Computer Skills & Applications

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION | Career and Technical Education

6207 Summer 2011
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DISCLAIMER STATEMENT

Contributions of many individuals and from many written resources have collectively made this curriculum guide possible. The major authors, however, do not claim or guarantee that its contents will eliminate acts of malpractice or negligence. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

This guide was developed with federal CARL D. PERKINS Career and Technical Education ACT of 2006 funds.

Career and Technical Education
North Carolina Department of Public Instruction
6361 Mail Service Center Raleigh, NC 27699-6361

All materials in this guide may be reproduced for educational purposes only.
This curriculum guide, Computer Skills and Applications, was developed to assist teachers in preparing students to meet the North Carolina State Board of Education’s Guiding Mission “that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.” The course is rigorous and relevant, is based on state and national content standards, and engages technology to teach today’s generation of students. Related business and industry partners have endorsed this course as one that helps to prepare students for high-skill, high-wage, and/or high-demand occupational opportunities.

This middle school course is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts, and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced. Work based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

This guide contains instructional activities that enhance the core academic areas of reading, writing, and mathematics. It includes instructional support materials and performance assessments that are aligned to the course content. Formative assessments provide continuous feedback to measure student learning throughout the course. A companion classroom assessment bank — aligned, valid, and reliable — is available for your use after the first year of implementation and provides summative assessments for each objective.

The North Carolina Department of Public Instruction’s Career and Technical Education division developed this guide using two dimensions of Revised Bloom’s Taxonomy present in A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives (Addison Wesley Longman, Inc., 2001). We are grateful to the course developers for their work.

We trust these significant efforts will guide North Carolina’s teachers in their mission to prepare globally competitive students for a successful, 21st-century life.
ACKNOWLEDGEMENTS

Many Business, Finance, and IT Educators and business and industry leaders have given a great deal of time and energy to the development of the blueprint and content/teaching outline for this course. Without the collaboration of knowledgeable and committed professionals, it would not be possible to provide current curriculum materials necessary for effective instruction in Business and IT Education programs. The continual advancement of technology and constant changes in the technology industry make collaboration an essential part of the process of preparing young people to become competent members of the workforce.

The following business educators are commended for their professionalism in the process of researching, collaborating, developing, and editing the Computer Skills and Applications curriculum:

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Instructors Guide

The course contains the following parts.

Blueprint

The course has no course blueprint.

Modules

Computer Skills and Applications is split into 12 different modules. Each module will include 12-15 hours of course work (approximately 3 weeks). LEAs will determine at the local level which modules to offer based on local needs. Students may repeat modules as needed. Modules will include the following:

- Digital Literacy (6 Weeks – Recommended 8th Grade)
- Keyboarding Module 1 – Alpha Keys
- Keyboarding Module 2 – Number/Symbol and Numeric Keypad
- Keyboarding Module 3 – Building Speed and Accuracy
- Word Processing Basics and Business Correspondence
- Word Processing Advanced Business Documents
- Spreadsheet Basics and Formulas
- Spreadsheet Charts and Advanced Features
- Database Basics
- Presentation Basics
- Presentations Techniques
- Desktop Publishing Basics
## Computer Skills and Applications Modules and Sequencing Options

### 18 Week Option (All Modules – 6th and 7th Grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Modules</th>
</tr>
</thead>
</table>
| 6th   | - Keyboarding Module 1 – Alpha Keys  
        - Keyboarding Module 2 – Number/Symbol and Numeric Keypad  
        - Keyboarding Module 3 – Building Speed and Accuracy  
        - Word Processing Basics and Business Correspondence  
        - Word Processing Advanced Business Documents  
        - Desktop Publishing Basics |
| 7th   | - Keyboarding Module 3 – Building Speed and Accuracy  
        - Presentation Basics  
        - Presentation Techniques  
        - Spreadsheet Basics and Formulas  
        - Spreadsheet Charts and Advanced Features  
        - Database Basics |
| 8th   | - Elective (6208 Exploring Business, Marketing, and Entrepreneurship) |

### 18 Week Option (All Modules – No 6th Grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Modules</th>
</tr>
</thead>
</table>
| 7th   | - Keyboarding Module 1 – Alpha Keys  
        - Keywording Module 2 – Number/Symbol and Numeric Keypad  
        - Keyboarding Module 3 – Building Speed and Accuracy  
        - Word Processing Basics and Business Correspondence  
        - Word Processing Advanced Business Documents  
        - Desktop Publishing Basics |
| 8th   | - Presentation Basics  
        - Presentation Techniques  
        - Spreadsheet Basics and Formulas  
        - Spreadsheet Charts and Advanced Features  
        - Digital Literacy (6 Weeks) |

### 18 Week Option (Keyboards Skills not necessary)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Modules</th>
</tr>
</thead>
</table>
| 7th   | - Keyboarding Module 3 – Building Speed and Accuracy  
        - Word Processing Basics and Business Correspondence  
        - Word Processing Advanced Business Documents  
        - Desktop Publishing Basics  
        - Presentation Basics  
        - Presentation Techniques |
| 8th   | - Word Processing Advanced Business Documents (Repeat) |
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- Spreadsheet Basics and Formulas
- Spreadsheet Charts and Advanced Features
- Database Basics
- Digital Literacy (6 Weeks)

### 18 Week Option (Reinforcing Keyboarding and Word Documents)

| 7th  | Keyboarding Module 1 – Alpha Keys  
|      | Keyboarding Module 2 – Number/Symbol and Numeric Keypad  
|      | Keyboarding Module 3 – Building Speed and Accuracy  
|      | Word Processing Basics and Business Correspondence  
|      | Word Processing Advanced Business Documents  
|      | Desktop Publishing Basics  
| 8th  | Keyboarding Module 3 – Building Speed and Accuracy (Repeat)  
|      | Word Processing Advanced Business Documents (Repeat)  
|      | Spreadsheet Basics and Formulas  
|      | Spreadsheet Charts and Advanced Features  
|      | Digital Literacy (6 Weeks)  

### 9 Week Option

| 6th  | Keyboarding Module 1 – Alpha Keys  
|      | Keyboarding Module 2 – Number/Symbol and Numeric Keypad  
|      | Keyboarding Module 3 – Building Speed and Accuracy  
| 7th  | Word Processing Basics and Business Correspondence  
|      | Word Processing Advanced Business Documents  
|      | Desktop Publishing Basics  
| 8th  | Presentation Basics  
|      | Digital Literacy (6 Weeks)  

### 9 Week Option (Keyboarding and Word Processing Only)

| 7th  | Keyboarding Module 1 – Alpha Keys  
|      | Keyboarding Module 2 – Number/Symbol and Numeric Keypad  
|      | Keyboarding Module 3 – Building Speed and Accuracy  
| 8th  | Word Processing Basics and Business Correspondence  
|      | Word Processing Advanced Business Documents  
|      | Desktop Publishing Basics  

### 9 Week Option (No Keyboarding and Word Processing)

| 7th  | Desktop Publishing Basics  
|      | Presentation Basics  
|      | Presentation Techniques  

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## Instructors Guide

| 8th  | • Spreadsheet Basics and Formulas  
|      | • Spreadsheet Charts and Advanced Features  
|      | • Database Basics  |

### 6 Week Option (Reinforcing Keyboarding and Word Processing through middle school)

| 6th  | • Keyboarding Module 1 – Alpha Keys  
|      | • Keyboarding Module 2 – Number/Symbol and Numeric Keypad  |
| 7th  | • Keyboarding Module 1 – Alpha Keys (Repeat)  
|      | • Keyboarding Module 3 – Building Speed and Accuracy  |
| 8th  | • Digital Literacy (6 Weeks)  |

### 6 Week Option (Keyboarding and Word Processing)

| 6th  | • Keyboarding Module 1 – Alpha Keys  
|      | • Keyboarding Module 2 – Number/Symbol and Numeric Keypad  |
| 7th  | • Keyboarding Module 3 – Building Speed and Accuracy  
|      | • Word Processing Basics and Business Correspondence  |
| 8th  | • Digital Literacy (6 Weeks)  |

### 6 Week Option (Word Processing and Presentation Skills)

| 7th  | • Word Processing Basics and Business Correspondence  
|      | • Word Processing Advanced Business Documents  |
| 8th  | • Presentation Basics  
|      | • Presentation Techniques  |

### 6 Week Option (Word Processing and Spreadsheet)

| 7th  | • Word Processing Basics and Business Correspondence  
|      | • Word Processing Advanced Business Documents  |
| 8th  | • Spreadsheet Basics and Formulas  
|      | • Spreadsheet Charts and Advanced Features  |
COURSE MODULE DESCRIPTIONS

Computer Skills and Applications
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: N/A
Prerequisite: None
Description:
This course is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. Communication skills and basic mathematical concepts are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Computer Skills and Applications (Digital Literacy Module)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 30
Prerequisite: None
Description:
This module is web-based e-learning designed to teach basic computer concepts and skills in order to be successful with technology in everyday life. The module covers these topics: Computer Basics, Internet and the World Wide Web, Productivity Programs (software fundamentals), Computer Security and Privacy, and Digital Lifestyles. For more information on this web-based e-learning, visit www.microsoft.com/digitalliteracy and choose the Standard Curriculum. Recommended for 8th grade.
Recommended Pairing: None

Computer Skills and Applications (Keyboarding Module 1 – Alpha Keys)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach basic keying skills, consisting of fluent manipulation of all alphabetic letters. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.
Recommended Pairing: Digital Literacy

Computer Skills and Applications (Keyboarding Module 2 – Number/Symbol and Numeric Keypad)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach basic keying skills, consisting of fluent manipulation of all numeric keys as well as the symbols and the numeric keypad. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.
Recommended Pairing: Keyboarding Module 1 – Alpha Keys Module

Computer Skills and Applications (Keyboarding Module 3 – Building Speed and Accuracy)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to increase keyboarding speed and accuracy when using the touch method. Emphasis is on daily use of a computer system, speed and accuracy skill building techniques and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.
COURSE MODULE DESCRIPTIONS

Recommended Pairing: Keyboarding Modules 1 & 2

Computer Skills and Applications (Word Processing Basics and Business Correspondence)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the basic skills in word processing as well as document formatting rules for letters, memorandums and emails in the business community. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3

Computer Skills and Applications (Word Processing Advanced Business Documents)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the advanced skills in word processing and document formatting for advanced business documents such as: agendas, minutes, research reports and resumes. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3 and Word Processing Basics and Business Correspondence

Computer Skills and Applications (Spreadsheet Basics and Formulas)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the basic skills in spreadsheets and utilizing formulas for everyday use in the business community. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3

Computer Skills and Applications (Spreadsheet Charts and Advanced Features)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the creation, manipulation of charts, and using advanced features in spreadsheet software. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3 and Spreadsheet Basics and Formulas

Computer Skills and Applications (Database Basics)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
COURSE MODULE DESCRIPTIONS

This module is designed to teach the basic skills in database creation, using tables, and the manipulation of information in the form of queries. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3

Computer Skills and Applications (Presentation Basics)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the basic skills in multimedia presentations. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3

Computer Skills and Applications (Presentations Techniques)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the techniques and skills needed to make a presentation. Communication skills are a key component of this module. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3 and Presentation Basics

Computer Skills and Applications (Desktop Publishing Basics)
Course Number: 6207
Recommended Maximum Enrollment: 26
Recommended Hours of Instruction: 15
Prerequisite: None
Description:
This module is designed to teach the basic skills in desktop publishing. Topics may include the production of business cards, brochures, advertisements, and newsletters. Emphasis is on daily use of a computer system and appropriate software to provide integrated training through a learn/practice/sustain/assess plan of skill building.

Recommended Pairing: Keyboarding Modules 1, 2, 3
1. **What is formative assessment?**

   Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes (CCSSO FAST SCASS, 2006).

2. **What is the primary purpose of the formative assessment process?**

   The primary purpose of the formative assessment process is to provide evidence that is used by teachers and students to inform instruction and learning during the teaching/learning process.

3. **How does formative assessment fit into North Carolina’s next generation assessment system?**

   North Carolina’s next generation, comprehensive, balanced assessment system includes formative assessment, interim/benchmark assessments, and summative assessments that are aligned to state standards. Formative assessment is an essential component of this system because it forms the foundation of teaching and learning. In contrast to summative assessment, formative assessment is more focused on collaboration in the classroom and identifying learning gaps that can be addressed before end-of-year assessments. Formative assessment should occur in the classroom more often than any other assessment.

4. **Are there “formative tests”?**

   The definition that North Carolina has adopted defines formative assessment as a process. With this in mind, there is no such thing as a “formative test.” Formative assessment is regarded as an ongoing process rather than a particular kind of test.

5. **What formative assessment strategies can be implemented during classroom instruction?**

   There are a number of formative assessment strategies that can be implemented during classroom instruction. These range from informal observations and conversations to purposefully planned instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction. See the *Collecting and Documenting Evidence* professional development module on North Carolina’s Formative Assessment Learning Community’s Online Network (NC FALCON) for additional information on formative assessment strategies.

6. **What resources are available to educators that will provide them with a basic understanding of formative assessment and illustrate the role it may play in a comprehensive, balanced assessment system?**
The online professional development series modules located on NC FALCON are intended to serve as a primer for teachers wishing to learn more about how formative assessment can impact their instruction and help their students achieve targeted learning goals.

7. **What professional development modules are available to educators on NC FALCON?**

There are currently five different formative assessment modules in the online professional development series located on NC FALCON. The following is a list and description of the modules:

- **Importance of Formative Assessment**—An introduction to formative assessment and its role in North Carolina’s 21st century balanced assessment system.
- **Learning Targets and Criteria for Success**—An exercise in writing clear learning targets and defining criteria for success to help students answer the question, *Where am I going?*
- **Collecting and Documenting Evidence**—An exercise in collecting and documenting evidence of learning to help students answer the question, *Where am I now?*
- **Analyzing Evidence and Descriptive Feedback**—An exercise in analyzing evidence and providing descriptive feedback to help students answer the question, *How do I close the gap?*
- **Administrator’s Role in Formative Assessment**—An exploration of the administrator’s role in formative assessment, as outlined by the North Carolina Standards for School Executives, and its implementation in the school or district.

8. **How much time does it take to complete the modules?**

The modules and the activities contained within each module have been created so that the series can be completed in approximately seven hours. Approximately forty-five minutes to one hour of computer time is needed for each module. The modules are self-paced; therefore, individual participants control the pace and location of their learning.

9. **Is it better to complete the modules individually or with a school or district learning team?**

The modules have been designed so that they can be used by individual educators working independently or with a school or district learning team. The NCDPI recommends participants work collaboratively in learning teams. Working together, teachers may assist one another as they complete the modules and practice their formative assessment skills.

10. **Is CEU credit available for participants who complete any or all of the NC FALCON modules?**

At the completion of each module, participants will be able to print a certificate of completion which includes a recommendation for renewal credit or continuing education units (CEUs). Final awarding of CEUs must be approved by the local education agency (LEA). The LEA determines the content area and the number of CEUs granted.

11. **How do educators access the modules on NC FALCON?**

NC FALCON is located at [http://center.ncsu.edu/falcon/](http://center.ncsu.edu/falcon/). For more information about login and password access, please visit the website or contact your LEA/school test coordinator.
Post-assessment Specifications

The individual Local Education Agency will determine the post-assessment for Computer Skills and Applications.
INTERNET POLICY

Career and Technical Education curricula and 21st Century Skills require students to use many technologies, including the Internet. Each school should have an Internet use policy, and all students should sign the school Internet policy prior to beginning any class that uses such technologies. Students who violate the school’s Internet policy must be held accountable for their actions and face appropriate consequences deemed necessary at the school in accordance with the school’s policies.

Teachers must use extreme caution when assigning Internet activities to students. Teachers must preview sites, which can change daily, prior to ANY activity. If the teacher determines that a website used in an activity is inappropriate, or that students are not mature enough to behave properly and according to the school’s Internet policy, the teacher should make alternate arrangements for completing the activity.
Many of the Instructional Support Materials (ISMs) are developed to help students organize and use the unpacked content relative to the designated Revised Bloom’s Taxonomy (RBT) verb. These are designed to help students study and retain relevant information.

Ideally, each ISM would be duplicated and handed to students in class. Realistically, teachers may have to find alternative approaches for implementing the ISMs in the classroom.

Teachers may have to “show” what each ISM looks like and rely on students drawing each in either a journal or on paper that is accumulated in a notebook.

Consider these alternative approaches for using the Instructional Support Materials in the classroom:

- Draw the ISM on the board.
- Duplicate the ISM and hand out one per group and collect at the end of class for use in another. To add longevity, consider laminating or using sleeve protectors for each ISM.
- Laminate and have students use dry-erase marker pens if they need to write on the ISM. An alternative would be to place the ISM in a sleeve protector and have the students use dry-erase marker pens.
- Prepare a transparency of the ISM and show it on an overhead projector.
- Display the file in electronic form (PowerPoint or Word) through a digital projector.
- Display the file in electronic form on an interactive whiteboard.
- Display the file in electronic form via a document camera and digital projector.
- Deliver the file electronically via an internal network, Blackboard, Moodle, or secure website. This would provide added benefit to homebound and absent students needing to make up work.

Other helpful conservation hints…

- Always use both sides of the paper!!
- If a student needs to redo an assignment, whenever possible, have the student use a different color pen or pencil and work on the same paper.

We hope these ideas will help conserve paper and other valuable resources!
Please join the Marketing and Entrepreneurship Program Area PLC Moodle by following these steps:

1. Create a LearnNC account by going to this website: http://accounts.learnnc.org
   - Click on Create an Account (if you have used Moodle in the past, you can use your existing username and password).
   - You pick your own username and password.
   - Enter your email address so that your username and password can be emailed to you.

2. Join the Moodle Class by going to Moodle's website: http://moodle.learnnc.org
   - Login using your username and password.
   - In the upper left corner, click on All Courses.
   - Click on DPI under the PLC tab.
   - Click on the course PLC key.
   - Enter the Enrollment Key: BFITPLC

Teachers are encouraged to share ideas and activities in the program area PLC and to participate in the discussion forums.
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION
Middle School Facility

Courses taught within the facility:
BE 6400       Business Computer Technology
BE 6511       Keyboarding
BE 6208       Exploring Business Technologies
BE 6207       Computer Skills and Applications

<table>
<thead>
<tr>
<th>Instructional Aids/Equipment</th>
<th>Recommended Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color inkjet printer</td>
<td>1CL</td>
</tr>
<tr>
<td>Current software: Word Processing, Spreadsheet, Database, and Presentation</td>
<td>1:1 S</td>
</tr>
<tr>
<td>Eight-foot conference table</td>
<td>1CL</td>
</tr>
<tr>
<td>Ergonomic adjustable-height rolling chairs for students</td>
<td>1:1 S</td>
</tr>
<tr>
<td>Ergonomic student computer desks</td>
<td>1:1 S</td>
</tr>
<tr>
<td>Internet connection with e-mail capability</td>
<td>1:1 S</td>
</tr>
<tr>
<td>Laser printer, 1200 x 1200 dpi, 35ppm, network capability</td>
<td>1F</td>
</tr>
<tr>
<td>Multi-media computer with network capability, Pentium 4, 2.8 GHz. (minimum), 512 MB RAM (minimum), 40 GB Hard Drive, CD-RW (minimum), DVD-Rom, 10/100 Ethernet, sound card, and 17&quot; LCD Monitor.</td>
<td>1:1 S</td>
</tr>
<tr>
<td>Multi-media teacher station: printer, multi-media computer, digital camera, camcorder, TV/VCR, digital projector, interactive whiteboard.</td>
<td>1CL</td>
</tr>
<tr>
<td>Printer Stand</td>
<td>2F</td>
</tr>
<tr>
<td>Scanner</td>
<td>1CL</td>
</tr>
</tbody>
</table>
Introduction

Career and Technical Student Organizations provide the opportunity for students to connect to business and industry professionals and career options. Additionally, CTSOs motivate students to higher level academic achievement and build interpersonal and employability skills. CTSOs are co-curricular, meaning they complement the state curricula in the classroom and incorporate realistic educational experiences not available through classroom instruction alone. Teachers must coordinate with local CTE directors to enhance the delivery of state curricula through CTSO activities. Through this coordinated effort, teachers improve student achievement on state and national Career and Technical Education (CTE) accountability measures. The Carl D. Perkins Career and Technical Education Act of 2006 allows CTE directors to fund certain CTSO activities as identified in the 2009 NC CTE Fiscal and Policy Guide.

What are CTSOs?

The three components of a quality Career and Technical Education program include classroom instruction, workforce readiness and on-the-job training, and Career and Technical Student Organizations. CTSOs have been a part of Career and Technical Education since the passage of the Smith-Hughes Act of 1917. CTSOs are found in middle and high schools and post-secondary institutions throughout the nation and around the world. It is important to realize that CTSOs are not just “clubs”, but instructional tools that work best when integrated into the curricula. CTSOs:

- Support and enhance related school-based and work-based learning,
- Provide students with skills and knowledge to succeed in the new global economy,
- Provide career exploration and competence,
- Provide students with the opportunity to experience competition related to classroom instruction,
- Encourage students to experience community service projects, and
- Provide and enhance the development of leadership skills in students.

Carl D. Perkins Career and Technical Education Act of 2006 Defined

“The Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270) is the vehicle through which federal support is distributed to states, local school districts, and postsecondary institutions to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.” (Source: CTSO Guide to accessing Federal Perkins Funds, 2008)

What are the benefits of CTSOs?

- Develop meaningful business partnerships
- Develop school and community leaders
- Enable students to achieve high academic and occupational standards
- Enhance student self-esteem and self-confidence
- Help students to integrate contextual and academic learning
- Link school-based learning to the real world of work and family
- Motivate youth to become better students and productive citizens
North Carolina Future Business Leaders of America

Building and sustaining Business Education programs of excellence in order to serve our communities, state, and nation.

What is FBLA
North Carolina Future Business Leaders of America (NC FBLA) is a career and technical student organization that serves students who are or have been enrolled in a Business Education course. NC FBLA is affiliated with FBLA-PBL, which is a national organization with 250,000 student members and 56 affiliate state organizations.

NC FBLA Mission Statement:
The mission of NC FBLA is to help build and sustain Business Education programs of excellence in order to serve our communities, state, and nation. NC FBLA is an integral part of North Carolina's Business Education Program, which serves over 135,000 students. It provides students with leadership opportunities as well as a means to compete with other students in regional, state, and national conferences.

Membership
On a National basis, FBLA-PBL is the largest business career student organization in the world. The high school division has 215,000 members, while the postsecondary division reaches over 11,000 college students. The newest group, FBLA-Middle Level, is showing remarkable growth with nearly 15,000 student members. Finally, the Professional Division has reached over 3,000 members. Over 11,000 advisers round out the group. Exclusive membership and career recognition programs are designed for each division to provide additional personal and chapter development opportunities. The membership in North Carolina is currently seven thousand eight hundred and twelve (7812).

Funding & Endorsements
FBLA-PBL, Inc. is funded by membership dues, conference fees, corporate contributions, and grants. FBLA-PBL is recognized by the Association for Career and Technical Education, International Assembly for Collegiate Business Education, National Association of Parliamentarians, National Association of Secondary School Principals, National Business Education Association, and the U.S. Department of Education.

What does FBLA Provide?
NC FBLA helps prepare students pursuing job opportunities in business technologies career clusters including: Business Management and Administration, Finance, Information Technology, and Marketing. In addition to the career clusters, NC FBLA helps prepare students to become entrepreneurs. The following businesses-related associations are working with the NC FBLA to improve Business Education in our state:

- National Business Education Association
- NC Association of Public Accountants
- NC Business Education Association
- Association for Career and Technical Education - Business Education Division

For a current listing of State and National FBLA competitive events, please visit: www.ncfbla.org or www.fbla-pbl.org

Scholarships and Recognition Offered
In addition, NC FBLA offers over 18 scholarships and recognition events. The scholarships are designed to provide assistance for higher education, while the recognition events encourage community service and membership growth. Among those are:
Middle Level Achievement Program
This individual member program is designed to recognize those FBLA-Middle Level members who excel in their participation in a variety of activities in the areas of service, education, and leadership.

Level 1: Entrepreneur Level—This award focuses on basic business skills, introduction to community service, and FBLA-Middle Level involvement at the local level.

Level 2: Business Level—This award focuses on chapter activities, intermediate business skills, and leadership in the community.

Level 3: Enterprise Level—This award focuses on chapter and leadership activities, advanced business skills, and community and school leadership.

FBLA Conferences
Regional Conferences & Seminars - FBLA-PBL sponsors conferences and workshops for members and advisers. These programs are designed to foster the development of business leadership skills.

State Leadership Conference - These conferences are designed to provide leadership development workshops and competitive events for the students. This conference is held once a year normally in April.

National Leadership Conference - FBLA-PBL members have the competitive edge, as the best and brightest of FBLA and PBL convene to compete in leadership events, share their successes, and learn new ideas about shaping their career future through workshops and exhibits. This four-day conference is considered the pinnacle of the FBLA-PBL experience, especially for those running for national office.

Institute for Leaders- Held in conjunction with the National Leadership Conference, this high-energy, intensive, two-day seminar is a focused-leadership experience for state and local chapter officers, as well as members and advisers.

National Fall Leadership Conference - Each fall, new leaders and advisers from chapters across the nation gather for one of four conferences designed to guide and motivate their success for the year. This includes workshops, seminars, exhibits, and general sessions, as well as the benefit of networking among their peers from other cities and states.

Publications
These publications bring fresh ideas, new direction, and network-building news to FBLA-PBL members and advisers. Published four times a year, Tomorrow’s Business Leader is the exclusive publication for FBLA and FBLA-Middle Level students and advisers. Distributed three times a year are the FBLA Advisers’ Hotline for high school teachers, FBLA-Middle Level Advisers’ Hotline for middle school teachers, and PBL Advisers’ Hotline for college advisers, and PBL Business Leader for PBL members. The Professional Division receives the The Professional Edge.

Selected Charity
Our selected charity is the March of Dimes. Each year we raise money to contribute to this worthy cause.

For more information about FBLA, visit: www.fbla-pbl.org
For more information about NC FBLA, visit: www.NCFBLA.org
Integrating CTSO Competitive Events in Classroom Instruction of Multimedia and Webpage Design

Some of the best instructional strategies for instruction are found and incorporated in the national and state programs of our student organization, Future Business Leaders of America (FBLA). The additional activities and events offer our student members an opportunity to develop life skills, expand their leadership skills, and understand related careers to the course content.

The Curriculum Development Team for Multimedia and Webpage Design feels the following are good suggestions within each ESSENTIAL STANDARD where national and state programs and events can be integrated into the flow of activities for this course. Listed below are some examples of national and state programs/competitive events a teacher might facilitate with his/her students in the co-curricular classroom in Unit A. Go to http://www.fbla-pbl.org/web/page/589/sectionid/587/pagelevel/2/fbla.asp or http://ncfbla.org/documents/ for details.

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<tr>
<th>Essential Standard</th>
<th>National / State Program or Event</th>
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<tbody>
<tr>
<td>1.00</td>
<td>Computer Applications</td>
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<td></td>
<td>Desktop Publishing</td>
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<tr>
<td>2.00</td>
<td>Business Presentation</td>
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<td>3.00</td>
<td>Website Development</td>
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<tr>
<td><strong>General competitive events</strong> that may be integrated in any objective in this course</td>
<td>Community Service Project</td>
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<td>Crime Prevention Project</td>
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<td>Partnership with Business Project</td>
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