Glendale Unified School District

Senior High School

November 23, 2004

Department: Technology/Interdepartmental

Course Title: Technology Literacy/Applications

Course Number:

Grade Levels: 9 and 10

Semester Hours: 10

Prerequisite: None

Course Description: Technology Literacy/Applications is a survey course addressing professional productivity tools, multimedia literacy and applications, Internet research and applications, and technology career applications. The Survey of these areas will provide students with a fundamental knowledge of the various technology uses and applications necessary for more advanced skill development. This course is designed to enhance personal productivity, critical analysis, academic performance, presentation modes and techniques, and future employment prospects.

I. Goals

The students will:

A. Be introduced to professional office productivity software and choose an application appropriate for a desired product.

B. Analyze and create a variety of media and multimedia in order to determine purpose, define audience, and critically evaluate.

C. Realize the possibilities of the Internet as an information communications and research medium.

D. Develop skills in computer operating systems, computer repair, networking and other technology career applications.

II. Outline of Content

A. Professional Office Productivity Software

1. Activate a personal computer and load software from a disk and/or CD-ROM

2. Access and use work processing application.

a. Create and edit a document

b. Save the document for future retrieval

c. Print the document

d Other skills as needed

3. Access and use a spreadsheet

a. Create, edit, chart and print

b. Use functions and formulas

c. Other skills as needed

4. Access and use a database.

a. Retrieve, organize, and apply information

b. Create, edit, and report a database of information

c. Other skills as needed

5. Access and use presentation software.

a. Create a presentation

b. Present the creation in some class

c. Other requirements as needed

6. Choose appropriate productivity software for given tasks.

7. Identify and use skills that are common to various programs:

a. Mouse functions

b. Menu options

c. Keyboard operations

B. Multimedia Literacy

The students will:

1. View a variety of video sources including television programming and commercials, motion pictures, and computer animation and video.

Students will develop critical media literacy skills based on these analysis skills:

a. Literal level:

(1.) Detail

(2.) Sequence

(3.) Denotation/connotation

b. Inferential level:

(1.) Main idea

(2.) Cause and effect

(3.) Following organization of an argument

(4.) Predicting outcomes

(5.) Comparison and contrast

(6.) Drawing conclusions

c. Interpretive level:

(1.) Character analysis

(2.) Identifying point of view

(3.) Interpreting symbolic language and imagery

(4.) Discussing theme

d. Critical/applicative level:

(1.) Recognizing tone and purpose

(2.) Separating fact, opinion, and hypotheses

(3.) Justifying references

(4.) Application to another context

e. Evaluative level:

(1.) Comparison/contrast of similar media

(2.) Comparison/contrast to other media formats

2. Discuss and analyze the social, cultural and political implications of various forms of media.

3. Develop and use a repertoire of vocabulary appropriate to discussing and critiquing multimedia.

4. Create a multimedia presentation (video or computer-based) which demonstrates a basic mastery of objectives 1-3 and is integrated with the students' academic curriculum.

C. Internet Research and Applications

The students will:

1. Access the Internet/World Wide Web on a dial-up basis or via a school Local Area Network and use a search tool to locate information relevant to course work, then print it or download it to a file.

2. Send and reply to email messages.

3. Use an Internet search engine to locate course-related information without having been provided structured search parameters and think critically about the information accessed.

4. Acquire the basic skills necessary to create and evaluate Web pages.

D. Technology Career Applications

The students will:

1. Locate and identify the hardware components of a personal computer.

2. Disassemble and assemble a personal computer.

3. Install and configure memory on the motherboard.

4. Install and configure a computer operating system.

5. Locate and identify the hardware components of a LAN system.

6. Assemble and disassemble a peer-to-peer LAN system.

7. Operate and manage a peer-to-peer LAN system.

8. Count and convert the decimal to binary number system.

9. Identify basic AND, OR, NOT, NAND, NOR digital circuits and their truth tables.

10. Operate and program an Industrial Digital Controller.

III. Accountability Determinants

A. Class participation

B. Interdisciplinary projects

C. Class projects

D. Individual student work

E. Group contribution

F. Teacher- or commercial-constructed tests

G. Teacher observations and judgment

IV. Suggested Time Distribution

A.	Professional productivity tools	9 weeks
B.	Multimedia literacy and applications	9 weeks
C.	Internet research and applications	9 weeks
D.	Technology career applications	9 weeks