**Somerset Berkley Regional High School**

***Business Technology Department***

**Technology Applications for College & Careers Syllabus**

**Mrs. Darmody: Room #206, E-mail:** **darmodyg@sbregional.org**

**Website: http://gaildarmody.weebly.com**

**(Office Hours: By appointment)**

**Course Objectives:**

This course is designed to develop students’ technology literacy skills to support student achievement in all content areas in preparation for college and careers. Students will learn how to use Microsoft Office productivity software, in addition to Web 2.0 tools, such as Google Apps and electronic portfolios, to demonstrate their proficiency using technology to support learning. Students will explore career interests to include gathering, evaluation and presenting career information using various technology tools. Projects are differentiated to provide enriched extensions for Level 1 students, such as APA/MLA citation. Level 3 students are allowed more time to complete assignments. This course is aligned to the National Business Education Association (NBEA) standards, Massachusetts Technology Literacy Standards/NETS and 21st Century Skills. It is recommended that college-bound students achieve mastery in these skills prior to graduation.

**Instructional Resources, Standards & Assessment**

* Microsoft Office 2010 Basic Edition Marquee Series (EMC Publishing)
* Technology Literacy Curriculum Resources:

<http://www.kn.att.com/wired/fil/pages/listtechnolomr2.html>

* MA Technology Literacy Standards & Expectations:

<http://www.doe.mass.edu/edtech/standards/itstand.pdf>

* International Society for Technology in Education – National Educational Technology Standards:

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

* The National Standards for Business Education:

<http://www.nbea.org/newsite/curriculum/standards/index.html>

* Framework for 21st Century Learning at:

<http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120>

* School-wide Presentation, Research & Technology Literacy Rubrics are used to assess student work

**Materials needed for class each day. This is part of your class participation grade.**

 **(if you have any questions or concerns regarding required materials, please speak to Mrs. Darmody asap!)**

* USB Jump Drive (2 GB minimum storage capacity)
* Notebook, pocket folder and writing utensil (pencil or pen)
* School agenda book
* Access to a computer with Internet access outside of the school day
* Personal email account to use with Google Apps

**Evaluation:**

75% - Projects, Class assignments, Quizzes, Tests and other assessments

25% - Class participation and homework

**Assignments, Projects & Assessments:**

All assignments/projects including homework, class work, papers, projects, etc. must be completed and turned in by the due date. Electronic assignments must be submitted & shared via Google or Weebly by the due date, as directed by the teacher. For most class work assignments, students will have 2 class periods to complete the assignment. ***Work handed in late, without prior approval, will be subject to a full letter grade reduction for each day late, at the discretion of the teacher***. If you are absent, make up tests must be taken by the second class following your return to school, unless alternative arrangements have been approved by the teacher, or you will receive a full letter grade reduction on the test.

**Class Rules & Expectations:**

1. Be respectful, attentive, courteous and cooperative with your peers and your teacher.
2. Be punctual to class and prepared to work with all necessary materials.
3. Avoid excessive absenteeism from class.
4. No food is allowed in the computer lab environment without prior approval from teacher.
5. No drinks are allowed in the computer lab, except for a covered water bottle that will be kept away from the computer.
6. Avoid excessive requests for restroom visits.

**Course Topics:**

1. Internet Safety & Digital Citizenship (NETS Standards 3 - 5)
2. Intellectual Property & Creative Content
3. Copyright
4. Protecting Creative Content & Privacy
5. Begin career research & exploration (O\*NET, Occupational Outlook Handbook and more)
6. Introduction to Web 2.0 - Google Apps & Weebly (NETS Standard 2)
	1. Google Drive & Gmail
	2. Google Calendar
	3. Google Groups/Blogger/Hangouts
	4. Using Weebly to create a digital portfolio
7. Advanced Word Processing & Designing Publications (NETS Standard 6)
	1. Advanced formatting in word processing
	2. Creating tables & other objects within a word processing document
8. Advanced Use of Spreadsheets
	1. Advanced formatting
	2. Creating & editing formulas to analyze data
	3. Creating graphs from spreadsheet data
9. Advanced PowerPoint & Prezi Tools
	1. Inserting spreadsheets, Smart Art Graphics & other objects
	2. Animation & Transitions
	3. Inserting multimedia
	4. PowerPoint vs. Prezi
10. Introduction to Advanced Web 2.0 & Multimedia Tools (NETS Stds. 1, 2 & 6)
	1. Glogster (online multimedia poster)
	2. Blogs (online discussion forums)
	3. Pixorial (creating video with online tools & Smart Phones apps)
11. Introduction to Computer Programming to Create Online Games
	1. Scratch Programming in 2D (from MIT
	2. Alice Programming in 3D (from Carnegie Mellon University)

Profile for Technology (ICT) Literate Students Grades 9-12 (Ages 14-18)

(see <http://www.iste.org/docs/pdfs/nets-s-2007-student-profiles-en.pdf?sfvrsn=4>)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9–12 (ages 14–18):

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)

2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)

3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)

4. Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)

5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)

6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4, 5, 6)

7. Design a Web site that meets accessibility requirements. (1, 5)

8. Model legal and ethical behaviors when using information and technology by properly

selecting, acquiring, and citing resources. (3, 5)

9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)

10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)