



## Auburn School District #408

### DigiTools

<b>Course: Digital Communication Tools</b>	<b>Total Framework Hours up to: 90</b>
<b>CIP Code: 110601</b> <input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified: January 2014</b>
<b>Career Cluster Information Technology</b>	<b>Cluster Pathway: Business and Management</b>

### Unit Outline Hours

Unit 1: File Management	2
Unit 2: Digital Citizenship	5
Unit 3: Living Online	20
Unit 4: Communicating Digitally	11
Unit 5: Emerging Technology, Voice Recognition	10
Unit 6: Web Design	5
Unit 7: Digital Health and Keyboarding	5
Unit 8: Career Exploration	7
Unit 9: Word with opportunity to certify in Microsoft Office Word Specialist Exam	10
Unit 10: Excel with opportunity to certify in Microsoft Office Word Specialist Exam	5
Unit 11: PowerPoint with opportunity to certify in Microsoft Office Word Specialist Exam	<u>20</u>
<b>Total Hours</b>	<b><u>90</u></b>

## UNIT 1 File Management

**Performance Assessments:** Students will provide documentation illustrating their file management system, and be able to explain why they organized the documents in this system.

Students will demonstrate moving files from one folder and subfolder to another folder and subfolder.

**Leadership Alignment:**

21<sup>st</sup> Century interdisciplinary financial, economic, business & entrepreneurial literacy. Use a wide range of idea creation technique. Evaluate and adapt creative knowledge to solve problems.

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

2.C.4 Interpret information and draw conclusions based on the best analysis

### Standards and Competencies

**Standard/Unit:**

**1. File Management**

Assessment through Gmetrix, SAM, Microsoft Office Exam or equivalent assessment.

**Competencies**

**Total Learning Hours for Unit:**

- C-1.1 Manage Windows Explorer settings.
- C-1.2 Manage and secure folders.
- C-1.3 Backup and restore files and folders.
- C-1.4 Search for files and folders.
- C-1.5 Organize files within folders.
- C-1.6 Manage files.
- A-1.1 Share folders as available (e.g. common drives, cloud computing)

### Aligned Washington State Standards

<b>Communications Common Core</b>	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Writing Common Core</b>	W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
<b>Reading Common Core</b>	AS R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Educational Technology</b>	1.3.2 Locate and organize information from a variety of sources and media. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
<b>Science</b>	SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.

APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.

## UNIT 2 Digital Citizenship

**Performance Assessments:** Complete a project exhibiting an understanding of issues and responsibilities of participating in digital culture (e.g. case studies, awareness poster, presentation, PSA, flyer).

Students will compare acceptable use policies from different sources.

**Leadership Alignment:**

21<sup>st</sup> Century interdisciplinary financial, economic, business & entrepreneurial literacy. Use a wide range of idea creation technique. Evaluate and adapt creative knowledge to solve problems.

2.C.4 Interpret information and draw conclusions based on the best analysis

2.C.5 Reflect critically on learning experiences and processes

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

### Standards and Competencies

**Standard/Unit**

**2: Digital Citizenship**

Assessment through Gmetrix, SAM, Microsoft Office Exam or equivalent assessment.

#### Competencies

#### Total Learning Hours for Unit:

C-2.1 Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

C-2.2 Promote and model responsible social interactions related to the use of technology and information.

C-2.3 Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

C-2.4 Identify laws and rules pertaining to technology, crime, fraud and abuse (e.g. cyber bullying, sexting).

C-2.5 Recognize copyright laws, communication protocol, intellectual property, and plagiarism.

C-2.6 Understand the permanence of interactions in the cyber world.

C-2.7 Demonstrate acceptable use in different areas of work, school and home.

C-2.8 Demonstrate personal responsibility for lifelong learning by identifying resources available for continued learning.

C-2.9 Understand the concept of a "digital footprint."

#### Aligned Washington State Standards

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<b>Reading Common Core</b>	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Information Technology</b>	1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others.

	<p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
<b>Science</b>	<p>SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>

## UNIT 3 Living Online

### Performance Assessments:

Given an issue or topic, students will conduct research on the Internet, set up an rss reader, and create a blog to encourage conversation. Students will set up a meeting, invite attendees, create an agenda, gather feedback on the agenda, and set the appointment on a calendar.

Research a product, compare/contrast options, analyze site credibility, and determine best option and retailer, and present process and findings.

Communicate information about Internet safety to a targeted audience.

### Leadership Alignment:

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Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

## Standards and Competencies

### Standard/Unit:

#### 3. Living Online

Assessment through Gmetrix, SAM, Microsoft Office Exam or equivalent assessment.

### Competencies

### Total Learning Hours for Unit:

C-3.1 Identify network fundamentals and the benefits and risks of network computing.

C-3.2 Understand basic computer components.

C-3.3 Identify the relationship between computer networks, other communications networks (like mobile technology) and the Internet.

C-3.4 Adhere to safety and security policies (e.g. acceptable use policy, firewalls, web page policies, and student photo policies).

C-3.5 Use the Internet safely and legally.

C-3.6 Identify different types of information sources on the Internet (e.g. Meta search engines, advanced search, and research databases.)

C-3.7 Use a web browsing application.

C-3.8 Analyze validity of sites as a result of conducting searches.

C-3.9 Determine the purpose or application of information posted on a site.

C-3.10 Identify the appropriate use of e-mail and e-mail related "netiquette."

C-3.11 Understand use and applications of send options (e.g. reply, reply all, Bcc, CC, and read response).

C-3.12 Understand use and limitations of attachments.

C-3.13 Understand that a large share of market economy is being done electronically.

C-3.14 Compare/Contrast legitimate legal exchanges and illegal/immoral goods and services.

C-3.15 Understand the need for digital security (e.g. virus protection, backups of data, surge control, identity theft, secure transactions, and personal information exposure).

C-3.16 Discuss social media and its impact on business, employment, and personal interaction.

C-3.17 Compare/contrast communication options (e.g. e-mail, cellular phones, instant messaging, podcasting, and twitter).

C-3.18 Demonstrate responsible login management (e.g. password security, remembering passwords).

C-3.19 Search for information within a website or document.

A-3.1 Set up and use Internet Calendars.

A-3.2 Send appointment/meeting requests electronically.

A-3.3 Create blogs for the purpose of addressing important issues.

A-3.4 Setup and use a rss reader.

A-3.5 Facilitate group work through management of shared schedule and contact information.	
A-3.6 Facilitate group work through management of shared files and online information.	
A-3.7 Facilitate group work through conferencing technology (e.g. video conferencing, share view).	
<b>Aligned Washington State Standards</b>	
<b>Communications Common Core</b>	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Reading Common Core</b>	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Writing Common Core</b>	W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
<b>Information Technology</b>	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others. 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.2.2 Use a variety of hardware to support learning. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
<b>Science</b>	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.
<b>Math Common Core</b>	MP.4 Model with mathematics S-IC4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. S-IC5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. S-IC6 Evaluate reports based on data.
<b>Art</b>	3.2 Use the arts to communicate for a specific purpose

## UNIT 4 Communicating Information Digitally

### Performance Assessments:

Students will complete projects using multiple applications (Word, Excel, PowerPoint).  
Create business documents while exhibiting writing, editing, and proofreading skills.  
Organize information on a spreadsheet and incorporate charts and graphs.  
Create a persuasive presentation with visual elements and handouts.  
Create a resume and cover letter in a format for print and a format for digital uploading.

### Leadership Alignment:

21<sup>st</sup> Century interdisciplinary financial, economic, business & entrepreneurial literacy. Use a wide range of idea creation technique. Evaluate and adapt creative knowledge to solve problems.  
Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

### Standards and Competencies

#### Standard/Unit:

#### 4. Communicating Information Digitally

Assessment through Gmetrix, SAM, Microsoft Office Exam or equivalent assessment.

#### Competencies

#### Total Learning Hours for Unit:

- C-4.1 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- C-4.2 Produce original works or solve problems.
- C-4.3 Create original works as a means of personal or group expression.
- C-4.4 Collect and analyze data to identify solutions and/or make informed decisions.
- C-4.5 Plan and manage activities to develop a solution or complete a project.
- C-4.6 Select and use applications effectively and productively (e.g. word processing, spreadsheets, presentation software, database software, email.)
- C-4.7 Troubleshoot systems and applications (e.g. help menus, hardware issues such as items properly connected, turned on, stocked with supplies.)
- C-4.8 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- C-4.9 Plan strategies to guide inquiry.
- C-4.10 Identify different types of software, the tasks for which each type of software is most suited, and the popular programs in each software category.
- C-4.11 Perform operations using common on-screen elements of Windows applications, change application settings, and manage files within an application.
- C-4.12 Perform common editing (cut, copy, paste, spell check, etc.) and formatting (fonts, margins, tabs, etc.) functions.
- C-4.13 Apply basic design elements to different digital communication products.
- C-4.14 Evaluate visual appeal.
- C-4.15 Perform common printing/publishing functions (e.g. print, print to web, embed in email, print to pdf.)
- C-4.16 Format text and documents including use of automatic formatting tools.
- C-4.17 Add tables, pictures, charts, and other graphics to different types of documents.
- C-4.18 Create reports and recognizes and apply citation formats (e.g. MLA and APA.)
- C-4.19 Modify worksheet data and structure.
- C-4.20 Be able to sort data and manipulate data using formulas and functions.
- C-4.21 Be able to format a worksheet.

- C-4.22 Edit pictures, charts, and images.
- C-4.23 Organize content using common functions (e.g. references, captions, headers/footers, tables and lists.)
- C-4.24 Apply grammar and usage rules to preparation of documents.
- C-4.25 Compose and produce a variety of original business documents and reports using correct style, format, and content.
- C-4.26 Apply a variety of specific proofreading techniques to identify and correct errors.
- C-4.27 Integrate multiple application software to accomplish a task or communicate information.
- C-4.28 Use proper techniques to make a formal presentation.
- Use technology to enhance oral presentations.
  - Answer questions in formal and informal situations.
  - Prepare for and rehearse presentation delivery.
  - Research elements of a good presentation.
  - Research what makes presentations engaging.
  - Create supporting documents for a presentation.
- C-4.29 Identify and define the uses of the main types of file formats used for images (JPG, BMP, and GIF. PNG).
- C-4.30 Use peripheral devices to input information including text, audio, and images (e.g. cameras, video, scanner, voice recognition, iPods, mp3 devices).
- A-4.1 Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- A-4.2 Transfer current knowledge to learning of new technologies.
- A-4.3 Review documents, manage tracked changes, insert, modify and delete comments.

**Aligned Washington State Standards**

<b>Art</b>	<p>2.1 Use the senses to gather and process information.</p> <p>3.2 Use the arts to communicate for a specific purpose</p> <p>4.5 Incorporate arts knowledge and skills into the workplace.</p>
<b>Communications Common Core</b>	<p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Reading Common Core</b>	<p>RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
<b>Writing Common Core</b>	<p>W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>
<b>Information Technology</b>	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p>



	<p>2.2.1 Develop skills to use technology effectively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
<b>Math Common Core</b>	<p>F-IF7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>MP.4 – Model with mathematics</p> <p>S-IC4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>S-IC5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>S-IC6 Evaluate reports based on data.</p> <p>S-ID3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p>S-ID4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p> <p><b>Summarize, represent, and interpret data on two categorical and quantitative variables.</b></p> <p>S-ID5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p>S-ID6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals. Should be focused on linear models, but may be used to preview quadratic functions in Unit 5 of this course.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <p>N-Q1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q3 Continue to choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<b>Science</b>	<p>APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <p>YSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p>

## UNIT 5 Emerging Technology and Voice Recognition

**Performance Assessments:** Given starting points, students will recognize emerging technology trends and share information about the trends (e.g. presentation)

Create an information technology timeline.

**Leadership Alignment:**

21<sup>st</sup> Century interdisciplinary financial, economic, business & entrepreneurial literacy. Use a wide range of idea creation technique. Evaluate and adapt creative knowledge to solve problems.

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

### Standards and Competencies

**Standard/Unit:**

**5: Emerging Technology and Voice Recognition**

Assessment through Gmetrix, SAM, Microsoft Office Exam or equivalent assessment.

#### Competencies

#### Total Learning Hours for Unit:

- C-5.1 Identify new uses of current technology.
- C-5.2 Understand technology being developed.
- C-5.3 Research trends driving technology including Moore's and Metcalfe's law.
- C-5.4 Discuss the digitization of the world's information and knowledge.
- C-5.5 Discuss the integration of multiple technologies into one device.
- C-5.6 Awareness of the radical technological changes that have occurred in the past.

### Aligned Washington State Standards

<b>Communications Common Core</b>	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Reading Common Core</b>	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Science</b>	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. SYSB: Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible. APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.
<b>Information Technology</b>	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively.

	<p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
<p><b>Math Common Core</b></p>	<p>MP.4 – Model with mathematics</p> <p>S-IC4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>S-IC5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>S-IC6 Evaluate reports based on data.</p>

## UNIT 6 Web Design

**Performance Assessments:** Create and present a web page that meets technical and functional specifications.

**Leadership Alignment:**

21<sup>st</sup> Century interdisciplinary financial, economic, business & entrepreneurial literacy. Use a wide range of idea creation technique. Evaluate and adapt creative knowledge to solve problems.

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

### Standards and Competencies

**Standard/Unit:**

**6: Web Design**

Assessment through Gmetrix, SAM, Microsoft Office Exam or equivalent assessment.

#### Competencies

#### Total Learning Hours for Unit:

C-6.1 Explain the importance of web standards.

C-6.2 Understand the role of HTML in web design.

C-6.3 Evaluate the purpose of different web sites and the intent of the site.

C-6.4 Understand web hosting options.

C-6.6 Evaluate visual appeal.

A-6.1 Create a basic web site.

A-6.2 Apply elements of basic web design (e.g. color, formatting layout hyperlinks, and browser connection).

A-6.3 Compare/Contrast traditional web sites and mobile web sites.

A-6.4 Apply graphic elements to a web site.

A-6.5 Describe web design standards and accessibility (e.g. W3C).

#### Aligned Washington State Standards

<b>Communications Common Core</b>	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Reading Common Core</b>	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Writing Common Core</b>	W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
<b>Art</b>	2.3 Apply a responding process to an arts presentation 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose
<b>Science</b>	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. APPF: It is important for all citizens to apply science and technology to critical issues that influence society.

## UNIT 7 Digital Health and Keyboarding Skills

**Performance Assessments:** Create a PSA about technology safety. Create a safety poster, presentation, or a flyer for a computer lab.

**Leadership Alignment:**

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Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

### Standards and Competencies

**Standard/Unit:**

**7: Digital Health and Keyboarding Skills**

Assessment test banks matching learning targets.

#### Competencies

#### Total Learning Hours for Unit:

- C-7.1 Understand eye safety and repetitive strain syndrome.
- C-7.2 Use sound ergonomic practices.
- C-7.3 Review the labor and industries site for ergonomic information.
- C-7.4 Identify ergonomic equipment and modifications used in industry.
- C-7.5 Understand psychological issues such as internet addiction.
- C-7.6 Identify the inherent dangers of technology (e.g. texting while driving or walking, electrical shock, eardrum damage).
- C-7.7 Develop keyboarding skill to industry standard.

### Aligned Washington State Standards

<b>Communications Common Core</b>	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
<b>Art</b>	2.3 Apply a responding process to an arts presentation 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose
<b>Math Common Core</b>	F-IF7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph linear and quadratic functions and show intercepts, maxima, and minima.
<b>Reading</b>	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video,

<b>Common Core</b>	multimedia) in order to address a question or solve a problem. RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Science</b>	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. APPF: It is important for all citizens to apply science and technology to critical issues that influence society.

## UNIT 8 Career Exploration

**Performance Assessments:** Create a resume for print and revise the formatting for use in electronic submission.

**Leadership Alignment:**

21<sup>st</sup> Century interdisciplinary financial, economic, business & entrepreneurial literacy. Use a wide range of idea creation technique. Evaluate and adapt creative knowledge to solve problems.

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

### Standards and Competencies

**Standard/Unit:**

**8: Career Exploration**

Using Bridges, WOIS and Bureau of Labor and Statistics compile a list of careers that are in demand for technology.

#### Competencies

#### Total Learning Hours for Unit:

C-8.1 Use online resources to gather information about careers, employers, and post-secondary education.

C-8.2 Identify long term and short term goals related to career planning.

C-8.3 Compose career attainment documents (e.g. resumes, cover letters) for different purposes (e.g. printing, online submission).

C-8.4 Complete job applications (e.g. paper, online).

C-8.5 Identify the impact of technology on career opportunities.

A-8.1 Identify best works to include in a portfolio.

### Aligned Washington State Standards

Art	
<b>Communications Common Core</b>	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications.
<b>Reading Common Core</b>	RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Writing Common Core</b>	W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

## UNIT 9 Word Processing--Core

### Performance Assessments:

Using decision-making skills, students demonstrate basic word processing skills by creating business documents such as memos, letters, reports, tables, and announcements. They should exhibit understanding and application of writing strategies including editing and proofreading skills throughout the process of drafting and finalizing of the creation of these documents.

Performance Tasks:

- Sharing and Maintaining Documents
- Formatting Content
- Applying Page Layout and Reusable Content
- Including Illustrations and Graphics in a Document
- Proofreading Documents
- Applying References and Hyperlinks
- Performing Mail Merge Operations

Assessment through Microsoft Office Specialist Word Core Exam, Gmetrix, SAM or equivalent assessment.

### Embedded Leadership Activities

#### 21<sup>st</sup> Century Skills

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness as well as their impact.

Students will mail merge an invitation for an upcoming FBLA meeting to all current business students.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

#### 9: Word Processing--Core

Create and edit professional-looking documents in Microsoft Office Word for a variety of purposes and situations.

### Competencies

- |  |  |
|--|--|
| 1. Apply different views to a document.              | 16. Construct content in a document by using the Quick Parts tool.   |
| 2. Apply protection to a document.                   | 17. Create and manipulate page backgrounds.                          |
| 3. Manage document versions.                         | 18. Create and modify headers and footers.                           |
| 4. Share documents.                                  | 19. Insert and format Pictures in a document.                        |
| 5. Save a Document.                                  | 20. Insert and format shapes, WordArt, and SmartArt.                 |
| 6. Apply a template to a document.                   | 21. Insert and format Clip Art.                                      |
| 7. Apply font and paragraph attributes.              | 22. Apply and manipulate text boxes.                                 |
| 8. Navigate and search through a document.           | 23. Validate content by using spelling and grammar checking options. |
| 9. Apply indentation and tab settings to paragraphs. | 24. Configure AutoCorrect settings.                                  |
| 10. Apply spacing settings to text and paragraphs    | 25. Insert and modify comments in a document.                        |
| 11. Create tables.                                   | 26. Apply a hyperlink.   |
| 12. Manipulate tables in a document.                 | 27. Create Endnotes and Footnotes in a document.                     |
| 13. Apply bullets to a document.                     | 28. Create a Table of Contents in a document.                        |
| 14. Apply and manipulate page setup settings.        | 29. Setup mail merge   |
| 15. Apply themes.                                    | 30. Execute mail merge, including Print, preview.                    |



**ALIGNED WASHINGTON STATE STANDARDS**

<p><b>Speaking and Listening Standards Common Core</b></p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.</p>
<p><b>Educational Technology</b></p>	<p>1.2.1 Communicate and collaborate to learn with others.</p>
<p><b>Reading Common Core</b></p>	<p>RST3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.</p> <p>RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–12 texts and topics.</p> <p>RST5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g. force, friction, reaction force, energy).</p>
<p><b>Language Standards Common Core</b></p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

## UNIT 10 Excel Spreadsheets--Core

### Performance Assessments:

Students, individually or in a group, will demonstrate Microsoft Excel Core skills, will reason and analyze data and information related to business tasks such as maintaining inventory, accounting for expenses, sales and profits and summarizing data in table and graphic forms.

Performance Tasks:

- Managing the Worksheet Environment
- Creating Cell Data
- Formatting Cells and Worksheets
- Managing Worksheets and Workbooks
- Applying Formulas and Functions
- Presenting Data Visually
- Sharing worksheet data with other users
- Analyzing and Organizing Data

Assessment through Microsoft Office Specialist Excel Core Exam, Gmetrix, SAM or equivalent assessment.

### Embedded Leadership Activities

#### 21<sup>st</sup> Century Skills

6.A.1: Use technology as a tool to research, organize, evaluate and communicate information.

In and/or outside the classroom students will research the competences for the Core assessment through the use of internet, online videos, in addition to class discussions to prepare for the MOS certification.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

#### 10: Excel Spreadsheets--Core

Demonstrate Microsoft Excel Core skills by reasoning, analyzing data and information through spreadsheet creation and manipulation.

### Competencies

- |   |   |
|---|---|
| 1. Navigate through a worksheet.                  | 16. Create formulas.                                    |
| 2. Print a worksheet or workbook.                 | 17. Enforce precedence.                                 |
| 3. Personalize environment by using Backstage.    | 18. Apply cell references in formulas.                  |
| 4. Construct cell data.                           | 19. Apply conditional logic in a formula.               |
| 5. Apply AutoFill.                                | 20. Apply named ranges in formulas.                     |
| 6. Apply and manipulate hyperlinks.               | 21. Apply cell ranges in formulas.                      |
| 7. Apply and modify cell formats.                 | 22. Create charts based on worksheet data.              |
| 8. Merge or split cells.                          | 23. Apply and manipulate illustrations.                 |
| 9. Create row and column titles.                  | 24. Create and modify images by using the Image Editor. |
| 10. Hide and unhide rows and columns.             | 25. Apply Sparkline's.                                  |
| 11. Manipulate Page Setup options for worksheets. | 26. Share spreadsheets by using Backstage.              |
| 12. Create and apply cell styles.                 | 27. Manage comments.                                    |
| 13. Create and format worksheets.                 | 28. Filter data.  |
| 14. Manipulate window views.                      | 29. Sort data.  |
| 15. Manipulate workbook views.                    | 30. Apply conditional formatting.                       |

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Speaking and Listening Standards Common Core</b>	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 9-12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.
<b>Educational Technology</b>	1.2.1 Communicate and collaborate to learn with others.
<b>Math Common Core</b>	A-CED1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. A-CED2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
<b>Reading Common Core</b>	RST3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text. RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–12 texts and topics. RST5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g. force, friction, reaction force, energy).
<b>Language Standards Common Core</b>	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# UNIT 11 PowerPoint

## Performance Assessments:

Using decision-making, critical and creative thinking skills, individual students will demonstrate proper presentation skills and use of presentation software by:

### PowerPoint 2010

- Managing the PowerPoint Environment
- Creating a Slide Presentation
- Working with Graphical and Multimedia Elements
- Creating Charts and Tables
- Applying Transitions and Animations
- Collaborating on Presentations
- Preparing Presentations for Delivery
- Delivering Presentations

### PowerPoint 2013

- Create and Manage Presentations
- Insert and Format Shapes and Slides
- Create Slide Content
- Apply Transitions and Animations
- Management Multiple Presentations

Assessment through SAM (& TOM's) testing from Course Technology/Thompson Learning, Gmetrix or Microsoft Office User Specialist Exam or equivalent, and/or personal presentations delivered to an audience. Self, peers and instructor will evaluate the student's communication and artistic skills.

## Embedded Leadership Activities

### 21<sup>st</sup> Century Skills

1.A.3: Think Creatively

Students will be recorded while presenting PowerPoint and will watch to self-evaluate presentation skills.

1.B.2: Work Creatively with Others

Students will peer-edit presentations giving constructive feedback. When feedback is received, student will edit presentation based on that feedback.

2.A.1: Reason Effectively

Students will apply formatting skills learned in MS Word to apply formatting in MS PowerPoint.

7.A.1: Adapt to Change

Students will be assigned group roles while collaborating.

7.B.2: Be Flexible

Students will receive feedback from peer-editing.

## STANDARDS AND COMPETENCIES

### Standard/Unit

#### 11: PowerPoint

Students will create and present a properly formatted PowerPoint presentation.

### Competencies

1	Adjust views.	13	Modify WordArt and shapes.	24	Manipulate animations.
2	Manipulate the PowerPoint window.	14	Manipulate SmartArt.	25	Manage comments in presentations.
3	Configure the Quick Access Toolbar.	15	Edit video and audio content.	26	Apply proofing tools.
4	Configure PowerPoint file options.	16	Construct and modify tables.	27	Save presentations.
5	Construct and edit photo albums.	17	Insert and modify charts.	28	Share presentations.
6	Apply slide size and orientation settings.	18	Apply chart elements.	29	Print presentations.
7	Add and remove slides.	19	Manipulate chart layouts.	30	Protect presentations.
8	Format slides.	20	Manipulate chart elements.	31	Apply presentation tools.

9	Enter and format text.	21	Apply built-in and custom animations.	32	Set up slide shows.
10	Format text boxes.	22	Apply effect and path options.	33	Set presentation timing.
11	Manipulate graphical elements.	23	Apply and modify transitions between	34	Record presentations.
12	Manipulate images.		slides.		

**ALIGNED WASHINGTON STATE STANDARDS**

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<b>Language Standards Common Core</b>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others