

PLANNED COURSE CURRICULUM GUIDE COMPUTER PROGRAMMING I

I. COURSE DESCRIPTION AND INTENT:

This course will instruct students to develop, create, write, test, debug, maintain, and reengineer interactive Window applications using Visual Basic 6.0 version IDE. Research on various computer programmers, programming languages, along with computer ethical and legal issues will also be included.

A GREAT PLACE TO LEARN!



II. INSTRUCTIONAL TIME:

Class Periods: Class Periods: 180 days; 120 clock hours

Length of Class Periods (minutes): 42 minutes

Length of Course: 180 days; 1 full school year

Unit of Credit: One

Course Weight: One

PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #XVI:

Privacy and Ethics: Describe, analyze, develop, and follow policies for managing privacy and ethical issues in organizations and in a technology-based society.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>XVI.1 Analyze various information technologies to distinguish privacy and ethical issues and problems.</p>	<p>Computer Ethics and Issues:</p> <p>XVI.1 Students will view the Computer Ethics and Issues Power Point Presentation and complete guided notes.</p> <p>XVI.1 Question & Answer session with discussion on presentation content.</p> <p>XVI.1 Students will research a computer worm or virus of their choice and present to the class.</p> <p>XVI.1 Students will memorize The Ten Commandments of Computer Ethics.</p>	<p>XVI.1 Students' questions, answers, and discussion during presentation.</p> <p>XVI.1 Students' Computer Worm or Virus Research paper</p> <p>XVI.1 Students' recitation of The Ten Commandments of Computer Ethics</p>	<p>XVI.1 Computer Ethics and Issues Power Point Presentation.</p> <p>XVI.1 Computer Ethics and Issues Power Point Presentation guided notes and key.</p> <p>XVI.1 Computer Worm or Virus Research Paper Instructions and Rubric</p> <p>XVI.1 Computer Ethics Handouts</p> <p>XVI.1 The Ten Commandments of Computer Ethics handouts</p> <p>XVI.1 Computer Projector Power Point software</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #XV:

Risk Management: Design and implement risk management policies and procedures for information technology.

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<p>STANDARD</p> <p>XV.1 Implement procedures used to restart and recover from situations, such as system failure and viral infection.</p> <p>XV.2 Identify control to prevent loss of integrity of data and other information resources.</p>	<p>Computer Ethics and Issues:</p> <p>XV.1-2 Students will be introduced to tutorials, tools, and various anti-virus software and Web sites to remedy and prevent system loss or downtime.</p> <p>XV.1-2 Students will find an online tool to fix their specific worm or virus they researched.</p> <p>XV.1-2 Students will have a chance to install anti-virus software on home computers among various free anti-virus software sites.</p>	<p>XV.1-2 Students' search for online tools to fix virus or worm.</p> <p>XV.1-2 Students' success at installing free anti-virus software on home computer.</p> <p>XV.1-2 Students' input, questions and answers during topic discussion.</p>	<p>XV.1-2 Computer Remedies handouts</p> <p>XV.1-2 Computer Anti-Virus Software handout</p> <p>XV.1-2 Computer Internet Connection Computer Paper</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

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<p>STANDARD</p> <p>XVI.2 Develop organization policy for the legal and ethical use of information.</p>	<p>Computer Ethics and Issues:</p> <p>XVI.2 Students will view different corporate Computer Policies and discuss the need for each policy and procedure.</p> <p>XVI.2 Students will research computer use and access policies of the Pine Grove Area School District which they will take home and have parents and selves sign.</p> <p>XVI.2 Students will research computer use and access policies of companies and schools on the Internet, make notes of various implementations, and present to the class.</p> <p>XVI.2 Students will develop a Computer Use and Access Policy for our school district: students/faculty/administration.</p>	<p>XVI.2 Students' questions, answers, and discussion during presentation.</p> <p>XVI.2 Students' Computer Use & Access Policy</p> <p>XVI.2 Students' presentation of Internet research on Computer Policies to the class.</p>	<p>XVI.2 Computer Use & Access Policies of various companies</p> <p>XVI.2 Computer Use Policy of School District</p> <p>XVI.2 Computer Internet Connection Computer Paper</p> <p>XVI.2 Computer Policy Handouts</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #XV:

Risk Management: Design and implement risk management policies and procedures for information technology.

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<p>STANDARD</p> <p>XV.3 Identify and apply federal and state legislation pertaining to computer crime, fraud, and abuse.</p>	<p>Computer Ethics and Issues:</p> <p>XV.3 Students will view A & E 20th Century Fox with Mike Wallace Criminals in Cyberspace video and complete guided notes.</p> <p>XV.3 Students will discuss the answers to the guided notes and receive Computer Legislation Handout.</p> <p>All Standards addressed in Computer Ethics and Issues Unit: Students will take a Chapter Test on Computer Ethics and Issues.</p>	<p>XV.3 Students' questions, answers, and discussion during presentation.</p> <p>XV.3 Students' performance on guided notes.</p> <p>All Standards addressed in Computer Ethics and Issues Unit: Students' performance on the Computer Ethics and Issues Chapter Test according to the key.</p>	<p>XV.3 A & E 20th Century Criminals in Cyberspace with Mike Wallace video</p> <p>XV.3 A & E 20th Century Criminals in Cyberspace with Mike Wallace video Guided Notes & Key</p> <p>XV.3 Computer Projector</p> <p>XV.3 Computer Legislation Handouts</p> <p>All Standards addressed in Computer Ethics and Issues Unit: Computer Ethics and Issues Chapter Test & Key</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Information Technology Academic Content Standard #XVII:

Information Technology Careers: Describe positions and career paths in information technology.

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<p>STANDARD</p> <p>XVII.1 Identify positions and career paths in the field of information technology.</p> <p>XVII.2 Identify common tasks performed by information technology workers.</p> <p>XVII.3 Describe education, experience, skills, and personal requirements for careers in information technology.</p> <p>XVII.4 Identify and recognize the benefits of industry certifications in various information technology fields.</p> <p>XVII.5 Describe the experience and skill requirements for industry certification in various information technology fields.</p> <p>XVII.6 Recognize the impact of technological change on information technology positions and the resulting need for lifelong learning and retraining.</p>	<p>Computer Ethics and Issues:</p> <p>XVII.1-6 Students will view Information Technology Careers listing and select one career that they may be interested in pursuing.</p> <p>XVII.1-6 Students will research that particular career using online, hard copy, and guidance information/resources.</p> <p>XVII.1-6 Students will create a research project presentation and present to the class.</p>	<p>XVII.1-6 Students' questions, answers, and discussion during presentation.</p> <p>XVII.1-6 Students' Information Technology Career Research Presentation.</p>	<p>XVII.1-6 Information Technology Careers Listing</p> <p>XVII.1-6 Information Technology Career Research Project Instructions and Rubric</p> <p>XVII.1-6 Computer Internet Connection Computer Paper</p> <p>XVII.1-6 College and Technical School Manuals and Catalogues</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.1 Identify and explain the function of common programming structures.</p> <p>IX.2 Differentiate between source and object code.</p> <p>IX.4 Identify and define the coding task.</p> <p>Introduction to Visual Basic, page VB I.1</p>	<p>OBJECTIVES OF CHAPTER:</p> <ul style="list-style-type: none"> • Describe programs, programming applications, and application development. • List six principles of user interface design. • Describe each of the steps in the program development life cycle. • Define structured programming. • Read and understand a flowchart. • Read and understand a HIPO Chart. • Explain sequence, selections, and repetition control structures. • Describe object-oriented programming. • Define the terms objects, properties, methods, and events. • Read and understand a generalization hierarchy. • Read and understand an object structure diagram. • Read and understand an event diagram. • Define & explain encapsulation, inheritance, and polymorphism. • Describe rapid application development (RAD) and prototyping. • Describe VBA, VBScript, and the Visual Basic language. <p>IX.1-2,4 Students will read Introduction Chapter pages VB I.1-VB I.18 in segments followed by lecture, discussion, and Q & A session.</p>	<p>IX.1-2,4 Students' input, questions, and answers during lecture and question & answer session.</p>	<p>IX.1-2,4 <u>Shelly Cashman Series: Microsoft Visual Basic 6.0: Complete Concepts and Techniques</u> by Shelly, Cashman, Repede, & Mick, 1999, Course Technology</p> <p>IX.1-2,4 Computers Visual Basic 6.0 IDE Software Computer Paper</p> <p>IX.1-2,4 Object-Oriented Programming Quiz</p>

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<p>STANDARD IX.1 Identify and explain the function of common programming structures.</p> <p>IX.2 Differentiate between source and object code.</p> <p>IX. 4 Identify and define the coding task.</p> <p>Introduction to Visual Basic, page VB I.1, cont.</p>	<p>IX.1-2,4 Students will take Object-Oriented Programming Quiz</p> <p>IX.1-2,4 Teacher lecture and demonstration of flow charts followed by discussion, question & answer session, and completion of Flow Chart Learn Sheet.</p> <p>IX.1-2,4 Students will take the Structured Programming Quiz</p> <p>IX.1-2,4 Students will complete the Test Your Knowledge Exercises 1-4 on pages VB I.1.19-1.22.</p> <p>IX. 1-2,4 Students will complete Apply Your Knowledge on pages VB 1.23-1.24.</p> <p>IX.1-2,4 Students will complete In the Lab Exercises 1-4 on page VB.1.25.</p>	<p>IX.1-2,4 Students' input, questions, and answers during lecture and question & answer session.</p> <p>IX.1-2,4 Students' performance on:</p> <ul style="list-style-type: none"> • OOP Quiz • Flow Chart Learn Sheet • Structured Programming Quiz • Test Your Knowledge Exercises • Apply Your Knowledge Exercises • In the Lab Exercises <p>according to keys.</p>	<p>IX.1-2,4 <u>Shelly Cashman Series: Microsoft Visual Basic 6.0: Complete Concepts and Techniques</u> by Shelly, Cashman, Repede, & Mick, 1999, Course Technology</p> <p>IX.1-2,4 Computers Visual Basic 6.0 IDE Software Computer Paper</p> <p>IX.1-2,4 End of Chapter Exercises Key</p> <p>IX.1-2,4 Object-Oriented Programming Quiz & Key</p> <p>IX.1-2,4 Flow Chart Handouts.</p> <p>IX.1-2,4 Structured Programming Quiz & Key</p> <p>IX.1-2,4 Flow Chart Overhead Transparencies</p> <p>IX.1-2,4 Flow Chart Learn Sheet & Key</p>

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<p>STANDARD</p> <p>IX.1 Identify and explain the function of common programming structures.</p> <p>IX.2 Differentiate between source and object code.</p> <p>IX. 4 Identify and define the coding task.</p>	<p>Developing Computer Logical Thinking</p> <p>IX.1-2,4 Teacher lecture and demonstration of Computer Logical Thinking and developing those skills followed by discussion and question & answer session.</p> <p>IX.1-2,4 Students will complete the Peanut Butter & Jelly Sandwich Pseudocode Exercise.</p> <p>IX.1-2,4 Students will complete the Computer Logic Flow Chart Advanced Organizer</p> <p>IX. 1-2,4 Students will convert pseudocode to a Flow Chart diagram.</p> <p>IX.1-2,4 Students will present their flowcharts to the class.</p>	<p>IX.1-2,4 Students' input, questions, and answers during lecture and question & answer session.</p> <p>IX.1-2,4 Students' performance on:</p> <ul style="list-style-type: none"> • PB & J Sandwich Pseudocode • Computer Logic Flow Chart Advanced Organizer • Pseudocode Conversion to Flow Chart • Students' flow chart presentations <p>according to keys.</p>	<p>IX.1-2,4 <u>Shelly Cashman Series: Microsoft Visual Basic 6.0: Complete Concepts and Techniques</u> by Shelly, Cashman, Repede, & Mick, 1999, Course Technology</p> <p>IX.1-2,4 Computers</p> <p style="padding-left: 40px;">Visual Basic 6.0 Software</p> <p style="padding-left: 40px;">Computer Paper</p> <p style="padding-left: 40px;">Overhead Projector</p> <p style="padding-left: 40px;">In Focus Projector</p> <p>IX.1-2,4 PB & J Sandwich Pseudocode Instruction Sheet & Key</p> <p>IX.1-2,4 PB & J Conversion Key.</p> <p>IX.1-2,4 Computer Logic Flow Chart Advanced Organizer</p> <p>IX.1-2,4 Flow Chart Overhead Transparencies</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

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<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX.11 Test and debug code.</p> <p>Project One: Building an Application, page VB 1.1</p>	<p>OBJECTIVES OF CHAPTER:</p> <ul style="list-style-type: none"> • Start Visual Basic. • Select SDI Development Environment options. • Start a new Visual Basic project. • Change the size and location of a form. • Add controls to a form. • Describe the functions of the Label, TextBox, and CommandButton controls. • Move and resize controls on a form. • Set properties of controls. • Set a form's Name property. • Write an event procedure. • Use the Val function and SetFocus method within code statements. • Document code with comment statements. • Save a Visual Basic project. • Print an application's form and code. • Open and exiting Visual Basic project. • Use Visual Basic Help <p>IX.5-8,11 Students will read Chapter 1 pages VB 1.1-VB 1.56 in segments followed by lecture, discussion, and question & answer session.</p> <p>IX. 5-8,11 Teacher will demonstrate VB Toolbox props to introduce the various VB Tools.</p>	<p>IX.5-8,11 Students' input, questions, and answers during lecture and question & answer session.</p>	<p>IX.5-8,11 <u>Shelly Cashman Series: Microsoft Visual Basic 6.0: Complete Concepts and Techniques</u> by Shelly, Cashman, Repede, & Mick, 1999, Course Technology</p> <p>IX.5-8,11 Computers Visual Basic 6.0 Software Computer Paper Makeshift Computer Toolbox</p> <p>IX.5-8,11 Visual Basic ToolBox Handout</p>

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<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX.11 Test and debug code.</p> <p>Project Two: Working with Intrinsic Controls and ActiveX Controls, page VB 2.1</p>	<p>OBJECTIVES OF CHAPTER:</p> <ul style="list-style-type: none"> • Describe the differences between intrinsic controls and ActiveX controls. • Use a ListBox control in an application. • Use a Shape control in an application. • Use a CheckBox control in an application. • Use an OptionButton control in an application. • Build an OptionButton group. • Use a Frame control in an application. • Use the CommonDialog control. • Copy controls on a form. • Add ActiveX controls to the Toolbox. • Set properties of TextBox controls. • Set properties of Label controls. • Name controls. • Copy code between procedures in the Code Window. • Use code to concatenate text. • Use the AddItem and ShowColor methods. • Declare a variable. • Use variables & constants within code. • Use arithmetic & comparison operators. • Use the If...Then...Else code structure. • Incorporate the ENTER key in applications. • Save & run an application. <p>IX.5-8,11 Students will read Project 2 pages VB 2.1-VB 2.56 in segments followed by lecture, discussion, and question & answer session</p>	<p>IX.5-8,11 Students' input, questions, and answers during lecture and question & answer session.</p>	<p>IX.5-8,11 <u>Shelly Cashman Series: Microsoft Visual Basic 6.0: Complete Concepts and Techniques</u> by Shelly, Cashman, Repede, & Mick, 1999, Course Technology</p> <p>IX.5-8,11 Computers Visual Basic 6.0 IDE Software Computer Paper</p> <p>IX.5-8,11 Visual Basic Properties Handouts</p> <p>IX.5-8,11 Visual Basic Operator Handouts</p>

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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

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LEARNING STANDARDS AND CONTENT ACTIVITIES

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LEARNING STANDARDS AND CONTENT ACTIVITIES

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LEARNING STANDARDS AND CONTENT ACTIVITIES

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<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 1: Construction Plan for Rock, Paper, Scissors Game</p>	<p>OBJECTIVES OF CHAPTER:</p> <p>This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • A form that contains the user interface. • Label controls for changing game information and for labeling that information. • Command buttons for operations of the game. <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • The Click event procedure. • Select Case statements • Randomize and Rnd functions. <p>IX.5-9,11 Students will read Game One Construction Plan on pages 1-15 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 16 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 2: Construction Plan for Mix and Match Cartoons Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Producing drawings that fit together to form a figure. • Creating parallel arrays. • Handling user interactions. • Controlling user input. <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • Image controls • Control arrays of image controls • ListBox controls • The Break button and the Immediate window. <p>IX.5-9,11 Students will read Game Two Construction Plan on pages 17-29 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 29 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 3: Construction Plan for Chance Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Data representation • Creating a user interface • Initialization • Indexing • Presenting feedback for user interaction • Random events <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • For...Next statement; Message boxes • Select Case statement; Randomize & Rnd functions • Control arrays; Image control objects • The Bread button and the Immediate window. <p>IX.5-9,11 Students will read Game Three Construction Plan on pages 31-42 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 42 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 4: Construction Plan for Memory Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Data representation • Creating a user interface • Initialization; Indexing • Presenting feedback for user interaction • Random events <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • For...Next statement; Message boxes • Select Case statement; Randomize & Rnd functions • Control arrays; Image control objects • The Bread button and the Immediate window. <p>IX.5-9,11 Students will read Game Four Construction Plan on pages 43-59 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 59 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 5: Construction Plan for Hangman Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Arrays • Feedback to Player <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • Nested IF statements • String functions • Image controls and changing image controls during run time • Dynamic loading of controls • Message boxes • Multiple events <p>IX.5-9,11 Students will read Game Five Construction Plan on pages 61-80 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 80 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 6: Construction Plan for Cannonball Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Animation • Coordinate systems to specify positions on the screen. • Processing and controlling player input. <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • Shapes (lines, circles, rectangles) • Built-in mathematical functions • Timer Control • Mouse Events (MouseDown, MouseUp, MouseMove) • Menu commands <p>IX.5-9,11 Students will read Game Six Construction Plan on pages 83-106 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 106 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 7: Construction Plan for Quiz Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Database creation & management; Error handling • Coding patterns for answers using wild card • Screen design for two-person play • Choice of events by player <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • Bind data control using Data Object & Recordsets • SQL (Structured Query Language) • Like operator for detecting string patterns • Activate event for forms • KeyDown for use of function keys <p>IX.5-9,11 Students will read Game Seven Construction Plan on pages 109-140 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 140 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 8: Construction Plan for Minesweeper Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Creation of a data structure to represent data in two dimensions (rows & columns) • Translation between one- and two-dimensional representations of the minefield • Recursion <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • Control arrays •MouseDown and MouseUp events • A Timer control to display elapsed time. <p>IX.5-9,11 Students will read Game Eight Construction Plan on pages 143-175 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 176 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 9: Construction Plan for Tic Tac Toe Game</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Data representation, including structure with implicit relationships • Replication of a familiar paper-and-pencil user interface: Indexing • Initialization & re-initialization of the game • Modularity & extensibility of programs • Two-dimensional arrays • Nested For...Next loops <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • Interaction of events; Layered graphics • Option buttons; Change event procedure • Control arrays; Boolean variables; Nested loops <p>IX.5-9,11 Students will read Game Nine Construction Plan on pages 177-203 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 203 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming and Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Game 10: Construction Plan for The Best Scores Feature</p>	<p>OBJECTIVES OF CHAPTER: This game's programming concepts, skill, and tools will include:</p> <ul style="list-style-type: none"> • Setting up a test for a specific feature • General file concepts <p>The Visual Basic features used to construct this game include:</p> <ul style="list-style-type: none"> • File handling; Type definitions • String variables of a fixed length • The Inputbox command for reading user input • Exit statements out of For...Next loops • Manipulation of arrays <p>IX.5-9,11 Students will read Game 10 Construction Plan on pages 205-219 in segments followed by lecture, discussion, question & answer session, and coding segments involving:</p> <ol style="list-style-type: none"> 1. Create User Interface 2. Set properties. 3. Write code. 4. Maintain & debug code. <p>IX.5-9,11 When finished with game construction, students will add their choice of optional enhancement(s) found on page 219 for extra credit.</p> <p>IX.5-9,11 Students will present their Enhanced Games to the class.</p>	<p>IX.5-9,11 Students' input, questions, and answers during lecture, question & answer session, and coding segments.</p> <p>IX.5-9,11 Students' performance on Game construction.</p> <p>IX.5-9,11 Students' success in adding optional enhancements.</p>	<p>IX.5-9,11 <u>Programming Games with Microsoft Visual Basic 6.0</u>, by Catherine Muir Dwyer & Jeanine Meyer, 2001, Course Technology</p> <p>IX.5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Entrepreneurship Academic Content Standard #I:

Entrepreneurs and Entrepreneurial Opportunities: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Characteristics of an Entrepreneur</p> <p>I.A.1 Analyze the degree to which one possesses the characteristics of an entrepreneur.</p> <p>Term Project One</p>	<p>I.A.1 Students will research using online and hard copy resources a successful computer programmer. They can choose from:</p> <ol style="list-style-type: none"> 1. Bill Gates 2. Steve Jobs 3. Steve Wozniak 4. Bob Cringley 5. Will Wright 6. Programmer of Student's choice with teacher approval <p>I.A.1 Students will present their findings in a presentation form with a demonstration, if available.</p>	<p>I.A.1 Students' performance on research presentation and demonstration.</p>	<p>I.A.1 Programmer Research Paper Instructions and Rubric</p> <p>I.A.1 Computers Computer Paper InFocus Projector Internet connection District MLA Guidelines</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #XIV:

Technical Support and Training: Develop the technical and interpersonal skills and knowledge to support the user community.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>XIV.1 Develop technical writing and communications skills to work effectively with diverse groups of people.</p> <p>XIV.2 Develop a customer-oriented service approach to users.</p> <p>Term Project Two</p>	<p>XIV.1-2 Students will compile and develop a user's manual for the game of their choice in the Games textbook.</p> <p>XIV.1-2 Students will present their manuals to the class for inspection and a test run.</p>	<p>XIV.1-2 Students' performance on game user manual and peer evaluation.</p>	<p>XIV.1-2 Game User's Manual Instructions and Rubric</p> <p>XIV.1-2 Peer Evaluation Forms</p> <p>XIV.1-2 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector Internet connection Dictionary Writing Resources District MLA Guidelines</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IV:

Information Technology & Major Business Functions: Describe the information technology components of major business functions and explain their interrelationships.

<p style="text-align: center;">ESSENTIAL CONTENT PERFORMANCE STANDARD</p>	<p style="text-align: center;">CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i></p>	<p style="text-align: center;">ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</p>	<p style="text-align: center;">RESOURCES AND MATERIALS</p>
<p>STANDARD</p> <p>IV.1 Identify and explain the major components of marketing information technology and their interrelationships.</p> <p>IV.2 Identify and explain the major components of accounting/finance information technology and their interrelationships.</p> <p>IV.3 Identify and explain the major components of manufacturing information technology and their interrelationships.</p> <p>IV.4 Identify and explain the major components of human resource management information technology and their interrelationships.</p> <p>Term Project Three</p>	<p>IV.1-4 Students working in groups will research a real-life business application in either one of the four fields: Marketing, Accounting & Finance, Manufacturing, or Human Resource Management and tie it into the Visual Basic Language and its user-friendliness.</p> <p>IV.1-4 Student groups will present their research to the class.</p>	<p>IV.1-4 Students' performance on business application research, presentation, and teamwork skills.</p>	<p>IV.1-4 Windows Business Application Identification and Relational Research and Rubric</p> <p>IV.1-4 Group Member Evaluation Forms</p> <p>IV.1-4 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector Internet connection Dictionary Writing Resources District MLA Guidelines</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Programming & Application Development: Design, develop, test, and implement programs.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>IX.3 Choose the appropriate language or application development tool for the task.</p> <p>IX.5 Apply design principles to programming tasks.</p> <p>IX.6 Develop procedural and object-oriented programs.</p> <p>IX.7 Maintain and reengineer existing code.</p> <p>IX.8 Use application development tools to create code.</p> <p>IX. 9 Code common tasks (e.g., creating, adding, deleting, sorting, and updating records).</p> <p>IX.11 Test and debug code.</p> <p>Term Project Three: Operation CopyCat</p>	<p>IX.3, 5-9,11 Students will visit the Web site: www.fica.k12.nf.ca/grassroots/visualbasic/downloads.htm to play the ten games written by high school Visual Basic Class students.</p> <p>IX.3, 5-9,11 Students will write the code of their choice to copycat the game, and then add enhancements to the game.</p> <p>IX.3, 5-9,11 Fellow students will play games and rate them according to the original game and added enhancements.</p>	<p>IX.3, 5-9,11 Students' performance on copycat code, enhancements, and peer evaluation.</p>	<p>IX.3,5-9,11 Visual Basic CopyCat Game Instructions and Rubric</p> <p>IX.3,5-9,11 Peer Evaluation Forms</p> <p>IX.3,5-9,11 Computers Visual Basic 6.0 IDE Software Computer Paper InFocus Projector Internet connection Dictionary Writing Resources District MLA Guidelines</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology Academic Content Standard #IX:

Information Retrieval: Gather, evaluate, use, and cite information from information technology sources.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>VII.1 Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity.</p> <p>Term Project Four: Tutorial Review</p>	<p>IX.3, 5-9,11 Students will find Visual Basic tutorials and other resources on-line or hard copy and rate them according to preset criteria.</p>	<p>IX.3, 5-9,11 Students' performance on Visual Basic Resource Evaluation & Comparison.</p>	<p>IX.3,5-9,11 Visual Basic Resource Evaluation Instructions and Rubric</p> <p>IX.3,5-9,11 Computers Visual Basic 6.0 Software Computer Paper InFocus Projector Internet connection Dictionary Writing Resources District MLA Guidelines</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Midterm and Final Examinations

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD All standards set forth in course curriculum.	Students will take a cumulative Midterm and Final Examination on specified dates mandated by school administration.	Students' performance on the Midterm and Final Examinations.	Midterm Examination & Key Final Examination & Key