

Texas Business Education

Business Computer Information Systems I Online

FACILITATOR GUIDE

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Table of Contents

Course Specifications and Description	1
Texas Essential Knowledge and Skills	2
TAKS Objectives Crosswalk with TEKS	5
6-Week Scope and Sequence	11
9-Week Scope and Sequence	15
Overview	19
Course Design	19
Deliverables	19
Facilitator Assumptions	20
Use of Graphics, Sound and Video	20
Detail Guidance by Deliverable	22
Course Objectives	22
Syllabus	22
How It Works	25
Calendar	25
Project Guidelines	26
Technical Support	26
Course Overview	27
Links to additional resources	27
FAQS	27
Glossary	27
Journal	27
Facilitator Content Materials	28
Unit 1 Orientation	29
Lessons and Activities	31
Unit 1 Lesson 1: Get Acquainted	32
Unit 1 Lesson 2: Online Ethics and Etiquette	39

Unit 2 Word Processing	43
Lessons and Activities	45
Unit 2 Lesson 1: Keyboarding	46
Unit 2 Lesson 2: Business Documents.....	51
Unit 2 Lesson 3: Business Letters.....	62
Unit 2 Lesson 4: Résumé	71
Unit 2 Lesson 5: Research Report	82
Unit 3: Spreadsheets	91
Lessons and Activities	93
Unit 3 Lesson 1: Mathematical Processes	94
Unit 3 Lesson 2: Business Problems.....	101
Unit 3 Lesson 3: Business Charting.....	108
Unit 4 Desktop Publishing	115
Lessons and Activities	117
Unit 4 Lesson 1: Desktop Publishing Basics	118
Unit 4 Lesson 2: Newsletter.....	125
Unit 4 Lesson 3: Instruction Manual	132
Unit 5 Databases	139
Lessons and Activities	141
Unit 5 Lesson 1: Database Basics.....	142
Unit 5 Lesson 2: Database Creation.....	149
Unit 5 Lesson 3: Data Management Procedures.....	156
Unit 6 Presentation Software	163
Lessons and Activities	165
Unit 6 Lesson 1: Presentation Technology	166
Unit 6 Lesson 2: Presentation Guidelines.....	173
Unit 6 Lesson 3: Presentation Shortcuts	180
Unit 6 Lesson 4: Capstone	189

Business Computer Information Systems I Online Course Specifications and Description

Course Specifications:

Course Number: 120.23

PEIMS Code: 12011200

Grade Placement: 9 to 10

Credits: ½-1

Prerequisites: Keyboarding or equivalent

Course Description:

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and/or postsecondary education. Students apply technical skills to address business applications of emerging technologies.

Course Objective:

This course offers students the opportunity to master these skills:

- Know what is expected in the BCIS online course
- Know what is expected ethically and socially
- Improved their keyboarding techniques
- Identify styles of business documents
- Produce a business letter
- Write a professional résumé
- Produce a well written research paper
- Create formulas in spreadsheets
- Know ways to use a spreadsheet to solve business problems
- Convert spreadsheet figures into charts
- Understand the basics of desktop publishing
- Create a business newsletter
- Produce an instructional manual
- Know how a database is constructed
- Create a database
- Use a database to manage information
- Know how to use presentation technology
- Use the rules that apply to presentations
- Understand how to make a presentation easier to use

**Business Computer Information Systems I Online
Texas Essential Knowledge and Skills**

1. The student develops skills for success in the workplace. The student is expected to:
 - A. locate and interpret written information;
 - B. incorporate supplementary resources and references;
 - C. demonstrate active listening through oral and written feedback;
 - D. demonstrate productive work habits and attitudes, for example, dependability and
 - E. punctuality; and
 - F. organize ideas logically and sequentially.
2. The student selects appropriate technology to address business needs. The student is expected to:
 - A. identify and explain the functions of various types of technology, hardware, and software used in business;
 - B. explore functions of emerging technologies; and
 - C. list available hardware and software most appropriate for specific tasks.
3. The student applies word processing technology. The student is expected to:
 - A. identify customary styles of business documents;
 - B. improve the touch-system skill using the keyboard and keypad to input data;
 - C. utilize hardware and software flexibility needed to produce documents to address different computer applications;
 - D. demonstrate basic writing techniques;
 - E. edit a variety of written documents; and
 - F. produce business documents, including:
 - i. business letters;
 - ii. business reports, integrating charts, and graphics;
 - iii. research papers;
 - iv. statistical data tables;
 - v. newsletters; and
 - vi. resumes.
4. The student applies spreadsheet technology. The student is expected to:
 - A. perform correct mathematical processes, including:
 - i. addition, subtraction, multiplication, and division;
 - ii. percentages and decimals;

- iii. order of operations principle;
 - iv. estimation; and
 - v. prediction of patterns of data; and
- B. formulate and produce solutions to a variety of business problems, such as:
- i. budget, personal, and business;
 - ii. payroll;
 - iii. balance sheets;
 - iv. invoices;
 - v. balance sheets;
 - vi. profit and loss statements;
 - vii. income tax preparation;
 - viii. charts and graphs; and
 - ix. conversion of foreign currencies.
5. The student applies database technology. The student is expected to:
- A. differentiate the nature and interrelationships of fields, records, and files in databases;
 - B. perform data management procedures, including:
 - i. locate, sort, and organize data;
 - ii. search and query data;
 - iii. retrieve data; and
 - iv. export and import data; and
 - C. produce and analyze business reports.
6. The student exchanges information via telecommunications technology with appropriate supervision. The student is expected to:
- A. identify and describe the different components of the telecommunications industry;
 - B. send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies;
 - C. evaluate telecommunications methods for specific business needs, including:
 - i. cost (locally, nationally, and internationally);
 - ii. convenience; and
 - iii. availability; and
 - D. model acceptable telecommunications ethics and etiquette and follow guidelines and laws.
7. The student applies desktop publishing technology. The student is expected to:

On Line Facilitator Guide

- A. identify technologies available for desktop publishing;
 - B. identify customary standards and styles of desktop publishing;
 - C. create desktop publications, import text and graphics; and
 - D. create an instructional manual.
8. The student applies presentation management technology. The student is expected to:
- A. identify the guidelines for using graphics, fonts, and special effects in presentations;
 - B. analyze the effectiveness of multimedia presentations; and
 - C. determine the appropriate technology to create and deliver an effective presentation.
9. The student identifies the concepts of a computer network. The student is expected to:
- A. describe the components necessary to establish a network;
 - B. describe the factors influencing the selection of a networking system; and
 - C. compare the resources available on various types of networks.
10. The student analyzes computer operating systems and emerging technologies. The student is expected to:
- A. describe various types of operating systems, environments, and utilities;
 - B. compare the functions and features of different operating systems, environments, and utilities; and
 - C. demonstrate operating system command.

Source: www.tea.state.tx.us/rules/tac/ch120.html

**Business Computer Information Systems I Online
TAKS Objectives Crosswalk with TEKS**

Language Arts

Objective 1

The student will demonstrate a basic understanding of culturally diverse written texts.

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.

The student is expected to

(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and

(E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies.

The student is expected to

(F) produce summaries of texts by identifying main ideas and their supporting details.

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes and in varied sources, including American literature.

The student is expected to

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]; and

(C) read American and other world literature, including classic and contemporary works.

Objective 3

The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.

The student is expected to

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies.

The student is expected to

(E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature.

The student is expected to

(D) interpret the possible influences of the historical context on a literary work.

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts.

The student is expected to

(B) use elements of text to defend, clarify, and negotiate responses and interpretations.

(12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources.

The student is expected to

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(19) **Viewing/representing/interpretation.** The student understands and interprets visual representations.

The student is expected to

(B) analyze relationships, ideas, [and cultures] as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations.

The student is expected to

(B) deconstruct media to get the main idea of the message's content; and

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

Objective 4

The student will, within a given context, produce an effective composition for a specific purpose.

(1) **Writing/purposes.** The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

The student is expected to

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate.

The student is expected to

(B) develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and

(C) proofread writing for appropriateness of organization, content, style, and conventions.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others.

The student is expected to

(A) evaluate writing for both mechanics and content.

Objective 5

The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate.

The student is expected to

(C) proofread writing for appropriateness of organization, content, style, and conventions.

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.

The student is expected to

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others.

The student is expected to

- (A) evaluate writing for both mechanics and content.

Objective 6

The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate.

The student is expected to

- (C) proofread writing for appropriateness of organization, content, style, and conventions.

- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.

The student is expected to

- (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];
- (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
- (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
- (D) produce error-free writing in the final draft.

- (5) **Writing/evaluation.** The student **evaluates** his/her own writing and the writings of others.

The student is **expected** to

- (A) evaluate writing for both mechanics and content.

Mathematics

Objective 9

The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.

- (8.3) Patterns, relationships, and algebraic thinking. The student identifies proportional relationships in problem situations and solves problems.

The student is expected to

- (B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.

- (8.11) **Probability and statistics.** The student applies the concepts of theoretical and experimental probability to make predictions.

The student is expected to

- (A) find the probabilities of compound events (dependent and independent); and
- (B) use theoretical probabilities and experimental results to make predictions and decisions.

(8.12) **Probability and statistics.** The student uses statistical procedures to describe data.

The student is expected to

- (A) select the appropriate measure of central tendency to describe a set of data for a particular purpose; and
- (C) construct circle graphs, bar graphs, and histograms, with and without technology.

(8.13) **Probability and statistics.** The student evaluates predictions and conclusions based on statistical data.

The student is expected to

- (B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

Objective 10

The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

(8.14) **Underlying processes and mathematical tools.** The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.

The student is expected to

- (A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and
- (C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

(8.15) **Underlying processes and mathematical tools.** The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models.

The student is expected to

- (A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.

(8.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions.

The student is expected to

- (A) make conjectures from patterns or sets of examples and nonexamples; and

On Line Facilitator Guide

(B) validate his/her conclusions using mathematical properties and relationships.

Source:

<http://www.tea.state.tx.us/student.assessment/taks/booklets/reading/gr11.pdf>

<http://www.tea.state.tx.us/student.assessment/taks/booklets/math/gr11.pdf>

**Business Computer Information Systems I Online
6-Week Scope and Sequence**

TEXAS BUSINESS EDUCATION SCOPE & SEQUENCE FORM Business Ownership GRADE LEVEL 10-12 6 WEEK FORMAT							
6 WEEK PERIOD						OBJECTIVES (Skill/Concept)	<i>Time</i>
1	2	3	4	5	6		
						Unit 1 – Orientation TEKS – 1D, 6B TAKS – NA	1 week
X						Lesson 1—Get Acquainted OBJECTIVES: 1. Take an online quiz 2. Complete vocabulary activity 3. Email instructor	2 days
X						Lesson 2—Online Ethics and Etiquette OBJECTIVES: 1. Understand the acceptable use guidelines for this course 2. Take an online ethics quiz	3 days

On Line Facilitator Guide

6 WEEK PERIOD						OBJECTIVES (Skill/Concept)	Time
1	2	3	4	5	6		
						Unit 2 – Word Processing TEKS – 2A, 2B, 2C, 3A, 3B, 3C, 3D, 3E, 3F, 10A, 10B, 10C TAKS – LA4, LA5, LA6	10 weeks
X						Lesson 1—Keyboarding OBJECTIVES: 1. Test keyboarding skills 2. Evaluate keyboarding techniques	1 week
X						Lesson 2—Business Documents OBJECTIVES: 1. Create a memo 2. Create a fax	2 weeks
X						Lesson 3—Business Letters OBJECTIVES: 1. Write a business letter	2 weeks
	X					Lesson 4—Résumé OBJECTIVES: 1. Produce a résumé 2. Write a cover letter	2 weeks
	X					Lesson 5—Research Report OBJECTIVES: 1. Create a table 2. Write a research report	3 weeks

6 WEEK PERIOD						OBJECTIVES (Skill/Concept)	Time
1	2	3	4	5	6		
						Unit 3 – Spreadsheets TEKS – 4A, 4B TAKS – M9, M10	6 weeks
		X				Lesson 1—Mathematical Process OBJECTIVES: 1. Use mathematical functions in a spreadsheet 2. Create formulas in a spreadsheet 3. Design an invoice in a spreadsheet	2 weeks
		X				Lesson 2—Business Problems OBJECTIVES: 1. Create formulas for a series of business related problems	2 weeks
		X				Lesson 3—Charting OBJECTIVES: 1. Convert spreadsheet information to a chart	2 weeks
						Unit 4 – Desktop Publishing TEKS – 1A, 1B, 1E, 7A, 7B, 7C, 7D, 9A, 9B, 9C TAKS – LA1, LA3, LA5	6 weeks
			X			Lesson 1—Desktop Publishing Basics OBJECTIVES: 1. Create a desktop published certificate	1 week
			X			Lesson 2—Newsletter OBJECTIVES: 1. Create a business newsletter	2 weeks
			X			Lesson 3—Instructional Manual OBJECTIVES: 1. Produce an instructional manual	3 weeks

On Line Facilitator Guide

6 WEEK PERIOD						OBJECTIVES (Skill/Concept)	Time
1	2	3	4	5	6		
						Unit 5 – Databases TEKS – 5A, 5B, 5C TAKS – NA	5 weeks
				X		Lesson 1—Database Basics OBJECTIVES: 1. Learn the components of a database using Northwind	1 week
				X		Lesson 2—Database Creation OBJECTIVES: 1. Create a relational database	2 weeks
				X		Lesson 3—Data Management Procedures OBJECTIVES: 1. Create a query 2. Create a report 3. Export database information	2 weeks
						Unit 6 – Presentation Software TEKS – 1C, 6A, 6C, 8A, 8B, 8C TAKS – NA	6 weeks
				X		Lesson 1—Presentation Technology OBJECTIVES: 1. Create a slide show	2 weeks
				X		Lesson 2—Presentation Guidelines OBJECTIVES: 1. Create a slide show using design guidelines	2 weeks
				X		Lesson 3—Presentation Enhancements OBJECTIVES: 1. Create a slide show using enhancements such as PackNGo.	2 weeks
				X		Capstone Product	2 weeks

Business Computer Information Systems I Online
9-Week Scope and Sequence

TEXAS BUSINESS EDUCATION SCOPE & SEQUENCE FORM Business Ownership GRADE LEVEL 10-12 9 WEEK FORMAT					
9 WEEK PERIOD				OBJECTIVES	<i>Time</i>
1	2	3	4	(Skill/Concept)	
				Unit 1 – Orientation TEKS – 1D, 6B TAKS – NA	1 week
X				Lesson 1—Get Acquainted OBJECTIVES: 4. Take an online quiz 5. Complete vocabulary activity 6. Email instructor	2 days
X				Lesson 2—Online Ethics and Etiquette OBJECTIVES: 3. Understand the acceptable use guidelines for this course 4. Take an online ethics quiz	3 days

On Line Facilitator Guide

9 WEEK PERIOD				OBJECTIVES	Time
1	2	3	4	(Skill/Concept)	
				Unit 2 – Word Processing TEKS – 2A, 2B, 2C, 3A, 3B, 3C, 3D, 3E, 3F, 10A, 10B, 10C TAKS – LA4, LA5, LA6	10 weeks
X				Lesson 1—Keyboarding OBJECTIVES: 3. Test keyboarding skills 4. Evaluate keyboarding techniques	1 week
X				Lesson 2—Business Documents OBJECTIVES: 3. Create a memo 4. Create a fax	2 weeks
X				Lesson 3—Business Letters OBJECTIVES: 2. Write a business letter	2 weeks
X				Lesson 4—Résumé OBJECTIVES: 3. Produce a résumé 4. Write a cover letter	2 weeks
	X			Lesson 5—Research Report OBJECTIVES: 3. Create a table 4. Write a research report	3 weeks

9 WEEK PERIOD				OBJECTIVES	Time
1	2	3	4	(Skill/Concept)	
				Unit 3 – Spreadsheets TEKS – 4A, 4B TAKS – M9, M10	6 weeks
	X			Lesson 1—Mathematical Process OBJECTIVES: 4. Use mathematical functions in a spreadsheet 5. Create formulas in a spreadsheet 6. Design an invoice in a spreadsheet	2 weeks
	X			Lesson 2—Business Problems OBJECTIVES: 2. Create formulas for a series of business related problems	2 weeks
	X			Lesson 3—Charting OBJECTIVES: 2. Convert spreadsheet information to a chart	2 weeks
				Unit 4 – Desktop Publishing TEKS – 1A, 1B, 1E, 7A, 7B, 7C, 7D, 9A, 9B, 9C TAKS – LA1, LA3, LA5	6 weeks
		X		Lesson 1—Desktop Publishing Basics OBJECTIVES: 2. Create a desktop published certificate	1 week
		X		Lesson 2—Newsletter OBJECTIVES: 2. Create a business newsletter	2 weeks
		X		Lesson 3—Instructional Manual OBJECTIVES: 2. Produce an instructional manual	3 weeks

On Line Facilitator Guide

9 WEEK PERIOD				OBJECTIVES	<i>Time</i>
1	2	3	4	(Skill/Concept)	
				Unit 5 – Databases TEKS – 5A, 5B, 5C TAKS – NA	5 weeks
		X		Lesson 1—Database Basics OBJECTIVES: 2. Learn the components of a database using Northwind	1 week
		X		Lesson 2—Database Creation OBJECTIVES: 2. Create a relational database	2 weeks
			X	Lesson 3—Data Management Procedures OBJECTIVES: 4. Create a query 5. Create a report 6. Export database information	2 weeks
				Unit 6 – Presentation Software TEKS – 1C, 6A, 6C, 8A, 8B, 8C TAKS – NA	6 weeks
			X	Lesson 1—Presentation Technology OBJECTIVES: 2. Create a slide show	2 weeks
			X	Lesson 2—Presentation Guidelines OBJECTIVES: 2. Create a slide show using design guidelines	2 weeks
			X	Lesson 3—Presentation Enhancements OBJECTIVES: Create a slide show using enhancements such as PackNGo.	2 weeks
			X	Capstone Product	2 weeks

Overview

Course Design

The course design assumes you are using some form of collaborative software that at a minimum provides these capabilities:

- Discussion Groups
- Chat
- eMail

However, there are instructions on how to change the materials if you offer the course on a non-collaborative web site.

You fill the role of a facilitator rather than the role traditionally associated with a teacher.

Material contained in other deliverables is not repeated in this document. **We recommend you begin now by reading the document “How It Works.”** Then return to this document. Remember, however, you might need to modify “How It Works” to be sure it reflects your environment.

Deliverables

Your package includes these deliverables. However, you need to modify some documents to reflect your environment. Detail on the modifications needed for each deliverable begins on page 22.

Deliverable	Recommended Facilitator Contribution
Facilitator Guide	This document; no changes by facilitator
Implementation Guide	Part of the course design
Course Objectives	Part of the course design
Syllabus	Edit to match your environment
How It Works	Edit to match your environment
Calendar	Use collaborative or word processing software to create a calendar based on the Scope and Sequences beginning on page 11
Technical Support	Complete template
Course Developers	Part of the course design
Course Overview	Part of the course design
Assessment Overview	Edit to match environment
Activities Overview	Part of course design
Links to additional resources	Add additional links
Journal	Part of the course design
Units	Part of the course design
Lessons	Part of the course design
Activities	Part of the course design
Assessments	Part of the course design

See the Implementation Guide for how the files are packaged. In addition to the files provided to you, you must also post a copy of your local Acceptable Use Guidelines. The Implementation Guide covers posting Acceptable Use Guidelines.

Except as noted in the detail sections, all course materials are word documents. We recommend posting them to your course site as word documents rather than html pages because there is better control over the formatting and the process is easier.

Page margins are set for binding and are not equal on left and right sides. Therefore, when you move from page to page, the text appears to jump from right to left or visa versa.

Facilitator Assumptions

- You have training/experience with the groupware through which this course is delivered.
- You have training/experience as a facilitator of on line courses including
 - Facilitating online discussions
 - Monitoring unfacilitated online discussions
 - Giving and receiving feedback in a virtual environment
 - Creating a sense of community
 - Managing virtual student projects
 - Sending effective email
 - Effective use of Chat facilities and Whiteboard
- You understand how to work with students with disabilities in an online environment
- Students have whatever training or other preparation is necessary for them to do online learning
- Students have been tested for any prerequisites
- You review each Unit's on line materials prior to reading the guidance for that unit.
- Non-course design ADA requirements are met by your selected groupware product.

Use of Graphics, Sound and Video

Graphics are used in this course only to enhance the learning.

We have minimized the use of visual techniques like fades and wipes because they tend to be distracting and annoying when overused. Similarly, we limit the time a graphic animates and/or give the learner a way to turn off the animation.

ADA

It is your responsibility to understand your district's ADA responsibilities, especially as they relate to on line courses. Some of the ADA requirements might be met by features of the collaborative software you are using. It is your responsibility to verify such compliance. However, we have included some materials that support ADA compliance. (Add the ADA support you've included in the course. The following list is included for editing and modification.)

- Alternate formats
 - Scripts for audio
 - Works with a screen reader
 - Forms work with assistive technology
- Text equivalent for all non-test objects
- Alternate non-animated text whenever animation is used
- Coding not limited to color coding
- No flashing or blinking text, objects, or other elements with frequency greater than 2 Hz and lower than 55 Hz
- Equivalent alternatives for any multimedia presentation synchronized with the presentation
- Row and column headers identified for data tables
- Markup used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers
- Frames titled with text that facilitates frame identification and navigation
- Provide a method that permits users to skip repetitive navigation links.
- video and multimedia productions are open or closed captioned and audio is described

Detail Guidance by Deliverable

The tables below show the places where you need to add information that is specific to your environment, school and/or district. We designed and edited these materials to assure consistency. If you choose to make modifications other than the ones specified below, you risk making a change in one place that is not consistent with material contained in another place.

Course Objectives

Section	Recommended Facilitator Contribution
Header	Remove parenthesis and add course number and the semester.
Title	Remove parenthesis and add course number, section and the semester.
Instructor Goal	Edit to reflect your school's policy while still reflecting your role as a facilitator rather than a traditional teacher.

Syllabus

Section	Recommended Facilitator Contribution
Header	Remove parenthesis and add course number and the semester.
Title	Remove parenthesis and add course number, section and the semester.
Facilitator	Add your name, phone, email and virtual office hours where shown. (Virtual office hours are held in the chat room. If you are not using a chat room, indicate how students should get time with you. The office hours are set up to be a bulleted list.
Prerequisites	Add any local prerequisites and/or add course numbers to the listed prerequisites.
Co-requisites	Add any local co-requisites and/or add course numbers to the listed co-requisites.
Information Technology	Under the bulleted list of required technology, add school specific information about how students get access to the required resources. For example, are they expected to have their own computer or does the school have a computer lab.
Optional Texts	Add any additional texts you want your students to use.
Disabilities	Delete the instructions in the parenthesis and add school/district specific instructions for students with disabilities who are taking on line courses.
Computer Use	Select which alternative you are going to use and delete the other one. Delete the instructions in parenthesis and add the information on getting access (option one) or list browser requirements associated with your collaboration software (option two.)
Collaboration Software Instructions	Add specifics on the collaborative software you are using. Your local software support group should provide you with this information.

Section	Recommended Facilitator Contribution
Course Grading	Modify grading to match your priorities or local practice as required.
Homework Assignments	<ul style="list-style-type: none"> • Change reference to course calendar if you use your collaborative software’s calendar functionality. • Change reference to Drop box if you do not use the drop box. • Delete instruction in parenthesis and add your policy for marking up and returning homework. • If you changed the table in the second paragraph, modify the amount homework counts toward final grade. • Modify the suggested homework grading rubric if desired. • Just below the table, delete the instruction in parenthesis and add your policy on late homework. • Review the stated policy on homework file naming conventions and change if desired.
Individual Projects	<ul style="list-style-type: none"> • Modify suggested project value if desired. • Modify the suggested rubric for grading the individual projects, if desired. • Just under the table, if you are not using a drop box revise the instructions for submitting homework. • Delete the instruction in parenthesis and add your late submission grading policy. • Review the stated policy on homework file naming conventions and change if desired.
Team Collaboration Projects	<ul style="list-style-type: none"> • Modify suggested project value if desired. • Modify the suggested rubric for grading the individual projects, if desired. • Change the number of members per team if desired. • Change policy on “firing” team members if desired. • Add date after which teams cannot be changed (replace “XXX.”). • Replace “XX” with the point deduction for students “fired” by their team. • Just under the table, if you are not using a project page, revise the instructions for submitting homework. • Delete the instruction in parenthesis and add your late submission grading policy. • Review the stated policy on homework file-naming conventions and change if desired.

On Line Facilitator Guide

Section	Recommended Facilitator Contribution
Examinations	<ul style="list-style-type: none"> • Delete instructions in parenthesis and add details on proctored exams. If you proctor more than the final, make that modification also. • Delete instructions in parenthesis and add district policy on rescheduling proctored exams for religious or other reasons. • Revise table to change % of course grade and suggested points, if desired.
Assignment Formats/ Document Standards	<ul style="list-style-type: none"> • Edit the list of software that is acceptable for submitting assignments and reports. • Edit/add to the quality guidelines (bulleted list under second paragraph.) Note, this same list is in the Project Guidelines document.
Student On-line Profile	Delete the section if you are not using a student on line profile to help create community. Add any other activities you are using to support developing a learning community.
Academic Dishonesty	Replace instructions in parenthesis at the bottom and modify as required to match local practice.
Acceptable Use Guidelines	Post a copy of your local Acceptable Use Guidelines as specified in the Implementation Manual.

How It Works

Section	Recommended Facilitator Contribution
Header	Remove parenthesis and add course number and the semester.
Title	Remove parenthesis and add course number, section and the semester.
The Home Page	Substitute graphic of your school's actual course home page and remove the instructions in the parenthesis. Since the other documents are organized to reflect the icon order shown on the sample home page, please retain that order.
Table in the Home Page	<ul style="list-style-type: none"> • If you are not using the drop box, edit the Assessments section and replace the second paragraph with email instructions and the last paragraph to indicate how to find the assessments. • If you are not using a Test Box, edit the Assessments section and replace the third paragraph with the appropriate instructions and the last paragraph to indicate how to find the assessments. • If you are not using student home pages, edit the Learning Community Section and remove the bullet on student homepages. • If you do not use chat rooms, edit the Learning Community Section and remove the reference to Chat. • If you do use Chat, edit the Learning community Section and overtype the two "XX's" and the "Y" to reflect your environment. • If you are not using a Whiteboard, edit the Learning community Section and delete the bullet on whiteboard.
Grading	<ul style="list-style-type: none"> • In Rubrics section, delete the instruction in the parenthesis and add your process for providing feedback on assignments. For example, you might mark up word documents using word's revision capability and return the marked up documents. Of course, the grade would be part of your markup. • Edit the progress report section. Remove the instructions in the parenthesis and substitute the time frames as indicated.

Calendar

Section	Recommended Facilitator Contribution
Body	Use Scope and Sequences beginning on page 11 to prepare a calendar using word or your collaborative software's calendar functionality,

Project Guidelines

Section	Recommended Facilitator Contribution
Header	Remove parenthesis and add course number and the semester.
Title	Remove parenthesis and add course number, section and the semester.
Introduction	<ul style="list-style-type: none"> • If desired, modify the range of team size in first sentence. • If desired, modify suggested list of minimum criteria. • Delete instructions in parenthesis and add instructions for submitting. • Modify table to add due dates. • If desired, modify suggested points and %'s as well as the matching footnote.
In person Presentation and Demo	<ul style="list-style-type: none"> • Delete if you do not use in person presentations. • Delete instructions in parenthesis and add date(s) of the presentations. • Modify if desired to reflect your policies on absence and lateness.
Virtual Presentation and Demo	<ul style="list-style-type: none"> • Delete if you do not use virtual presentations. • Delete instructions in parenthesis and add date(s) of the presentations. • Modify if desired to reflect your policies on absence and lateness. • If necessary, add instructions on doing a virtual presentation.
Report	<ul style="list-style-type: none"> • Add any sections your want in the project report.
Document Standards	<ul style="list-style-type: none"> • Edit the list of software that is acceptable for submitting assignments and reports. • Edit/add to the quality guidelines (bulleted list under second paragraph. Note, this same list is in the Syllabus.

Technical Support

Section	Recommended Facilitator Contribution
Body	Add information on technical support.

Course Overview

Section	Recommended Facilitator Contribution
What's In It For You?	Add any motivational information that is specific to your environment and/or your student population.

Links to additional resources

Section	Recommended Facilitator Contribution
Resources	Add any course level resources you want your students to use.
Unit Level Resources	Add any Unit level resources you want your students to use.

FAQS

Section	Recommended Facilitator Contribution
Body	Add to the FAQS as students ask questions.

Glossary

Section	Recommended Facilitator Contribution
Body	<p>Add terms and definitions to those provided with the course. You might do this regularly during the “semester” as questions arise.</p> <p>This is set up with word styles so if you press enter at the end of a term, the next line will indent for the definition. If you press enter at the end of a definition, the next line will be at the margin for a term.</p>

Journal

Section	Recommended Facilitator Contribution
Header	Instruct student to add their name to the heading in the Journal

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Facilitator Content Materials

Unit 1 Orientation

Behavioral Objectives:

Know

- their instructor and the BCIS online course
- what is expected of them in the BCIS online course
- what is expected of them ethically and socially

TEKS:

- **1A** The student is expected to locate and interpret written information.
- **1B** The student is expected to incorporate supplementary resources and references.
- **1D** The student is expected to demonstrate productive work habits and attitudes, for example, dependability and punctuality.
- **1E** The student is expected to organize ideas logically and sequentially.
- **3C** The student is expected to utilize hardware and software flexibility needed to produce documents to address different computer applications.
- **3D** The student is expected to demonstrate basic writing techniques.
- **3E** The student is expected to edit a variety of written documents.
- **6B** The student is expected to send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies;
- **6D** The student is expected to model acceptable telecommunications ethics and etiquette and follow guidelines and laws.

TAKS:

- Language Arts Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Language Arts Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Language Arts Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Language Arts Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Language Arts Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Unit Overview:

The orientation unit is critical to your student's success. Making sure they understand how to function in an online course might require some "hand holding" and personal intervention. Phone calls and personal emails can be helpful in establishing the contact that will build a relationship with students. It is important to make sure every student is fully engaged before beginning the real work of the course.

Assessment Rubric

Please refer to the student materials for the assessment rubric. Copy this rubric table and use it for student feedback.

Orientation
Lessons and Activities

Unit 1 Lesson 1: Get Acquainted.....	32
Activity 1.1.1 Self Test	33
Activity 1.1.2 Orientation Vocabulary.....	35
Activity 1.1.3 Get Acquainted Posting	36
Unit 1 Lesson 2: Online Ethics and Etiquette.....	39
Activity 1.2.1 Guidelines and Ethics	40

Unit 1 Lesson 1: Get Acquainted

Lesson Purpose:

The student learns about the instructor and the BCIS online course.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Behavioral Objectives:

- Take an online quiz
- Complete vocabulary activity
- Email instructor
- Post information
- Respond to posted information

Facilitation Tips:

Respond quickly to students as they send in their materials so you set the pattern of prompt exchanges.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Instructor email	25	
Vocabulary	25	
Posted Description	25	
Posted Responses	25	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 1.1.1 Self Test

Activity Purpose:

The student evaluates his or her possible success in an online course.

TEKS:

1D, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Make sure students understand how to complete screen captures of their test scores.

Assessment Deliverables:

Students submit their sel- test survey email

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test	X		

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 1.1.2 Orientation Vocabulary

Activity Purpose:

The student develops an understanding of the tools available in the course.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encouraged students to use whatever tools they have available like a textbook or online resources like Webopedia. Discouraged them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity 1.1.3 Get Acquainted Posting

Activity Purpose:

The student exchanges information with the class to get to know other students.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This is the first chance students have to use the discussion board and linked responses. Post a sample for students to follow. Make sure everyone posts and responds. Follow up with your own messages to encourage community communication.

Assessment Deliverables:

Students submit:

- Posted description
- Posted responses

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion	X		
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion	X		
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion	X	
eMail		
Chat		
WhiteBoard		

Unit 1 Lesson 2: Online Ethics and Etiquette

Lesson Purpose:

The student learns what is expected ethically and socially in an online course.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 6D,

TAKS:

LA 4, LA 5, LA 6

Behavioral Objectives:

- Understand the acceptable use guidelines for this course
- Take an online ethics quiz

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
AUG statement email	75	
Ethics quiz	25	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 1.2.1 Guidelines and Ethics

Activity Purpose:

The student learns what guidelines he or she is expected to follow.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 6D

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

An Acceptable Use Guideline is provided as a sample; however, you should check with your administration to determine what guidelines apply to your school district. You need to construct an ethics quiz similar to the one at <http://www.cse.ucsc.edu/classes/cmpps002/Spring00/hw/ethics.htm>. Change the student files for this activity to include the correct URL.

Assessment Deliverables:

Students submit:

- AUG statement email
- Ethics quiz

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test	X		

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

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Unit 2

Word Processing

Behavioral Objectives:

- Improve keyboarding techniques
- Identify styles of business documents
- Produce a business letter
- Write a professional résumé
- Produce a well written research paper

TEKS:

- **1A** The student is expected to locate and interpret written information.
- **1B** The student is expected to incorporate supplementary resources and references.
- **1D** The student is expected to demonstrate productive work habits and attitudes, for example, dependability and punctuality.
- **1E** The student is expected to organize ideas logically and sequentially.
- **2A** The student is expected to identify and explain the functions of various types of technology, hardware, and software used in business.
- **2B** The student is expected to explore functions of emerging technologies.
- **2C** The student is expected to list available hardware and software most appropriate for specific tasks.
- **3A** The student is expected to identify customary styles of business documents.
- **3B** The student is expected to improve the touch-system skill using the keyboard and keypad to input data.
- **3C** The student is expected to utilize hardware and software flexibility needed to produce documents to address different computer applications;
- **3D** The student is expected to demonstrate basic writing techniques.
- **3E** The student is expected to edit a variety of written documents; and
- **3F** The student is expected to produce business documents including business letters, newsletters, and research papers.
- **6B** The student is expected to send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies.

TAKS:

- Language Arts Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Language Arts Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Language Arts Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Language Arts Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Language Arts Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Unit Overview:

Word processing is the single most important skill your students will need in the future. Many of your students might already be very comfortable using this software, but others might be familiar with only the most rudimentary functions. If keyboarding skills are limited, this is also a problem. It's important to find a way to get the novices up to speed without boring the more advanced students.

Encourage students who need to improve their keyboarding skills to use the resources available to them. Consider offering an incentive for measured improvement.

Assessment Rubric

Please refer to the student materials for the assessment rubric. Copy this rubric table and use it for student feedback.

Word Processing
Lessons and Activities

Unit 2 Lesson 1: Keyboarding	46
Activity 2.1.1: Keyboarding Test.....	47
Activity 2.1.2: Keyboarding Technique Evaluation	49
Unit 2 Lesson 2: Business Documents.....	51
Activity 2.2.1: Business Document Vocabulary.....	52
Activity 2.2.2: Business Document Questions	54
Activity 2.2.3: Business Document Posting	56
Activity 2.2.4: Memo.....	58
Activity 2.2.5: Fax	60
Unit 2 Lesson 3: Business Letters.....	62
Activity 2.3.1: Business Letters Vocabulary	63
Activity 2.3.2: Business Letters Quiz	65
Activity 2.3.3: Complaint Business Letter.....	67
Activity 2.3.4: Response Business Letter	69
Unit 2 Lesson 4: Résumé	71
Activity 2.4.1: Résumé Vocabulary	72
Activity 2.4.2: Résumé Details	74
Activity 2.4.3: Résumé	76
Activity 2.4.4: Cover Letter	78
Activity 2.4.5: Résumé Critique	80
Unit 2 Lesson 5: Research Report	82
Activity 2.5.1: Research Report Vocabulary	83
Activity 2.5.2: Report Search.....	85
Activity 2.5.3: Research Report.....	87
Activity 2.5.4: Research Abstract	89

Unit 2 Lesson 1: Keyboarding

Lesson Purpose:

The student improves touch-system skill using the keyboard and keypad to input data.

TEKS:

1D, 3B, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Behavioral Objectives:

- Improve their keyboarding skills
- Evaluate their keyboarding techniques

Facilitation Tips:

Teaching keyboarding in an online course is difficult since you cannot see your students. If a school facilitator is available, work with that person to encourage keyboard improvement.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Keyboarding Test	50	
Instructor Email	50	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 2.1.1: Keyboarding Test

Activity Purpose:

The student determines keyboarding proficiency.

TEKS:

1D, 3B, 3C, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

There are a number of online keyboarding tests. If the one provided does not work or does not provide enough information, you can find others.

Assessment Deliverables:

Students submit their Keyboarding Test

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test	X		

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 2.1.2: Keyboarding Technique Evaluation

Activity Purpose:

The student evaluates keyboarding techniques.

TEKS:

1D, 1E, 3B, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

If you have access to a digital video camera, televising correct technique is a good way to demonstrate your expectations.

Assessment Deliverables:

Students submit their Instructor Email

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test	X		

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

(Add any longer or summary comments on the learning strategies)

Unit 2 Lesson 2: Business Documents

Lesson Purpose:

Students identify types of business documents.

TEKS:

1A, 1B, 1D, 1E, 3A, 3B, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

- Create a memo
- Create a fax

Facilitation Tips:

Students might be surprised that print memos and faxes are still used instead of email. You might have to create a discussion topic on why this is the case.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	20	
Completed questions	15	
Posted answer to question	5	
Response to postings	10	
Memo	25	
Fax	25	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 2.2.1: Business Document Vocabulary

Activity Purpose:

Students develop an understanding of the vocabulary used in business documents.

TEKS:

1A, 1B, 1D, 3A, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.2.2: Business Document Questions

Activity Purpose:

The student investigates the differences among a variety of business documents.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Encourage your students to use their own knowledge as well as information from text and other resources. Most of them have seen a fax or an agenda. Have them draw conclusions from their own experiences.

Assessment Deliverables:

Students submit their Completed Questions

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 2.2.3: Business Document Posting

Activity Purpose:

The student discusses the usefulness of one type of document over another.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Encourage students to exchange opinions in an open but non-destructive fashion in the discussion. Help them understand that this is just like a class discussion except it is on a computer.

Assessment Deliverables:

Students submit:

- Posted answer to question
- Response to postings

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion	X		
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.2.4: Memo

Activity Purpose:

The student creates a memo to demonstrate understanding of this type of business document.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Respond to your students' memo in a way that lets them know you understand their points.

Assessment Deliverables:

Students submit their Memo

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion	X		
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.2.5: Fax

Activity Purpose:

The student creates a fax to demonstrate understanding of this type of business document.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

If students have access to a fax machine, have them fax their information to you rather than drop box it.

Assessment Deliverables:

Students submit their Fax

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion	X		
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	Have students fax if possible.
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 2 Lesson 3: Business Letters

Lesson Purpose:

The student produces a professional business letter.

TEKS:

1A, 1B, 1D, 1E, 3A, 3B, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Students have the opportunity to develop the skill of writing a business letter.

Facilitation Tips:

It's often hard for students to understand how important it is to produce well written business letters. Try sending the class a letter from someone in authority that contains many serious errors. Discuss what happens to that person's credibility.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Test Your Knowledge Email	15	
Complaint Letter	30	
Response Letter	30	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 2.3.1: Business Letters Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary used in business documents.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encouraged your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discouraged them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.3.2: Business Letters Quiz

Activity Purpose:

Students complete a quiz to test their knowledge of business letters

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Post a quiz similar to the one attached your web site.

Assessment Deliverables:

Students submit their Test Your Knowledge Email

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test	X		

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 2.3.3: Complaint Business Letter

Activity Purpose:

The student composes a complaint business letter in block format.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Post one or more complaint letters for students to use as examples.

Assessment Deliverables:

Students submit their Complaint Letter

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.3.4: Response Business Letter

Activity Purpose:

Students compose a response business letter in modified block format.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Post samples for students to use as examples.

Assessment Deliverables:

Students submit their Response Letter

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 2 Lesson 4: Résumé

Lesson Purpose:

The student produces a professional résumé.

TEKS:

- 1A, 1B, 1D, 1E, 3A, 3C, 3D, 3E, 3F, 6B

TAKS:

- LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

- Produce a résumé
- Write a cover letter

Facilitation Tips:

Students usually find their work creating a résumé to be one of their most valuable experiences. Knowing what must be included in a résumé is often a motivation for them to begin to seek experiences that will enhance their own résumé. Encourage them to think about what areas they should be considering.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Instructor Email	10	
Résumé	25	
Cover Letter	25	
Critique	15	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 2.4.1: Résumé Vocabulary

Activity Purpose:

Students develop an understanding of the vocabulary of résumés.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.4.2: Résumé Details

Activity Purpose:

The student learns what type of résumé is right for him or her.

TEKS:

1A, 1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 1, LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

It will come as a surprise to most students that there are different types of résumés. Make sure they understand the distinctions.

Assessment Deliverables:

Students submit their Instructor Email

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test	X		

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 2.4.3: Résumé

Activity Purpose:

The student creates a résumé to reflect a specific job.

TEKS:

1D, 1E, 3A, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Encourage students to include realistic information in the résumé they create, but also allow them some “creativity.”

Assessment Deliverables:

Students submit their Résumé

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples	X		
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.4.4: Cover Letter

Activity Purpose:

The student creates a cover letter for use with a résumé.

TEKS:

1D, 1E, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

It is helpful if students see samples of appropriate cover letters.

Assessment Deliverables:

Students submit their Cover Letter

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.4.5: Résumé Critique

Activity Purpose:

The student critiques other résumés and cover letters.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

It's easy for students to see the word "critique" and equate it with criticism. Discourage the negative and encourage the positive in their comments.

Assessment Deliverables:

Students submit their Critique

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples	X		
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 2 Lesson 5: Research Report

Lesson Purpose:

The student writes a well written research report.

TEKS:

1A, 1B, 1D, 1E, 2A, 2B, 2C, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

- Create a table
- Write a research report

Facilitation Tips:

This lesson is demanding and time consuming for students. Encourage frequent contact with yourself and other students. Chat rooms and discussion areas are a way for students to get help and see how others are doing.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	20	
Report Search Table	10	
Research Report	50	
Posted Abstract	10	
Posted Responses	10	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 2.5.1: Research Report Vocabulary

Activity Purpose:

Students develop an understanding of the vocabulary of research reports.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encouraged to use whatever tools they have available like a textbook or online resources like Webopedia. Discouraged them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.5.2: Report Search

Activity Purpose:

The student searches the Internet for examples of research reports.

TEKS:

1A, 1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA1, LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This activity lets students observe samples before they begin their research. After they complete the activity, it might be helpful to compile a list of sites for all students to visit.

Assessment Deliverables:

Students submit their Search Report

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs	X		
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.5.3: Research Report

Activity Purpose:

Students write a well constructed research report.

TEKS:

1A, 1D, 1E, 2A, 2B, 2C, 3C, 3D, 3E, 3F, 6B

TAKS:

LA 1, LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Students find it difficult to summarize. They tend to believe that changing a few words is sufficient. You might want to establish criteria like no more than two or three consecutive words being identical unless the terms are technical in nature.

Assessment Deliverables:

Students submit their Research Report

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 2.5.4: Research Abstract

Activity Purpose:

The student writes and posts an abstract of his or her research report.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Students are likely to be unfamiliar with the concept of an abstract and most textbooks do not cover this information. Demonstrate to students how an abstract can be used to determine in advance if a report contains the information they are seeking.

Students find it interesting to read abstracts of each other's work instead of the complete paper.

Assessment Deliverables:

Students submit their Posted Abstract

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 3: Spreadsheets

Behavioral Objectives:

- Create formulas in spreadsheets
- Use a spreadsheet to solve business problems
- Convert spreadsheet figures to into charts

TEKS:

- **1A** The student is expected to locate and interpret written information.
- **1B** The student is expected to incorporate supplementary resources and references.
- **1D** The student is expected to demonstrate productive work habits and attitudes, for example, dependability and punctuality.
- **1E** The student is expected to organize ideas logically and sequentially.
- **3C** The student is expected to utilize hardware and software flexibility needed to produce documents to address different computer applications.
- **3D** The student is expected to demonstrate basic writing techniques.
- **3E** The student is expected to edit a variety of written documents.
- **4A** The student is expected to perform correct mathematical processes, including addition, subtraction, multiplication, and division; percentages and decimals; order of operations principle; estimation; and prediction of patterns of data.
- **4B** The student is expected to formulate and produce solutions to a variety of business problems, such as budget, personal, and business; payroll; inventory; invoices; balance sheets; profit-loss statements; income tax preparation; charts and graphs; and conversion of foreign currencies.
- **6B** The student is expected to send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies.

TAKS:

- Language Arts Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Language Arts Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Language Arts Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Language Arts Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Language Arts Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.
- Math Objective 9: The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.
- Math Objective 10: The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

Unit Overview:

Spreadsheets can be intimidating to students who have no experience with them. Allow plenty of time for those students to complete the first series of activities. Math skills are always an issue. It might be helpful to use the whiteboard (if you have one available) to demonstrate both the features of a spreadsheet and the means of doing calculations.

Assessment Rubric

Please refer to the student materials for the assessment rubric. Copy this rubric table and use it for student feedback.

Spreadsheets
Lessons and Activities

Unit 3 Lesson 1: Mathematical Processes	94
Activity 3.1.1: Spreadsheet Vocabulary	95
Activity 3.1.2: Invoice	97
Activity 3.1.3: Mathematical Processes Posting.....	99
Unit 3 Lesson 2: Business Problems.....	101
Activity 3.2.1: Business Problems Vocabulary	102
Activity 3.2.2: Business Problems	104
Activity 3.2.3: Currency Conversion Posting	106
Unit 3 Lesson 3: Business Charting.....	108
Activity 3.3.1: Charting Vocabulary.....	109
Activity 3.3.2: M&M Chart	111
Activity 3.3.3: Chart Explanation Posting	113

Unit 3 Lesson 1: Mathematical Processes

Lesson Purpose:

The student learns to create formulas in spreadsheets.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 4A, 4B, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6, M 9, M 10

Behavioral Objectives:

- Use mathematical functions in a spreadsheet
- Create formulas in a spreadsheet
- Design an invoice in a spreadsheet

Facilitation Tips:

Encourage students with weak math skills to get additional help from a resource at their home school. Build in time for practice.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Invoice 1	25	
Invoice 2	25	
Posted explanation	15	
Posted questions	10	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 3.1.1: Spreadsheet Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary of formulas used in spreadsheets.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 3.1.2: Invoice

Activity Purpose:

The student learns to use formulas to create an invoice.

TEKS:

1D, 3C, 4A, 4B, 6B

TAKS:

LA 4, M 9, M 10

Link to Facilitator Resources

None

Facilitation Tips

Students might need to do this assignment twice with feedback from you on the first try.

Assessment Deliverables:

Students submit:

- Invoice 1
- Invoice 2

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples	X		
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 3.1.3: Mathematical Processes Posting

Activity Purpose:

Students exchange information with the class about mathematical processes.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This activity gives students a chance to share information and enhance their understanding of the processes used in a spreadsheet.

Assessment Deliverables:

Students submit:

- Posted explanation
- Posted questions

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples	X		
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 3 Lesson 2: Business Problems

Lesson Purpose:

The student learns ways to solve business problems using a spreadsheet.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 4A, 4B, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6, M 9, M 10

Behavioral Objectives:

Create formulas for a series of business related spreadsheets like:

- balance sheet
- budget
- inventory
- income
- salaries
- payroll
- income tax
- currency conversion

Facilitation Tips:

If you can bring online a business person who uses spreadsheets to solve problems, this makes an interesting addition to this lesson.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	20	
Business Problem Spreadsheets	65	
Posted answer to currency question	10	
Posted response to currency question	5	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 3.2.1: Business Problems Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary of business forms created in spreadsheets.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encouraged your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discouraged them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 3.2.2: Business Problems

Activity Purpose:

The student learns ways to use formulas to solve business problems.

TEKS:

1D, 3C, 4A, 4B, 6B

TAKS:

LA 4, M 9, M 10

Link to Facilitator Resources

None

Facilitation Tips

This activity provides students with the opportunity to work with a number of spreadsheet functions. Remind students to observe the separate worksheets included in the single workbook.

Assessment Deliverables:

Students submit their Business Problem Spreadsheets

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 3.2.3: Currency Conversion Posting

Activity Purpose:

Students exchange information with the class about currency conversions.

TEKS:

1D, 3C, 6B

TAKS:

LA 4

Link to Facilitator Resources

None

Facilitation Tips

This activity is an excellent example of using a spreadsheet to help make a decision. Encourage your students to provide concrete details in their answer based on the figures from their spreadsheet.

Assessment Deliverables:

Students submit:

- Posted answer to currency question
- Posted response to currency question

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 3 Lesson 3: Business Charting

Lesson Purpose:

The student learns to convert spreadsheet figures into a chart.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 4A, 4B, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6, M 9, M 10

Behavioral Objectives:

Convert spreadsheet information to a chart.

Facilitation Tips:

This lesson with M&Ms is one students can enjoy while learning. Consider mailing a package of candy to get them into the mood.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	20	
M&M spreadsheet/charts	70	
Chart explanation posting	10	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 3.3.1: Charting Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary of charts created in spreadsheets.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encouraged your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discouraged them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 3.3.2: M&M Chart

Activity Purpose:

The student demonstrates the percentage of M&M colors using a chart.

TEKS:

1D, 3C, 4A, 4B, 6B

TAKS:

LA 4, M 9, M 10

Link to Facilitator Resources

None

Facilitation Tips

You will need to create a series of M&M images for this activity. Using more than one image means that you can assign each student a different arrangement. Create a graphic that shows a grouping of M&Ms. <http://global.mms.com/us/index.jsp> provides images of M&Ms you can use.]

Assessment Deliverables:

Students submit their M&M spreadsheet/charts

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs	X		
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 3.3.3: Chart Explanation Posting

Activity Purpose:

The student learns to convert spreadsheet figures into a chart.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Students might not agree on the correct chart selection. Use this as a way to encourage discussion based on the work they did.

Assessment Deliverables:

Students submit their chart explanation posting

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs	X		
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 4

Desktop Publishing

Behavioral Objectives:

- Know the basics of desktop publishing
- Create a business newsletter
- Produce an instructional manual

TEKS:

- **1A** The student is expected to locate and interpret written information.
- **1B** The student is expected to incorporate supplementary resources and references.
- **1D** The student is expected to demonstrate productive work habits and attitudes, for example, dependability and punctuality.
- **1E** The student is expected to organize ideas logically and sequentially.
- **3C** The student is expected to utilize hardware and software flexibility needed to produce documents to address different computer applications.
- **3D** The student is expected to demonstrate basic writing techniques.
- **3E** The student is expected to edit a variety of written documents.
- **3F** The student is expected to produce business documents, including a newsletter.
- **6B** The student is expected to send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies.
- **7A** The student is expected to identify technologies available for desktop publishing.
- **7B** The student is expected to identify customary standards and styles of desktop publishing.
- **7C** The student is expected to create desktop publications importing text and graphics.
- **7D** The student is expected to create an instructional manual.
- **9A** The student is expected to describe the components necessary to establish a network;
- **9B** The student is expected to describe the factors influencing the selection of a networking system.
- **9C** The student is expected to compare the resources available on various types of networks.

TAKS:

- Language Arts Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Language Arts Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Language Arts Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Language Arts Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Language Arts Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Unit Overview:

Desktop publishing is an area students generally enjoy. Encourage them to “play” with the fonts and design features before insisting they use business design guideline, which are much stricter. Clip art comes with most word processing and desktop publishing software; however, you might provide royalty free clip art for your students to use.

Most schools use Microsoft Publisher for desktop publishing software. While this package has many nice features, it does produce documents whose file sizes are often huge. This creates problems in printing and uploading/downloading. Students can create quite acceptable documents using word processing software, which will not have these difficulties.

Assessment Rubric

Please refer to the student materials for the assessment rubric. Copy this rubric table and use it for student feedback.

**Desktop Publishing
Lessons and Activities**

Unit 4 Lesson 1: Desktop Publishing Basics	118
Activity 4.1.1: Desktop Publishing Basic Vocabulary	119
Activity 4.1.2: Certificate	121
Activity 4.1.3: Font Identification	123
Unit 4 Lesson 2: Newsletter.....	125
Activity 4.2.1: Desktop Publishing Design Vocabulary	126
Activity 4.2.2: Certificate Revisited	128
Activity 4.2.3: Newsletter	130
Unit 4 Lesson 3: Instruction Manual	132
Activity 4.3.1: Instructional Manual Vocabulary	133
Activity 4.3.2: Instruction Manual.....	135
Activity 4.3.3: Instruction Manual Evaluation	137

Unit 4 Lesson 1: Desktop Publishing Basics

Lesson Purpose:

The student learns the basics of desktop publishing.

TEKS:

1A, 1B, 1D, 3C, 3D, 3E, 6B, 7A, 7B, 7C

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a desktop published certificate.

Facilitation Tips:

You won't have to work hard to get students engaged in this lesson. DTP is something everyone likes to do. Students have been working hard. Let this be a bit of release.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Certificate	50	
Font Identification	25	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 4.1.1: Desktop Publishing Basic Vocabulary

Activity Purpose:

You develop an understanding of the vocabulary of desktop publishing.

TEKS:

1A, 1B, 1D, 6B, 7A

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 4.1.2: Certificate

Activity Purpose:

You create a desktop published certificate.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 7C

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

If students have personal web pages available, posting their certificate there might be better than using a drop box.

Assessment Deliverables:

Students submit their Certificate

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 4.1.3: Font Identification

Activity Purpose:

Students observe other certificates to determine font selections.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 7B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Encourage your students to digitally-capture examples of unusual font choices. They can identify them using font sites like Adobe.

Assessment Deliverables:

Students submit their Font Identification

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 4 Lesson 2: Newsletter

Lesson Purpose:

The student creates a business newsletter.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 3F, 6B, 7A, 7B, 7C

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a business newsletter

Facilitation Tips:

You might be surprised what topics students select for their newsletters. The only problem is that sometimes they choose ones that are not school appropriate. Make sure they understand that this is still a school even if it is online.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Certificate Revisited	25	
Newsletter	50	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 4.2.1: Desktop Publishing Design Vocabulary

Activity Purpose:

Students develop an understanding of the vocabulary of design in desktop publishing.

TEKS:

1A, 1B, 1D, 6B, 7B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 4.2.2: Certificate Revisited

Activity Purpose:

The student revises their certificate based on new knowledge.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Having students redo their certificates is a good way to make sure they understand that design is a never ending process.

Assessment Deliverables:

Students submit their Revised Certificate.

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 4.2.3: Newsletter

Activity Purpose:

The student creates a newsletter using design information.

TEKS:

1D, 1E, 3C, 3D, 3E, 3F, 6B, 7A, 7B, 7C

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This activity is rather time consuming. Provide students with lots of encouragement and offers of help.

Assessment Deliverables:

Students submit their Newsletter

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples	X		
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 4 Lesson 3: Instruction Manual

Lesson Purpose:

The student produces an instruction manual using desktop publishing conventions.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 6B, 7D, 9A, 9B, 9C

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Produce an instruction manual

Facilitation Tips:

This is the first group work students have done. Build in plenty of time for them to get used to working together. It might take a little longer than expected for each person to find partners. Intervene where necessary to make sure it happens.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	5	
Instruction Manual	75	
Personal Evaluation	10	
Posted Group Evaluation	5	
Response to Posting	5	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 4.3.1: Instructional Manual Vocabulary

Activity Purpose:

Students develop an understanding of the vocabulary in instruction manuals.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 4.3.2: Instruction Manual

Activity Purpose:

Students write an instruction manual.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 7D, 9A, 9B, 9C

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

In a team activity, division of labor is always a problem. Make sure all students are providing adequate support for the team effort.

Assessment Deliverables:

Students submit their team Instruction Manual

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report		X	
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving		X	
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 4.3.3: Instruction Manual Evaluation

Activity Purpose:

Students evaluate their instruction manual and the experience of working as a group.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This is a good place to let students know how well their team functioned. Find out how they think they could have made the team work better.

Assessment Deliverables:

Students submit:

- Personal Evaluation
- Posted Group Evaluation
- Response to Posting

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X	X	
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Unit 5 **Databases**

Behavioral Objectives:

- Know how a database is constructed
- Create a database
- Use a database to manage information

TEKS:

- **1A** The student is expected to locate and interpret written information.
- **1B** The student is expected to incorporate supplementary resources and references.
- **1D** The student is expected to demonstrate productive work habits and attitudes, for example, dependability and punctuality.
- **1E** The student is expected to organize ideas logically and sequentially.
- **3C** The student is expected to utilize hardware and software flexibility needed to produce documents to address different computer applications.
- **3D** The student is expected to demonstrate basic writing techniques.
- **3E** The student is expected to edit a variety of written documents.
- **3F** The student is expected to produce business documents, including business reports, integrating charts, and graphics.
- **5A** The student is expected to differentiate the nature and interrelationships of fields, records, and files in databases;
- **5B** The student is expected to perform data management procedures, including locate, sort, and organize data; search and query data; retrieve data; and export and import data.
- **5C** The student is expected to produce and analyze business reports.
- **6B** The student is expected to send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies.

TAKS:

- Language Arts Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Language Arts Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Language Arts Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Language Arts Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Language Arts Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Unit Overview:

Databases are extremely useful tools, but they can be difficult for students to master. The first issue they encounter is saving, because unlike most software they must save immediately to the location of choice. Be prepared to help students troubleshoot if they “lose” their databases. Holding a whiteboard session can help students get over the initial learning hump. Encourage phone calls or visits (if possible) to give students a chance for individual instruction.

Assessment Rubric

Please refer to the student materials for the assessment rubric. Copy this rubric table and use it for student feedback.

Databases
Lessons and Activities

Unit 5 Lesson 1: Database Basics.....	142
Activity 5.1.1: Basic Database Vocabulary	143
Activity 5.1.2: Database Basics	145
Activity 5.1.3: Database Explanations.....	147
Unit 5 Lesson 2: Database Creation.....	149
Activity 5.2.1: Database Creation Vocabulary	150
Activity 5.2.2: Database Creation.....	152
Activity 5.2.3: Database Creation Posting.....	154
Unit 5 Lesson 3: Data Management Procedures.....	156
Activity 5.3.1: Database Usage Vocabulary	157
Activity 5.3.2: Database Management.....	159
Activity 5.3.3: Database Management Posting.....	161

Unit 5 Lesson 1: Database Basics

Lesson Purpose:

The student learns how a database is constructed.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 3F, 5A, 5B, 5C, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Learn the components of a database using the Access Northwind database.

Facilitation Tips:

Students might be quite unfamiliar with the terminology in this lesson. A whiteboard session might make it easier for them to understand the concepts.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Questions	50	
Posted answer	15	
Posted responses	10	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 5.1.1: Basic Database Vocabulary

Activity Purpose:

The student develops an understanding of the basic vocabulary of databases.

TEKS:

1A, 1B, 1D, 5A, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 5.1.2: Database Basics

Activity Purpose:

The student surveys the Northwind database to observe the basics of database design.

TEKS:

1D, 1E, 3C, 3D, 3E, 3F, 5B, 5C, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Your students might already have a copy of Northwind on their computer. If they do not, you need to provide one for them to download.

Assessment Deliverables:

Students submit the answers to the questions in the activity.

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 5.1.3: Database Explanations

Activity Purpose:

The student explains how best to enter data into a database.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Students might not agree on the answer to this question. Encourage them to think about every user of the database—not just those familiar with its design.

Assessment Deliverables:

Students submit:

- Posted answer
- Posted responses

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 5 Lesson 2: Database Creation

Lesson Purpose:

The student learns how to create a database.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 3F, 5B, 5C, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a relational database

Facilitation Tips:

Consider creating your own music database as an example for students. Encourage them to use your functions as a way of making their own work.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Music Database	50	
Posted Answer	10	
Posted Responses	5	
Modified Response	10	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 5.2.1: Database Creation Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary used in the creation of databases.

TEKS:

1A, 1B, 1D, 5A, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 5.2.2: Database Creation

Activity Purpose:

The student creates a database.

TEKS:

1D, 3C, 3F, 5B, 5C, 6B

TAKS:

LA 4,

Link to Facilitator Resources

None

Facilitation Tips

This is a challenging and time consuming activity for students. Allow plenty of time for them to complete it.

Assessment Deliverables:

Students submit their Music Database

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Used? (Y?N)	Comments
Written report				
Games				
Research				
Internet				
Other				
Surveys				
Case Study				
Problem Solving	X			
Discussion				
Draw charts/graphs				
Examples				
Reading				
Self Test				

These strategies are implemented using these tools.

Tool	Used? (Y?N)	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 5.2.3: Database Creation Posting

Activity Purpose:

The student exchanges information about the creation of a database.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Students might find it difficult to figure out how to locate their database to send it to the drop box. Troubleshooting might be necessary using school resources.

Assessment Deliverables:

Students submit:

- Posted Answer
- Posted Responses
- Modified Response

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 5 Lesson 3: Data Management Procedures

Lesson Purpose:

The student learns how to use a database to manage information.

TEKS:

1A, 1B, 1D, 1E, 3C, 3D, 3E, 3F, 5B, 5C, 6B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

- Create a query
- Create a report
- Export database information

Facilitation Tips:

Students tend to believe that a database is a product that is complete once the data is entered. Help them understand that until information is selected for a purpose, it's just a collection of facts and figures. The power of the database is being able to pull out specific details.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	5	
Music Report/Query/Cost	75	
Posted Music Cost	10	
Responses to Postings	10	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 5.3.1: Database Usage Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary used in the creation of databases.

TEKS:

1A, 1B, 1D, 5A, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available like a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. You might want to have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 5.3.2: Database Management

Activity Purpose:

The student manages data from their own database.

TEKS:

1D, 3C, 3F, 5B, 5C, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This activity lets students understand that information from a database can be converted into other formats.

Assessment Deliverables:

Students submit:

- Music Report/Query/Cost
- Posted Music Cost

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 5.3.3: Database Management Posting

Activity Purpose:

The student will observe other databases and draw conclusions.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

No instructions have been given about splash screens. Students who can add this to their databases should be given special recognition.

Assessment Deliverables:

Students submit their Responses to Postings

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 6

Presentation Software

Behavioral Objectives:

- Know how to use presentation technology
- Understand the rules that apply to presentations
- Make a presentation easier to use.

TEKS:

- **1A** The student is expected to locate and interpret written information.
- **1B** The student is expected to incorporate supplementary resources and references.
- **1C** The student is expected to demonstrate active listening through oral and written feedback.
- **1D** The student is expected to demonstrate productive work habits and attitudes, for example, dependability and punctuality.
- **1E** The student is expected to organize ideas logically and sequentially.
- **3C** The student is expected to utilize hardware and software flexibility needed to produce documents to address different computer applications.
- **3D** The student is expected to demonstrate basic writing techniques.
- **3E** The student is expected to edit a variety of written documents.
- **3F** The student is expected to produce business documents including business letters, newsletters, and research papers.
- **6A** The student is expected to identify and describe the different components of the telecommunications industry.
- **6B** The student is expected to send and receive information using electronic methods, such as mail, image transfer, remote bulletin board access, access of on-line information services, and emerging technologies.
- **6C** The student is expected to evaluate telecommunications methods for specific business needs, including cost (locally, nationally, and internationally); convenience; and availability.
- **8A** The student is expected to identify the guidelines for using graphics, fonts, and special effects in presentations.
- **8B** The student is expected to analyze the effectiveness of multimedia presentations.
- **8C** The student is expected to determine the appropriate technology to create and deliver an effective presentation.

TAKS:

- Language Arts Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Language Arts Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

On Line Facilitator Guide

- Language Arts Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.
- Language Arts Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
- Language Arts Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Unit Overview:

Presentation software is a good way to end the year. Students will likely be familiar with it and need to learn how to design business quality products. The first lesson focuses on content rather than design to make sure that students understand that “bells and whistles” don’t make a good presentation. Content does.

If students can post material to a personal web site, this unit is a good use of that technique.

Assessment Rubric

Please refer to the student materials for the assessment rubric. Copy this rubric table and use it for student feedback.

Presentation Software
Lessons and Activities

Unit 6 Lesson 1: Presentation Technology	166
Activity 6.1.1: Presentation Technology Vocabulary	167
Activity 6.1.2: Slide Show	169
Activity 6.1.3: Persuasive Slide Show Posting	171
Unit 6 Lesson 2: Presentation Guidelines	173
Activity 6.2.1: Presentation Guidelines Vocabulary	174
Activity 6.2.2: Animated Slide Show	176
Activity 6.2.3: Animated Slide Show Posting	178
Unit 6 Lesson 3: Presentation Shortcuts	180
Activity 6.3.1: Presentation Shortcut Vocabulary	181
Activity 6.3.2: Telecommunications Presentation	183
Activity 6.3.3: Slide Show Presentation	185
Activity 6.3.4: Slide Show Response	187
Unit 6 Lesson 4: Capstone	189
Activity 6.4.1: Capstone Project	190

Unit 6 Lesson 1: Presentation Technology

Lesson Purpose:

The student has the opportunity to learn how to use presentation technology.

TEKS:

1A, 1B, 1D, 3C, 3D, 3E, 6B, 8B, 8C

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a slide show

Facilitation Tips:

Students will want to get into the design elements of a slide show. Make sure they understand that this lesson is designed to concentrate on information and that design will come next.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Slide Show	50	
Posted show	10	
Posted responses	15	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 6.1.1: Presentation Technology Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary used when creating presentations.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available, for example a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. Have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If you cannot see the journal entries, you're your students send them to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 6.1.2: Slide Show

Activity Purpose:

The student will create a persuasive slide show.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 8C

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Depending on the version of presentation software they are using, students have different wizard options. Make sure they understand their presentation doesn't have to be the "latest and greatest" for this assignment.

Assessment Deliverables:

Students submit:

- Slide Show
- Posted Show

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 6.1.3: Persuasive Slide Show Posting

Activity Purpose:

The student observes other persuasive slide shows.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 8B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

If students have access to a speech textbook, information on persuasive speaking might be of use to them in the evaluation process.

Assessment Deliverables:

Students submit their Posted responses

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 6 Lesson 2: Presentation Guidelines

Lesson Purpose:

The student learns what rules apply to the creation of presentations.

TEKS:

1A, 1B, 1D, 3C, 3D, 3E, 6B, 6C, 8A

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a slide show using design guidelines

Facilitation Tips:

Now it's time for students to pull out all the fun animations and transitions. Depending on their school's software, some will have more options than others. Make sure that those students with earlier versions of software do not feel left out.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	25	
Presentation	50	
Posted responses	25	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 6.2.1: Presentation Guidelines Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary used in the guidelines of presentations.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available, for example a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. Have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 6.2.2: Animated Slide Show

Activity Purpose:

The student creates a slide show using color schemes, animations, and transitions.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 6C, 8A

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Even though you instruct students to use animation and color schemes, make sure they understand that these features must enhance their presentations not replace them.

Assessment Deliverables:

Students submit their Presentation

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet	X		
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages	X	
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 6.2.3: Animated Slide Show Posting

Activity Purpose:

The student observes other animated slide shows.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Students need to focus on the design and content of the presentations they critique. Don't let them get carried away with the pizzazz.

Assessment Deliverables:

Students submit their posted responses

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 6 Lesson 3: Presentation Shortcuts

Lesson Purpose:

The student learns how to use presentation enhancements.

TEKS:

1A, 1B, 1C, 1D, 1E, 3C, 3D, 3E, 6A, 6B, 8B

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a slide show using enhancements like PackNGo.

Facilitation Tips:

This lesson shows students that time is precious even when one is creating something as interesting as a slide show. Encourage them to share time saving techniques with each other.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Vocabulary	5	
Telecommunications Presentation	50	
Evaluation	25	
Posted personal evaluation	15	
Posted response	5	
Lesson Total		
Normalized Lesson Total	100	

Activity 6.3.1: Presentation Shortcut Vocabulary

Activity Purpose:

The student develops an understanding of the vocabulary used in creating effective presentations.

TEKS:

1A, 1B, 1D, 6B

TAKS:

LA 1, LA 3

Link to Facilitator Resources

None

Facilitation Tips

The vocabulary component of this course is essential as a means of providing instruction. Encourage your students to use whatever tools they have available, for example a textbook or online resources like Webopedia. Discourage them from merely copying the material but instead encourage them to restate the information using their own vocabulary. Have them cite the source of their information.

Assessment Deliverables:

Students submit their Vocabulary

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report			
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal	X	If journal entries are not visible to the instructor, have students send to a drop box.
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 6.3.2: Telecommunications Presentation

Activity Purpose:

The student creates a slide show to present to a live audience.

TEKS:

1C, 1D, 1E, 3C, 3D, 3E, 6A, 6B, 6C

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This presentation will be quite time consuming. Allow plenty of time but encourage use of tools to speed up the process.

Assessment Deliverables:

Students submit their Telecommunications Presentation

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet	X		
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages	X	
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Activity 6.3.3: Slide Show Presentation

Activity Purpose:

The student presents their slide show to a live audience.

TEKS:

1C, 1D, 1E, 3C, 3D, 3E, 6B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Have your students use someone to evaluate their slide show who can give them an effective evaluation. Have them make sure the person or class understands the rubrics for the assignment.

Assessment Deliverables:

Students submit the Evaluation

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving			
Discussion			
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion		
Unfacilitated Discussion		
eMail	X	
Chat		
WhiteBoard		

Activity 6.3.4: Slide Show Response

Activity Purpose:

The student evaluates his or her own slide show and others.

TEKS:

1D, 1E, 3C, 3D, 3E, 6B, 8B

TAKS:

LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

This is the final activity in the course. The capstone that follows lets students demonstrate all their skills. They should use this activity to reflect on all that they have learned and done.

Assessment Deliverables:

Students submit:

- Posted personal evaluation
- Posted response

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet			
Other			
Surveys			
Case Study			
Problem Solving	X		
Discussion	X		
Draw charts/graphs			
Examples			
Reading			
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box		
Practice Space		
Journal		
Student Homepages		
Facilitated Discussion	X	
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		

Unit 6 Lesson 4: Capstone

Lesson Purpose:

The student demonstrates mastery of BCIS tools.

TEKS:

1A, 1B, 1E, 1F, 3C, 3D, 3E, 3F, 10A , 10B , 10C

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Behavioral Objectives:

Create a capstone project

Facilitation Tips:

This project gives students a chance to show off all their skills. Encourage them to “pull out all the stops.” You might want students to have community or faculty members act as a judging board.

Assessment:

Students submit activities and receive a grade as specified in each activity.

Item	Total Possible Points	Grade
Capstone	100	
Lesson Total	100	
Normalized Lesson Total	100	

Activity 6.4.1: Capstone Project

Activity Purpose:

The student evaluates his or her own slide show and others.

TEKS:

1A, 1B, 1E, 1F, 3C, 3D, 3E, 3F, 10A , 10B , 10C

TAKS:

LA 1, LA 3, LA 4, LA 5, LA 6

Link to Facilitator Resources

None

Facilitation Tips

Depending on the time left in the semester, you can make this a group project if necessary. Students might not be familiar with the Macintosh or Linux operating systems and you might need to provide them with supplemental material before they can understand the demands of this project.

Assessment Deliverables:

Students submit their Capstone Project

Assessment Rubric

Please refer to the student materials for the assessment rubric.

Activity Learning Strategies:

This activity uses these learning strategies:

Tool	individual	team	Comments
Written report	X		
Games			
Research			
Internet	X		
Other	X		
Surveys			
Case Study			
Problem Solving	X		
Discussion			
Draw charts/graphs	X		
Examples			
Reading	X		
Self Test			

These strategies are implemented using these tools.

Tool	Used	Comments
Content Module		
Audio		
Video		
Flash		
Drop Box	X	
Practice Space		
Journal		
Student Homepages	X	
Facilitated Discussion		
Unfacilitated Discussion		
eMail		
Chat		
WhiteBoard		