEAMWORK

Time = 6 days

#### Goal:

*Students will understand the importance of teamwork in their academic life and in the workforce. They will operate in a "team" environment and be held to deadlines for their team in accomplishing tasks.*

#### Objectives:

1. Students will DISCUSS the importance of the following topics in the work world and academic life: attitude, work ethic, responsibility, teamwork, quality.
2. Students will read various articles and work together by brainstorming, role playing, and utilizing acquired computer skills to come up with

professional and personal qualities needed to succeed in both the business world and academic environment.

3. Students will be assigned partners for the marking period.

**Assignments:**

1. Attitude (1 day)
  - a.. What is the difference between a "good and bad" attitude and what is expected for success:
  - b. What happens when someone has a "bad" attitude?
  3. Inventory of each individual's attitude and traits (supplemental)
  4. Some suggestions for improving attitude where necessary.
  5. Key in self-suggestions and save.
  6. Read articles on "teamwork" in preparation for class discussion.
- b. Work Ethic/Responsibility (1 day)
  1. What should a worker be responsible for in and out of the job?
  2. What is needed for success?
  3. Role Playing Activity.
  4. Computer Ethics ("The Ten Commandments" - article from NJBTEA Observer)
- c. Teamwork (2 days)
  1. Given as assignment, teams must complete by working together.
  2. Discuss pitfalls when everyone doesn't do their share.
  3. Ways to get everyone involved.
- d. Quality (1 day)

Display completed team assignments and discuss the impressions due to quality of work.

**Audio-visual needs:** None

**Computer needs/use:** Each student to have own operating computer, Internet access.

**Assignments:**

**Lab Activities:**

**Assessment Method:**

**Standards targeted via this unit:**

**Unit # 3            INTRODUCTION TO CREATING A BUSINESS EDUCATION  
EMPLOYMENT PORTFOLIO**

**Time = 6 days**

**Goal:** *Students will be introduced to developing a portfolio of documents chosen to show a prospective employer a wide-range of their desktop publishing skills. This is the introduction and will be an ongoing project for the semester. The final outcome of the portfolio will have the students showcasing themselves as a present and future employee and/or college student.*

**Assignments:**

1. Students will be handed the following list of items which will eventually be part of their portfolio:
  - a. Table of Contents
  - b. Cover letter of introduction and intent of portfolio
  - c. Professional resume
  - d. Writing Samples which include the two most asked questions on an interview: Would you please tell me about yourself? and Why should I hire you?
  - e. Powerpoint presentation introducing themselves to a prospective employer (this section to be completed in second semester)
  - f. A list of questions they would like to ask a prospective employer
  - g. Examples of projects completed in their training
  - h. Letter of recommendation/commendation from present employer or academic counselor, faculty member, etc.
  - i. Personal business cards and letterhead
  - j. Follow-up brochure thanking viewer for browsing through the portfolio
  
2. Students will be given a portfolio including the above list of items which eventually will become the marketing package.

**Audio-visual needs:** None

**Computer needs/use:** Each student to have own operating computer, Internet access.

**Assignments:**

**Lab Activities:**

**Assessment Method:**

**Standards targeted via this unit:**

**Unit # 4 WRITING SAMPLES**

**Time = 4 days**

**GOALS:**

- *Students will create two separate essays answering the two most asked questions on an interview: 1) Would you please tell me about yourself? and 2) Why should I hire you? Students work will be grammatically correct, an illustration of their individual personality, and a document that will market themselves.*
- *Students will work cooperatively with their partner in trying to help with suggestions, ideas, organization, editing, etc. of final writing.*

**ASSIGNMENTS:**

1. Given the situation of a “blind date,” the students are to write about themselves so that the date will learn all they can about them. Examples would be their fears, funny moments in their lives, what they like and what they dislike, their family and social life, what their friends are like, etc.
2. Students will also write about the employable skills they have obtained over the years and the reasons a company would want them for an employee. Examples would be skills they have developed in personal relationships, potential, desire for learning and improving, responsibility traits, cooperativeness, academic skills, etc.
3. A teacher from the English Department will be coming in to speak with the students about “format” and “style” and overall impressions for an exciting and successful written sample. Both the English and Business teachers will be evaluating the writing.
4. Students will “dress-up” the look of the documents, adding graphics, font changes, etc. These two documents will be changed around as more learning of desktop publishing takes place.

**Audio-visual needs:** None

**Computer needs/use:** Each student to have own operating computer, Internet access.

**Assignments:**

**Lab Activities:**

**Assessment Method:**

**Standards targeted via this unit:**

**Unit # 5      DESKTOP PUBLISHING CONCEPTS**

**Time = 6 days**

**GOALS:**

- *Students will be able to explain the steps and the process for creating professional publications by utilizing desktop publishing pointers for planning and designing the desired document.*
- *Students will evaluate desktop publishing concepts using a Document Analysis Guide and Evaluation Checklist.*
- *Students will produce a thumbnail sketch for a flyer utilizing the planning, designing and layout tips for desktop publishing.*

**ACTIVITIES:**

1. Planning the Publication - Discuss the five steps to meet the most important goal in desktop publishing which is to get the message across:
  1. Clearly identify the purpose of your communication.
  2. Assess your target audience.
  3. Determine in what form your intended audience will be exposed to your message.
  4. Decide what you want your readers to do after reading your message.
  5. Collect examples of effective design (Magazines, Newsletters, Brochures, Flyers available to cut out choices.)
  
2. Designing the Document - A publication is judged by its design, helps organize ideas and will create a more attractive, professional, and convincing document.  
Students will take notes and participate in the discussion of the steps in planning the design and layout:
  1. Thumbnail sketch
  2. Creating a focus
  3. Title, Headlines and Subheads
  4. White Space
  5. Legibility
  6. Graphic Elements
  7. Creating Balance
  8. Providing Proportion
  9. Creating Contrast
  10. Creating Directional Flow
  11. Establishing Consistency
  12. Using Color
  13. Use of columns, gutter space, and a grid

3. Evaluate and Assess Documents
  1. Partners will work together on this assignment: Given a Document Analysis Guide, evaluate flyers, newsletters, resumes, brochures, business cards, announcements, certificates, etc.
  2. Partners will work together on this assignment: Evaluate a poorly designed flyer and list three suggestions for improvement.
  3. Produce an Announcement with a WordPerfect Template and then complete analysis form.
  4. Create a thumbnail sketch for a flyer which includes focus, balance, proportion, contrast, white space, directional flow and consistency. Designate areas for such items as time, date, location, and response information. Partner is to evaluate work.
  5. Students are to reassess their own “writing samples” and incorporate the suggestions for a well-designed document.

**Audio-visual needs:** None

**Computer needs/use:** Each student to have own operating computer, Internet access.

**Assignments:**

**Lab Activities:**

**Assessment Method:**

**Standards targeted via this unit:**

**Unit # 6 SUBDIVIDING PAGES**

**Time = 6 days**

**GOALS:**

- *Students will be able to subdivide a page in WP so that invitations can be done easily, cards, programs, folded brochures, etc.*
- *Students will prepare an invitation to the parents of the National Honor Society inductees, four to a sheet. A winner will be chosen by all the students in the class, and that invitation will be the one used this year and actually sent to parents.*
- *Students will prepare the program to be used at the National Honor Society Induction Ceremony. Partners will work together to prepare one program. A winner will be chosen by all the students in the class, and that invitation will be the one used this year and actually sent to parents.*
- *Students will prepare a four sided card to be used at the Senior Citizen Dinner Dance sponsored by PRIDE. Partners will work together to prepare one card. A winner will be chosen by all the students in the class,*

*and that invitation will be the one used this year and actually sent to parents.*

**ACTIVITIES:**

- a. Students are introduced to rows and columns in subdividing a page.
- b. Students will subdivide a page into 2 columns and 2 rows and prepare an invitation to the NHS program which inducts new members. Desktop publishing concepts will be a primary focus in completed projects.
- c. Partners will work together: Students will prepare a four page program for the NHS Induction Ceremony. Desktop publishing concepts will be a primary focus in completed projects.
- d. Partners will work together: Students will design and create a four sided card to be used at the Senior Citizen Dinner Dance sponsored by PRIDE. Desktop publishing concepts will be a primary focus in completed projects.
- c. All students will participate and an evaluation sheet will be used for voting. A final winner will be chosen and that invitation, program, and card will be the one that will actually be used to send to all the parents attending the NHS event.

\*\*\*still re-formatting from old curriculum—this point on.....

**Unit #7        CREATING LETTERHEADS, ENVELOPES, BUSINESS CARDS,  
AND ADDRESS LABELS IN WORDPERFECT AND WORD**

**GOALS:**

- *Upon successful completion, students will be able to produce business letterheads, envelope labels, and business cards using a variety of page settings, paper size changes and templates.*
- a. In designing their personal letterhead, students will keep in mind the design concepts studied earlier.
  - b. Students will refine letter and word spacing by using the process of kerning. This will be incorporated into their letterhead if type size exceeds 14 points.
  - c. Students will design and prepare a personal letterhead with horizontal and vertical graphic lines and include a graphic design. This design may be changed or edited at a later date as the students study and learn more advanced techniques with graphics.
  - d. Students will use a layout for business cards by choosing either paper size or labels. In working with the design concept of “consistency” the design of their business card should be created to coincide with the design of their letterhead. Students will create a physical page of business cards using the Avery 5371 Label feature.

- e. Students will be instructed in the preparation of labels for envelopes. Again, in working with the design concept of “consistency” the design of their labels should be created to coincide with the design of their business card and letterhead. Students will create a physical page of envelope address labels using the Avery 5660 Clear Address Labels.

**9. NEWSPAPER AND PARALLEL COLUMNS.....6**

**GOALS:**

- *Students will create an article using a two-column newspaper style format in which the second column is narrower than the first. An article will also be completed in which four parallel columns will be used for the information. A title and subhead will be given to the newsletter and headline for each of the articles..*
- *Students will convert their writing samples (done previously) into a newsletter. Each article will be part of this newsletter and each will be in newspaper column format. A title, headlines, and subhead will be given to the newsletter.*
- a. Partners will work together to turn in one document: Create columns with column widths.
- b. Partners will work together to turn in one document: Create parallel columns for information that needs to stay together.
- c. Partners will work together to turn in one document: Create parallel columns for a list of questions that could be asked a prospective employer during an interview. Sample instructions...need nine questions or more.
- d. Convert original writing samples to newspaper column format to be used in a newsletter introducing themselves to a prospective employer. A title, headlines, and subhead will be given to the newsletter.

**10. PROFESSIONAL RESUME .....10**

**GOALS:**

- *Students will create a resume in which the main purpose would be to convince a prospective employer to grant them an interview, and ultimately, employment.*
- a. Plan the resume
- b. Design the resume
- c. Choose and place Section Headings:
  - 1. Heading
  - 2. Career Objective
  - 3. Work Experience
  - 4. Education

5. Special Skills or Achievements
  6. References
- d. Create a resume with rotated text using a textbox.
  - e. Create a resume with parallel columns.

**11. MICROSOFT PUBLISHER WINDOW .....1**

**GOALS:**

--*Students will identify parts of the Publisher window.*

- a. Title Bar
- b. Menu Bar
- c. Toolbar
- d. Rulers
- e. Scroll Bars
- f. Document Page
- g. Scratch Area
- h. Page Indicator
- i. Zoom Indicator and Buttons
- j. Status Line
- k. Position and Size Boxes

**12. MICROSOFT PUBLISHER LAYOUT COMMANDS .....3**

**GOALS:**

-- *Upon completion students will be able discuss start-up options, review paper orientation, view page in a selection of sizes, add layout guides, change and hide layout guides, discuss features of the background page, add and delete pages, adjust rulers to help with work.*

- a. Start-up options
- b. Print Setup
- c. Page Layout
- d. Viewing the page
- e. Layout Guides
- f. Background page
- g. Adding/deleting pages
- h. The rulers

**13. MICROSOFT PUBLISHER FRAMES OVERVIEW .....5**

**GOALS:**

-- *Students will be able to distinguish the difference and create four types of frames.*

-- *Students will create a text frame, picture frame, WordArt frame, assemble a business card, and a short publication.*

- a. Text frame toolbar.
- b. Importing text.
- c. Table Frames
- d. Picture Frames

- e. WordArt Frames
- f. Create a business card importing clipart.
- g. Create a newsletter utilizing the rulers for exact measurement.

**14. MICROSOFT PUBLISHER TEXT FRAMES--FORMATTING .....3**

**GOALS:**

-- *Students will be able to create, import, edit and format text.*

- a. Create a text frame and import text.
- b. Edit text within a frame
- c. Using text and character formatting features
- d. Kerning and tracking
- e. Use of special characters and smart quotes.
- f. Use of bulleted and numbered lists
- g. Tabs

**15. MICROSOFT PUBLISHER TEXT FRAMES--SPECIAL FUNCTIONS .....5**

**GOALS:**

-- *Upon completion students will create new publications and be able to utilize the special text frame functions available in the Publisher program.*

- a. Spell checking.
- b. Hyphenation.
- c. Find and Replace.
- d. Connecting text frames and icon descriptions which are at the beginning and end of each frame showing special buttons or pointers.
- e. Autoflow
- f. Inserting new pages
- g. Continuing statements
- h. Disconnecting frames
- i. Widows and orphans
- j. Using joined columns

**16. MICROSOFT PUBLISHER TABLE FRAMES .....3**

**GOALS:**

- *Students will have the opportunity to try out the table tool and learn how to format a table so it presents the information clearly. Students progress rapidly because of the similarities in other familiar software programs; however, one major difference they will note is that no calculations can be performed using Publisher's Table tool.*
- a. Create table frames, entering text, moving around the table, using various table parts and terminology, inserting/deleting rows and columns, sizing table parts, merging cells, adding borders and shading, fill down and fill right, and moving the table.
- b. Use autofformat rather than create a table from scratch. Import into the table using paste link.

**17. MICROSOFT PUBLISHER WORDART FRAMES.....3**

**GOALS:**

- *Students will find WordArt easy and an effective tool and will be able to create displays or decorative text objects to be used in headlines, subheads, logos, banners in newsletters, company names in letterheads, pull quotes, dropped or raised caps at the beginnings of paragraphs, and fancy body text.*
- a. Create WordArt frames.
- b.. Use special effects in WordArt frames to create shapes, rotation, outline, shading, shadow and line thickness. Students will change the font design, size, color, and alignment of WordArt text.

**18. MICROSOFT PUBLISHER -- WORKING WITH IMAGES.....4**

**GOALS:**

- *Students will be able to use the Publisher's ClipArt Gallery, work with margins, add borders and shadow, work with position, size, scale, and cropping of graphic images, cut, copy and paste, and adjust text wrap around the graphic.*
- a. Make decisions as to where a picture should be placed in a publication.
- b. Draw a picture frame.
- c. Import a picture from various sources. If a scanner is available students will also import images using the scanner, and also create a bitmap from graphic images on the internet.
- d. Use of graphic accents.

**19. MICROSOFT PUBLISHER -- FINAL PROJECT .....5**

**GOALS:**

- *To measure the understanding of Microsoft Publisher, the students will plan and prepare a tri-fold brochure thanking the viewer for browsing through the portfolio.*

The following criteria will be met:

- a. Length of Project (All six sides must have information)
- b. Background Page
  - 1. Left and right headers or footers
  - 2. Page numbers
  - 3. Graphic, geometric shape, or horizontal line
- c. Page layout (Two or more columns on at least one page)
- d. Imported Text (Writing Samples done in WP8.0)
- e. Additional Elements
  - 1. At least one pull quote
  - 2. At least two graphics
  - 3. A vertical line between columns on all pages (if appropriate for design)
- f. Design and Layout
  - 1. Appropriate use of white space
  - 2. Appropriate placement of graphics
  - 3. Appropriate use of fonts

## Materials/Resources

Text:

Labs: Teacher generated and selected

People: Other schools/teachers or speakers outside of HPRHS resources

Audio-Visual: As selected by instructor.

(Any "Hollywood Movies" must be rated pg13, pg, or g)

## Assessment:

**Authentic assessment methods are ways of evaluating student abilities in a process-based classroom; these methods include: design portfolios and journals student presentations;/demonstrations, simulations, oral exam, teacher observation, student self-assessment. The primary purpose of assessment is to assist the student in the learning process. When identified, students' strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment methods(s) for each behavioral objective during learning activities.**

Measurement of success in meeting the general goals above will be carried out through the following mechanisms:

Observation, Technique Evaluation Form, Completion of lessons from textbook and supplemental materials, written tests and quizzes, and frequent 1-5' timings from the textbook.

## Evaluation Tools

- A. **Student Progress:** The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to, the following criteria:

Test/Quizzes	30%
Class work	40%
Journal/Log book	10%
Homework	10%
Class Participation	10%

i. Observation

Systematic, wherein the observer gathers data on one or more precisely defined behaviors;

Nonsystematic, in which the observer watches the child at school in the setting of concern and notes the behaviors, characteristics, and personal interactions that seem significant;

ii. Authentic Assessment Measures Progress in Applied Skills

Authentic assessment rates students' performance on real world tasks. To perform successfully on these tests, students must know the subject area and be able to use that knowledge to perform problem solving tasks. Activities used in authentic assessments may include:

Conducting research; Designing a solution to a problem;  
Writing a news article, poem, or short story;  
revising and discussing papers;  
Performing an oral presentation based on a project or analysis;  
and collaborating with others

- B. How will you measure the effectiveness of this course?
- i. Increased enrollment in upper level course.
  - ii. Increases in final exam grades
  - iii. Increase in final grades.
  - iv. Student end of course evaluation

- C. Mid term exam written/ or revised 2008  
D. Final exam written/ or revised 2008

**Periodic evaluation of objectives and this curriculum guide:**

With the evaluation of a new text, every five years, administration requests a curriculum rewrite in **2012**

**Special Course Policies:**

Success in this course will be based on a number of factors, however the instructor will most directly assess the student's performance on production work and classroom participation as a means of determining a grade. A typical week in class will consist of formal instruction on a variety of material and accompanying production work to enhance student learning. Quizzes and tests will be given throughout to re-emphasize and assess the student's understanding of the presented material.

**Homework, Extra Credit Policy**

Since most of the work requires access to a computer, the student who does not have such access should expect, on occasion to come to the computer lab in addition to the normal class time, in order to complete all assignments. This is particularly true for students who fall behind because of absence. The computer and business labs are available during and after school hours to allow students to make up any work missed. Extra credit is given in the form of allowing students to redo jobs on which they scored low, while after school in the Computer Applications lab with **teacher permission only**.

**Web pages that support learning:**

Three paper copies and two disk copies must be handed in to the supervisor.  
The supervisor will submit to Director of Curriculum and Instruction.  
After approval, throw away all old copies.

