

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: COMPUTER TECHNOLOGY

Course Number: 01253

Suggested Educational Level(s): 9th Grade

Suggested Periods Per Week: 5 **Length of Period:** 40 minutes

Suggested Length Of Course: 90 days

Units Of Credit (If Appropriate): 1/2

Date Written: Fall 2005 **Date Approved:** October 10, 2005

Date Reviewed: August 1, 2005 **Implementation Year:** 2006 - 2007

Teacher Certification Required:

Standards Addressed (code):

Science and Technology 3.6.10B, 3.7.10C, 3.7.10D, 3.7.10E 3.7.12C, 3.7.12D, 3.7.12E

Mathematics 2.1.1A, 2.2.11A, 2.2.11E, 2.2.11F, 2.5.11A, 2.5.11B, 2.5.11C, 2.5.11D,
2.8.11B

Relationship to Other Planned Instruction:

Prerequisites:

Special Requirements: There should be only one student per computer during lab sessions.

Writing Team Members:

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Standards addressed (code and description):

3.6 Technology Education

3.6.10 B Apply and analyze knowledge of information technologies to encoding, transmitting, receiving, storing, retrieving and decoding.

3.7 Technological Devices

3.7.10 C Apply basic computer operations and concepts

3.7.12 C Evaluate computer operations and concepts as to their effectiveness to solve specific problems.

3.7.10 D Utilize computer software to solve specific problems.

3.7.12 D Evaluate the effectiveness of computer software to solve specific problems.

3.7.10 E Apply the basic computer communications systems.

3.7.12 E Assess the effectiveness of computer communication systems.

2.1.11A Use operations

2.2.11A Develop and use computation concepts, operations and procedures with real numbers in problem solving situations

2.2.11E Recognize that the degree of precision needed in calculating a number depends on how the results will be used and the instrument used to generate the measure

2.2.11F Demonstrate skills for using computer spreadsheets and scientific and graphing calculators

2.5.11A Select and use appropriate mathematical concepts and techniques from different areas of mathematics and apply them to solving non-routine and multi-step problems

2.5.11.B Use symbols, mathematical terminology, standard notation, mathematical rules, graphing and other types of mathematical representations to communicate observations, predictions, ideas and results.

2.5.11.C Present mathematical procedures and results clearly, concisely, systematically, succinctly and correctly.

2.5.11.D Conclude a solution process with a summary of results and evaluate the degree to which the results obtained represent an acceptable response to the initial problem and why the reasoning is valid.

2.8.11B Give examples of patterns that occur in data from other disciplines.

COURSE DESCRIPTION:

This course is required of all ninth grade students in the Warren County School District.

The purpose of this course is to help students acquire the skills necessary to become proficient with the computer. This course will include topics in word processing, databases, spreadsheets, desktop publishing, presentations, and web pages.

Outline of Content Sequence and Recommended Time (weeks or days):

5 Days	I. Word Processing
15 Days	II. Relational Database Operations
30 Days	III. Applications of Spreadsheets
15 Days	IV. Using Desktop Publishing Software
15 Days	V. Presentation Software
5 Days	VI. Personal Web Page Design

Specific Educational Objectives to be Taught:

5 Days	I. Word Processing <ul style="list-style-type: none">a. Toolbarsb. Review of Basicsc. Format Enhancementsd. ClipArt/WordArt
15 Days	II. Relational Databases <ul style="list-style-type: none">a. Review of Basicsb. Multiple tables (Relationships and Linking) Short and Simplec. Calculated fields in tables and queriesd. Modifying, and Enhancing Reportse. Legal Issuesf. Troubleshooting
30 Days	III. Applications in Spreadsheets <ul style="list-style-type: none">a. Review of Spreadsheets<ul style="list-style-type: none">i. Absolute Cell Referenceii. Adjusting Row Heights, and Column Widthb. Formulas and Functions<ul style="list-style-type: none">i. Ave, Max, Min, Count, Sumii. If, SUMIF, COUNTIF, PMTiii. Optional Amortizationc. Applying Advanced Formats to Worksheets and Charts<ul style="list-style-type: none">i. Conditional Formattingii. Merging Cells and Clearing the Mergeiii. Hiding Cells, Columns, Rowsiv. Making Your Work Uniquev. Enhance the Chart Backgroundvi. Adding Comments to a Celld. Filtering and Extracting Data

- e. Importing, Exporting, and Integrating Data
- f. Using Templates
 - i. Using Available Templates
 - ii. Creating your own Templates(optional)
- g. Working with Multiple Worksheets and Workbooks
- h. Legal Issues
- i. Troubleshooting

IV. Using Desktop Publishing Software

15 Days

- a. Review of Basics
- b. Designing a Brochure
- c. Designing a Newsletter(Multiple Pages)
 - i. Import Articles
- d. Legal issues
- e. Troubleshooting

V. Presentation Software

15 Days

- a. Review Presentation Modifications and Enhancements
- b. Discuss Established Guidelines of an Effective Presentation
- c. Delivering and Critiquing a Presentation

VI. Web Page Designs

5 Days

- a. Web knowledge
- b. Purposes for Web Pages
- c. Use a software package for designing a personal web Page
- d. Using HTML Formatting (Optional)
- e. Using HTML to add or resize graphic objects in a web document (Optional)
- f. Legal Issues

ASSESSMENTS

Teachers will develop formative and summative assessments based on these rubrics:

Database Development
 Applications of Spreadsheets
 Designing a Web Site
 Desktop Publishing
 PowerPoint Presentation

Teachers will work collaboratively to develop a Challenge Assessment for this course.

EXCEL SPREADSHEET

GRADING RUBRIC

Standard	Advanced	Proficient	Basic	Below Basic
Standard #1: Is able to accurately and effectively utilize information in an existing spreadsheet	<p>Demonstrates mastery over the process of utilizing spreadsheet information.</p> <p>Able to arrange all data alphabetically or as requested.</p> <p>Able to transfer information to another page, including formulas and functions.</p> <p>Apply at least 3 formatting enhancements.</p>	<p>Carries out the use of spreadsheet information without significant error</p> <p>Data arranges in cells accurately.</p> <p>Data is transferred to another page including formatting.</p> <p>Apply at least 2 formatting enhancements.</p>	<p>Makes significant errors when using spreadsheet information</p> <p>Data is arranged in cells.</p> <p>Only data is transferred to another page.</p> <p>Formatting enhancements is limited to basic methods.</p>	<p>Makes critical errors when using spreadsheet information.</p> <p>Data is in an illogical order.</p> <p>Unable to transfer data to another page or workbook.</p> <p>No formatting is apparent.</p>
Standard #2: Is able to accurately create a new spreadsheet	<p>Demonstrates mastery over the process of creating a spreadsheet.</p> <p>All data is entered in logical sequence.</p> <p>All formula's follow Algebraic rules of order.</p> <p>Cell references are accurately used in all formulas and functions.</p> <p>Students will efficiently use functions when</p>	<p>Carries out the creation of a new spreadsheet without significant error.</p> <p>Most data entered logical sequence.</p> <p>Formula's follow Algebraic rules of order.</p> <p>Most formula's are written using cell reference.</p> <p>Student use of functions is demonstrated accurately.</p>	<p>Makes significant errors when creating a spreadsheet.</p> <p>Data is entered randomly.</p> <p>Most functions follow algebraic rules of order.</p> <p>Some formulas are written using cell references.</p> <p>Use of functions is limited to sum and average functions.</p> <p>Formatting is limited to auto format feature.</p>	<p>Makes critical errors when creating a spreadsheet.</p> <p>Minimal data is entered.</p> <p>Functions and formulas are inaccurate and produce false data.</p> <p>Cell reference is missing in formulas and functions.</p> <p>No formatting is evident or formatting is distracting.</p>

	applicable. Students will use formatting, including conditional, to enhance the end product.	Student use of formatting is evident to some extent.		
Standard #3: Is able to create graphs from spreadsheet data	<p>Demonstrates mastery over the process of creating graphs from a spreadsheet.</p> <p>Title is creative and clearly relates to the problem being graphed and the title is located at the top of the chart.</p> <p>X and Y-axis labels are clear and describes the units and variables.</p> <p>All units are described and are appropriately sized for the data set.</p> <p>Graph fits the data well and makes it easy to interpret.</p>	<p>Carries out the creation of graphs from a spreadsheet without significant error.</p> <p>Title clearly relates to the problem being graphed and is printed at the top of the page.</p> <p>X and Y-axis have a clear label that describes the units used for the variables.</p> <p>Most units are described and are appropriately sized for the data set.</p> <p>Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.</p>	<p>Makes significant errors when creating graphs from a spreadsheet.</p> <p>A title is present at the top of the graph.</p> <p>The X and Y-axis have a label.</p> <p>All units are described but are not appropriately sized for the data set.</p> <p>Graph distorts the data somewhat and interpretation of the data is somewhat difficult.</p>	<p>Makes critical errors when creating graphs from a spreadsheet.</p> <p>A title is not present.</p> <p>The X and Y-axis are not labeled.</p> <p>Units are neither described NOR appropriately sized for the data set.</p> <p>Graphs seriously distorts the data making interpretation almost impossible.</p>

Rubric: Database Development

Criteria	Advanced	Proficient	Basic	Below Basic
Accuracy Correctness,	<input type="checkbox"/> Correct sizes and types of fields were chosen (field definition), and data	<input type="checkbox"/> One error in field definition and alignment did not interfere with	<input type="checkbox"/> Two errors in field definition and alignment were serious enough to	<input type="checkbox"/> Reports were unusable because of errors in alignment and field

<p>precision, conformity to standard</p> <p>20 points</p>	<p><input type="checkbox"/> were properly aligned. All relevant data were identified and entered correctly in proper fields with no spelling errors.</p> <p><input type="checkbox"/> All duplication of data was eliminated.</p> <p><input type="checkbox"/> Design documentation was complete for each table and for the database as a whole.</p>	<p><input type="checkbox"/> understanding report. One error in identifying and entering data, or in spelling, did not interfere with using reports.</p> <p><input type="checkbox"/> Only one data item was duplicated.</p> <p><input type="checkbox"/> Design documentation was complete although it contained one error.</p>	<p><input type="checkbox"/> interfere with understanding report. Reports could be used, two errors in identifying and entering data, or in spelling, caused delay or other problems.</p> <p><input type="checkbox"/> Two data items were duplicated.</p> <p><input type="checkbox"/> Design documentation was missing critical information.</p>	<p><input type="checkbox"/> definition. Reports could not be used because of errors in data or in spelling.</p> <p><input type="checkbox"/> Duplication of data caused considerable waste when reports were used.</p> <p><input type="checkbox"/> Design documentation did not reflect the composition of the database.</p>
<p>Output</p> <p>The final product and its retrieval</p> <p>20 points</p>	<p><input type="checkbox"/> All request reports were generated accurately.</p> <p><input type="checkbox"/> Updated reports reflected accurate changes and additions to data.</p> <p><input type="checkbox"/> Information on reports was sorted accurately.</p> <p><input type="checkbox"/> Reports had concise, meaningful headings that accurately described data being reported.</p>	<p><input type="checkbox"/> All requested reports were generated with only one error.</p> <p><input type="checkbox"/> One error in changes and additions to data did not interfere with use of reports.</p> <p><input type="checkbox"/> One error in sorting did not limit use of reports.</p> <p><input type="checkbox"/> Reports had general headings to describe data.</p>	<p><input type="checkbox"/> Most requested reports had two errors.</p> <p><input type="checkbox"/> Two changes and additions were reflected inaccurately on updated reports.</p> <p><input type="checkbox"/> Two errors in sorting information appeared on reports.</p> <p><input type="checkbox"/> Some report headings were incomplete, or did not reflect data.</p>	<p><input type="checkbox"/> Requested reports were unavailable.</p> <p><input type="checkbox"/> Many changes and additions to database were missing or inaccurate.</p> <p><input type="checkbox"/> Reports contained much inaccurately sorted data.</p> <p><input type="checkbox"/> Many headings on reports did not reflect data being incomplete/missing.</p>
<p>Appearance</p> <p>Visual effect</p> <p>10 points</p>	<p><input type="checkbox"/> Reports were logically formatted, error-free, and stylistically consistent throughout.</p> <p><input type="checkbox"/> Data entry forms were neat, attractive, and easy to use.</p>	<p><input type="checkbox"/> Reports were logically formatted, error-free, with minor inconsistencies in style that did not detract from the report.</p> <p><input type="checkbox"/> Data entry forms were easy to use, but were dull or messy.</p>	<p><input type="checkbox"/> Reports included distracting errors in formatting, or contained enough variations in style to appear unprofessional.</p> <p><input type="checkbox"/> Data entry forms required some study to use.</p>	<p><input type="checkbox"/> Improper formatting and stylistic inconsistencies made reports quite difficult to read.</p> <p><input type="checkbox"/> Data entry forms were user-unfriendly.</p>

Rubric: Designing a Web Site

Criteria	Advanced	Proficient	Basic	Below Basic
<p>Content</p> <p>Information provided by the web site.</p> <p>30 points</p> <p>Definitions:</p> <p>Appeal: excites visitor to further investigation.</p> <p>Acceptable: visitor is satisfied but not excited by web site.</p>	<p><input type="checkbox"/> Web site's content was grammatically correct and free of punctuation, spelling, capitalization, and syntax errors.</p> <p><input type="checkbox"/> Website provided accurate, reliable content that satisfied its purpose.</p> <p><input type="checkbox"/> Content was presented in reader-friendly chunks, organizational aids (e.g., bullets, headings, side-headings, etc.) were used effectively.</p> <p><input type="checkbox"/> Author/Sponsor could be easily identified; full contact information was provided.</p> <p><input type="checkbox"/> Information, vocabulary and language appealed to targeted audience; content of screens was tailored to audience.</p> <p><input type="checkbox"/> Content of web pages was easy to understand due to the use of a logical progression of ideas.</p>	<p><input type="checkbox"/> Web site's content was free of grammar and spelling errors; punctuation, capitalization, and syntax errors did not limit visitor's understanding.</p> <p><input type="checkbox"/> Web site provided accurate, reliable content but included some information unrelated to its purpose.</p> <p><input type="checkbox"/> Content was presented in reader-friendly chunks, organizational aids were used sparingly.</p> <p><input type="checkbox"/> Author/Sponsor could be easily identified, contact information was sketchy.</p> <p><input type="checkbox"/> Information, vocabulary, and language were acceptable to targeted audience.</p> <p>Content of web pages was easy to understand but few (3 or less) ideas needed to be reorganized.</p>	<p><input type="checkbox"/> Web site's spelling, grammatical and syntax errors were distracting.</p> <p><input type="checkbox"/> Web site's accuracy and reliability were questionable; its content sent mixed messages about the purpose of the site.</p> <p><input type="checkbox"/> Content was inconsistent in its use of chunking; organizational aids were rarely used.</p> <p><input type="checkbox"/> Author/Sponsor could be easily identified; only an e-mail address was provided for further contact.</p> <p><input type="checkbox"/> Information was acceptable, but vocabulary and language left targeted audience uncomfortable.</p> <p>Content of web pages was vague in spots due to needed reorganization of ideas.</p>	<p><input type="checkbox"/> Web site's content contained so many spelling, grammatical, punctuation, capitalization, and syntax errors that its message was unclear.</p> <p><input type="checkbox"/> Web site provided inaccurate and/or unreliable content; its purpose could not be discerned.</p> <p><input type="checkbox"/> Content was unnecessarily lengthy and did not contain organizational aids.</p> <p><input type="checkbox"/> Name of author/sponsor was not found; only an e-mail address was provided for further contact.</p> <p><input type="checkbox"/> Information, vocabulary, and language were inappropriate for/unappealing to targeted audience.</p> <p><input type="checkbox"/> Content of web pages was ambiguous and presented in a haphazard manner.</p>

<p>Organization</p> <p>The flow of text, graphics, and pictures; the way in which the web site was put together.</p> <p>20 points</p>	<p><input type="checkbox"/> Clear, logical organizational system of grouping, labeling, and graphically arranging information met visitor's expectations.</p> <p><input type="checkbox"/> Visitor was able to determine where s/he was at any given time; easily moved around web site with any confusion.</p> <p><input type="checkbox"/> Appropriate number of menus was provided so that the visitor was able to access desired information quickly, without having to click through an endless series of nested menus.</p> <p><input type="checkbox"/> All pages linked together and were functional.</p>	<p><input type="checkbox"/> Author/Sponsor used a clear, logical organizational system of grouping and graphically arranging information; however, labeling was not intuitive for the visitor.</p> <p><input type="checkbox"/> Visitor was able to determine where s/he was at any given time; moving around the web site could have been simplified.</p> <p><input type="checkbox"/> Number of menus occasionally slowed down the visitor's access to desired information.</p> <p><input type="checkbox"/> All pages linked together; most links were functional.</p> <p><input type="checkbox"/> A few (3 or less) pages contained too many graphics.</p>	<p><input type="checkbox"/> Author/Sponsor used a clear organizational system for graphically arranging information; additional work needed on grouping and labeling of information.</p> <p><input type="checkbox"/> Visitor occasionally questioned where s/he was on the web site; moving around the web site could have been improved.</p> <p><input type="checkbox"/> Too few/many menus hindered access to information on the web site.</p> <p><input type="checkbox"/> Visitor encountered a number of dead links, but all pages linked together.</p> <p><input type="checkbox"/> Several pages contained too many images.</p>	<p><input type="checkbox"/> Fuzzy/illogical organizational system made visitor unable to predict what to expect from the web site when clicking on menus or links.</p> <p><input type="checkbox"/> Visitor was unsure as to where s/he was on the web site at any given time; visitor got lost moving around the web site.</p> <p><input type="checkbox"/> Number of menus seemed endless so that the visitor gave up on finding the desired information.</p> <p><input type="checkbox"/> Visitor had to close the web site to return to desired pages; the web site had few (3 or less) functional links.</p>
<p>Layout & Design</p> <p>All aspects that contribute to the appearance of the web site.</p> <p>50 points</p>	<p><input type="checkbox"/> Home page created a positive first impression; attractive, eye-catching, and interesting.</p> <p><input type="checkbox"/> Website was carefully designed for its target audience and to fit the dimensions of the average computer screen.</p> <p><input type="checkbox"/> Graphics were clear in intent and relevant.</p> <p><input type="checkbox"/> Web site maintained consistent rhythm, format, and unity throughout that reinforced graphic identity and provided sense of place.</p>	<p><input type="checkbox"/> First impression of home page was that it was attractive and interesting; but lacked the pizzazz needed to be eye-catching.</p> <p><input type="checkbox"/> Web site was carefully designed for its target audience; content extended beyond the dimensions of the average computer screen.</p> <p><input type="checkbox"/> Graphics were clear in intent and relevant; appearance of graphics was inconsistent.</p> <p><input type="checkbox"/> Web site maintained consistent rhythm and format, but unity needed</p>	<p><input type="checkbox"/> First impression of home page was that it needed minimal work to be attractive and interesting; lacked pizzazz.</p> <p><input type="checkbox"/> Web site's design occasionally appeared inappropriate for its target audience; content extended beyond the dimensions of the average computer screen.</p> <p><input type="checkbox"/> Intent of graphics was clear; their relevance and appearance were inconsistent.</p> <p><input type="checkbox"/> Web site maintained</p>	<p><input type="checkbox"/> Home page created a negative first impression; unattractive and bland, visitor quickly moved on to another site.</p> <p><input type="checkbox"/> Web site's target audience could not be ascertained from its design; constant horizontal and vertical scrolling was required to view web pages.</p> <p><input type="checkbox"/> Visitor questioned the intent and relevance of web-site graphics.</p> <p><input type="checkbox"/> Entire web site lacked consistent rhythm, format, and unity so that</p>

<input type="checkbox"/> All web pages had one focal point with other components tying in around it. <input type="checkbox"/> Clearly visible, relevant links were provided and took visitor to desired locations. <input type="checkbox"/> Size and positioning of images and use of animation created interest and enhanced the web site's purpose. <input type="checkbox"/> Overall appearance showed flair and originality that was inviting and pleasing to the eye. <input type="checkbox"/> Color was used appropriately to contrast with text; its use attracted attention and created interest in the web site. <input type="checkbox"/> Appropriate size and face of fonts were chosen so that fonts contributed to readability and desired style; font size varied appropriately for headings and text. <input type="checkbox"/> Design complemented web site's purpose and tone with white space used appropriately to present an uncluttered appearance and to be pleasing to the eye.	<input type="checkbox"/> additional work. <input type="checkbox"/> Most web pages had one focal point, with other components tying in around it. <input type="checkbox"/> Clearly visible, relevant links were provided; visitor did not always end up in right location, and/or links were dead. <input type="checkbox"/> Size and positioning of images and use of animation were not distracting to the visitor and supported the content of the web site. <input type="checkbox"/> Overall appearance was pleasing, but not attention-grabbing. <input type="checkbox"/> Color was used appropriately to contrast with text; its use was pleasing but not attention-grabbing. <input type="checkbox"/> Font size and face were easy to read, but did not contribute to overall style of presentation. <input type="checkbox"/> Design complemented web site's purpose and tone, but white space seemed somewhat out of balance.	<input type="checkbox"/> consistent rhythm; format and unity needed additional work. <input type="checkbox"/> Most web pages had one focal point, but other components seemed disconnected. <input type="checkbox"/> Links were provided but did not attract visitor's attention; visitor did not always end up in right location, and/or links were dead. <input type="checkbox"/> Size and positioning of images and use of animation were minimally distracting. <input type="checkbox"/> Color contrast was insufficient in a few (3 or less) places; its use had little effect on the overall web site. <input type="checkbox"/> Font sizes and faces appeared unrelated to web site's style, although information could be read with little difficulty. <input type="checkbox"/> Design was adequate to support web site's purpose and tone, but too little/much white space left layout looking cramped or elements unrelated.	<input type="checkbox"/> web pages appeared unrelated. <input type="checkbox"/> Components of the web page appeared disconnected with no clear focal point. <input type="checkbox"/> Links were not located on the web site. <input type="checkbox"/> Size and positioning of images were not appropriate or visually appealing throughout the web site. <input type="checkbox"/> Overall appearance was mundane and flavorless and did not attract the visitor. <input type="checkbox"/> Color contrast was insufficient throughout the web site; its use was bland or overpowering. <input type="checkbox"/> Size and face of fonts did not support the web site's style and were difficult to read. <input type="checkbox"/> Design was inappropriate for the web site's purpose and tone, with white space too prominent or unequal to the task.
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Rubric: Desktop Publishing

Criteria	Advanced	Proficient	Basic	Below Basic
Layout and Design All aspects that contribute to the appearance of the piece 25 points	<input type="checkbox"/> Margins and white space effectively used to be pleasing to the eye. <input type="checkbox"/> Appropriate size and face of fonts were chosen; fonts contributed to the readability and helped to create the desired style. <input type="checkbox"/> Size and weight of headlines attracted attention and guided the eye. <input type="checkbox"/> Overall appearance showed flair and originality that was inviting and pleasing to the eye. <input type="checkbox"/> Information was clearly legible and not overpowered by graphics.	<input type="checkbox"/> Design was well done with adequate margins, although white space was somewhat out of balance. <input type="checkbox"/> Font size and face were easy to read, but did not contribute to overall style of document. <input type="checkbox"/> Size and weight of headlines attracted attention, but did not guide the eye. <input type="checkbox"/> Overall appearance was pleasing, but not attention grabbing. <input type="checkbox"/> Information and graphics seemed to have equal weight on the page.	<input type="checkbox"/> Design was adequate, but too much/little white space left layout looking cramped or elements looking unrelated. <input type="checkbox"/> Font sizes and face appeared unrelated to product's message/purpose and tone, although information could be read with little difficulty. <input type="checkbox"/> Headlines did not attract attention. <input type="checkbox"/> Overall appearance was not unique. <input type="checkbox"/> Information was legible, but graphics were distracting.	<input type="checkbox"/> Margins and white space too prominent or unequal to the task. <input type="checkbox"/> Size and face of the fonts were difficult to read. <input type="checkbox"/> Headlines were too small or too large for position on the page. <input type="checkbox"/> Overall appearance did not attract the reader. <input type="checkbox"/> Information was difficult to read or overpowered by graphics.
Content The information communicated by the piece 20 points	<input type="checkbox"/> Project contained accurate, complete, documented information. <input type="checkbox"/> Caption matched graphics and was appropriate in length. <input type="checkbox"/> Project was grammatically correct, error-free, and easy to understand. <input type="checkbox"/> Information and language appropriate for targeted audience.	<input type="checkbox"/> Project contained complete documented information with minor errors that did not limit the understanding of project message. <input type="checkbox"/> Captions matched graphics with minor errors that did not cause misunderstanding. <input type="checkbox"/> Spelling and grammatical errors did not limit the understanding of projects message. <input type="checkbox"/> Information and language was acceptable for targeted audience.	<input type="checkbox"/> Project contained some errors that could result in misunderstanding. <input type="checkbox"/> Captions contained lengthy explanations of graphics. <input type="checkbox"/> Project's spelling and grammatical errors were distracting. <input type="checkbox"/> Information was acceptable , but use of language left the targeted audience unclear of the objective.	<input type="checkbox"/> Project contained numerous errors, and lacked documentation. <input type="checkbox"/> Captions did not clearly describe the graphics or were omitted. <input type="checkbox"/> Project contained so many spelling and grammatical errors that its message was unclear. <input type="checkbox"/> Information and language were inappropriate for targeted audience.

<p>Graphics and Illustrations</p> <p>All elements that are not text</p> <p>15 points</p>	<p><input type="checkbox"/> Graphics were appropriate and supported/completed project's message.</p> <p><input type="checkbox"/> All graphics and illustrations were sized, scaled, cropped, and positioned to appeal to the reader.</p> <p><input type="checkbox"/> Color use attracted attention and created interest in the document.</p>	<p><input type="checkbox"/> Chosen graphics were appropriate but did not add to project's message.</p> <p><input type="checkbox"/> Size, scale, cropping, and positioning of graphics and illustrations were not distracting to the reader.</p> <p><input type="checkbox"/> Color use was pleasing, but not attention-grabbing.</p>	<p><input type="checkbox"/> Graphics were easily overlooked when considering the overall project.</p> <p><input type="checkbox"/> Graphics were minimally distracting because of size, scale, cropping, or position.</p> <p><input type="checkbox"/> Color use had little effect on the overall project.</p>	<p><input type="checkbox"/> Graphics were inappropriate for the project.</p> <p><input type="checkbox"/> Size, scale, cropping, and position of graphics were not appropriate or visually pleasing.</p> <p><input type="checkbox"/> Color use was uninteresting or overpowering.</p>
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Rubric: PowerPoint Presentation

Criteria	Advanced	Proficient	Basic	Below Basic
Content 5 points	<input type="checkbox"/> Information is completely accurate, relevant, engaging, and critical thinking/research are evident.	<input type="checkbox"/> 2 or less facts inaccurate, knowledge of subject and research are incomplete.	<input type="checkbox"/> 4 or more facts are inaccurate, demonstrate little knowledge of subject, little research.	<input type="checkbox"/> Inaccurate information, not developed, lack of critical thinking and research.
Spelling and Grammar 5 points	<input type="checkbox"/> Presentation has no misspellings or grammatical errors.	<input type="checkbox"/> Presentation has no more than 2 misspellings and/or grammatical errors, which did not hinder presentation.	<input type="checkbox"/> Presentation had 3 misspellings and/or grammatical errors.	<input type="checkbox"/> Student presentation had 4 or more misspelling and/or grammatical errors which hindered delivery of presentation.
Organization and Sequence 5 points	<input type="checkbox"/> Student presents information in a logical, interesting, creative, and appealing sequence which audience can follow.	<input type="checkbox"/> Student presents information in a logical sequence which audience can follow.	<input type="checkbox"/> Audience had difficulty following presentation because student jumps around.	<input type="checkbox"/> Audience cannot understand presentation because there is no sequence of information.
Design 5 points	<input type="checkbox"/> Use of slides that are balanced, proportional, have style and pizzazz that capture and hold the audience.	<input type="checkbox"/> Graphics and color appropriate to topic and support the message.	<input type="checkbox"/> Little support in slide design regarding topic, background is unrelated.	<input type="checkbox"/> Blank, confusing and cluttered slides. Exaggerated effort on graphics and special effects.
Enhancements and Creativity 5 points	<input type="checkbox"/> All graphics are appropriate and contribute to presentation.	<input type="checkbox"/> Most graphics enhance and are appropriate to presentation. (4 or more)	<input type="checkbox"/> Limited graphics and special effects (3 or less)	<input type="checkbox"/> No graphics and/or special effects
Sources 5 points	<input type="checkbox"/> All sources of information are properly cited to determine credibility.	<input type="checkbox"/> Most sources(4 or more) use proper citation to check accuracy.	<input type="checkbox"/> Few (3 or less) sources and sometimes appropriate citation guidelines are used.	<input type="checkbox"/> No sources are included. No method to check validity of information.
Delivery 5 points	<input type="checkbox"/> Student uses clear voice, eye contact, strong voice projection, and correct and concise pronunciation.	<input type="checkbox"/> Student voice is clear, pronounces most words correctly.	<input type="checkbox"/> Student incorrectly pronounces terms and audience has difficulty hearing presentation.	<input type="checkbox"/> Student mumbles, incorrectly pronounces terms and speaks too quietly for all of audience to hear.

Required/Approved Textbooks and Materials:

To be determined