

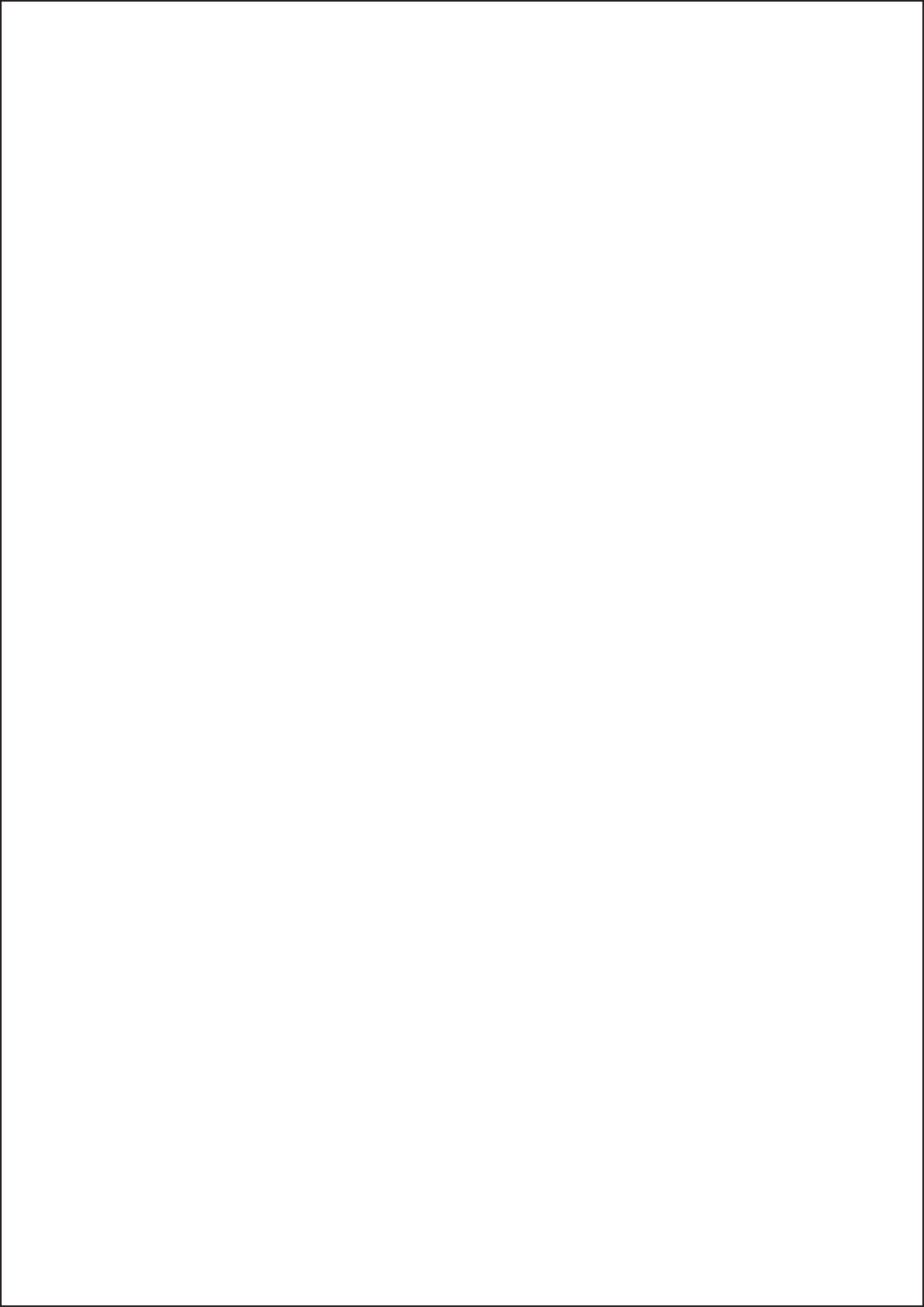
Intel® Learn Program

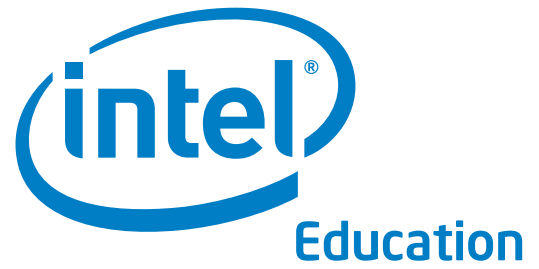
Title of Book Goes Here

The <Program Name> curriculum materials were developed by Intel Corporation in cooperation with the Institute of Computer Technology (ICT), a nonprofit organization.

Copyright © 2006 Intel Corporation. All rights reserved. Intel and the Intel logo are trademarks or registered trademarks of Intel Corporation or its subsidiaries in the United States and other countries. *Other names and brands may be claimed as the property of others.

Book Type v.X.X





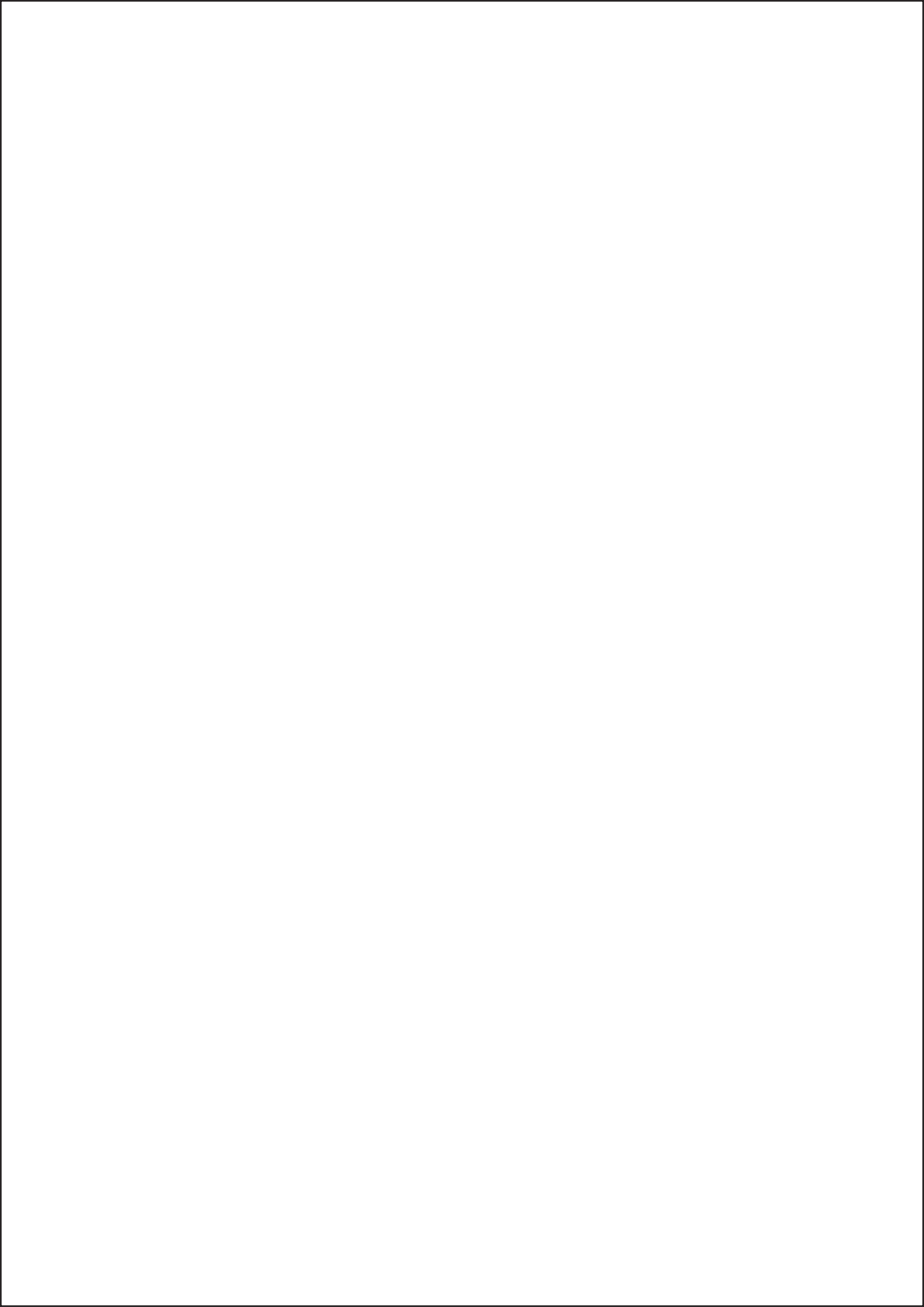
Intel® Teach Program

Title of Book Goes Here

The <Program Name> curriculum materials were developed by Intel Corporation in cooperation with the Institute of Computer Technology (ICT), a nonprofit organization.

Copyright © 2006 Intel Corporation. All rights reserved. Intel and the Intel logo are trademarks or registered trademarks of Intel Corporation or its subsidiaries in the United States and other countries. *Other names and brands may be claimed as the property of others.

Book Type v.X.X



Lorem ipsum dolor sit amet, consectetur adipiscing elit sed nonummy.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie , vel illum dolore eu dolor feugiat nulla facilisis at vero. Eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue dui esse molestie consequat, vel illum dolore eu dolor.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero. Eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue dui.

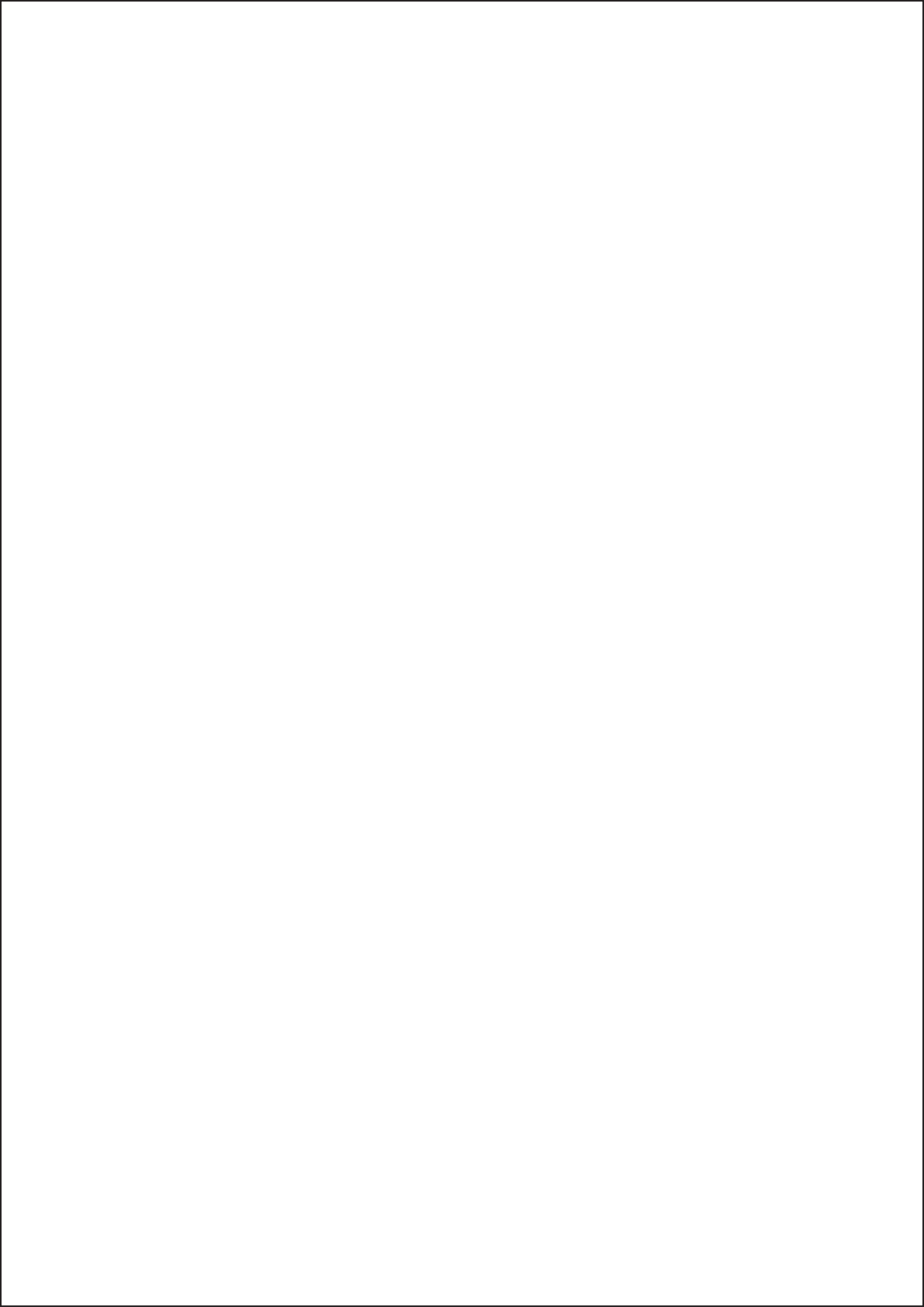
Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie , vel illum dolore eu dolor feugiat nulla facilisis at vero. Eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue dui esse molestie consequat, vel illum dolore eu dolor.

Best regards,

Craig R. Barrett

Chairman of the Board

Intel Corporation



Welcome

We welcome you to the Intel® Teach Skills for Success course, and appreciate your commitment to the future of your students and to your profession as an educator. Students today, more than ever, need the ability to understand and deal with complex issues and problems. This program has been created to help you develop your students' technology literacy, critical thinking, and collaboration skills. Thank you for investing your time and energy into this program and for your commitment to preparing your students to be successful in tomorrow's world.

Intel® Education Programs

Working with educators from around the world, Intel is preparing today's young people to flourish in the knowledge based economy of the 21st century. Our goal is to help students develop the higher-order thinking skills they need to realize their full potential. The Intel Education initiative consists of several programs that serve teaching in primary and secondary education, higher education, and community education:

- Intel® Teach Program
- Intel® Learn Program
- Intel Computer Clubhouse Network
- Intel sponsored science competitions
 - Intel Science Talent Search (Intel STS)
 - Intel International Science and Engineering Fair (Intel ISEF)

About the Institute of Computer Technology

The teacher training materials and student curriculum were prepared by the Institute of Computer Technology (ICT). ICT, a nonprofit organization, provides K-12 curriculum development and technology training services for corporations, nonprofit agencies, and the education community.

Founded in 1982, ICT has become a trusted partner worldwide in designing standards-based, student-centered computer science, science, engineering, and math curriculum, including technology integration professional development programs for educators. A key part of ICT's mission is to advocate for technology literacy in all curricula. Their goal is simple, but ambitious: to harness the power of technology to transform teaching and learning for all K-12 students worldwide.

Institute of Computer Technology, www.ict.org
589 West Fremont Avenue, Sunnyvale, California 94087, USA
Phone: +1-408-736-4291 Fax: +1-408-735-6059 E-mail: info@ict.org

Overview

The Intel Teach Skills for Success Teacher Book provides you with the materials needed to successfully complete the teacher training. It also includes the curriculum that is used with your students, with added instructional notes. This Teacher Book is organized into three sections, each described below.

Teacher Book

Student Book (Teacher Edition)..... 1-241

This section contains a teacher edition of the Student Book. It includes all content that your students receive plus additional notes in the margins to help guide your facilitation of the activities and projects.

Teacher Training Materials 243-312

This section contains all materials used in the teacher training. It is designed to help you successfully complete the training and serve as a future resource as needed.

Appendix 313-332

This section contains additional references and resources available for your use.

Table of Contents

Unit 1: Technology and Community

Getting Started

Overview	5
Find Someone Who.....	7
Using the Student Book	9
Using the Resource Book	11
Computer Basics	13
Internet Search.....	15
Community	17
Working with Others.....	18

Graphics

Paint Overview.....	19
Postage Stamp	21
Desktop Display.....	24
Draw Overview	28
Postcard.....	30
Signs.....	34
Map	38
Showcase	42

Word Processing

Overview.....	45
Flyer	47
Business Cards.....	51
Reference Guide	56
Calendar.....	59
Article.....	63
Showcase	67

Spreadsheets

Overview.....	69
Address Book.....	71
Survey	74
Transportation.....	78
Statistics	82
Budget	87
Showcase	91

Overview

Intel® Teach Skills for Success is bringing the future within reach for thousands of young people such as yourself in communities around the world where there may be limited access to technology in homes and schools.

Through your participation in the Unit 1: Technology and Community and Unit 2: Technology at Work, you will learn skills necessary to be successful as you work and compete in the 21st century. These skills are listed on the cover of the *Student Book* and include technology literacy, critical thinking, and collaboration.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exercitatio ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Technology Literacy

Technology literacy involves being able to use technology such as computers to communicate, solve problems, and collect, organize, and share information.

- What are some things that can be done with a computer?
- Have you used a computer before?
- What are some things you used the computer to do?
- What are some things that you would like to learn to do on a computer?

Skills for Success will provide you with hands-on opportunities to explore and discover how to do many things on a computer. Not only will you have a chance to use the computer to find information on the Internet, but you will also use the computer to paint and draw pictures, to write, to solve mathematics problems, and to create presentations.

Critical Thinking

Critical thinking involves problem-solving. There are many ways in which problems can be solved.

- What are some problems that you have experienced before?
- What are some of the ways you went about solving those problems?

Skills for Success will introduce you to many processes that will help you develop and demonstrate problem-solving and critical-thinking skills. For example, as part of every activity and project that you complete, you will be asked to plan, do, review, and share.

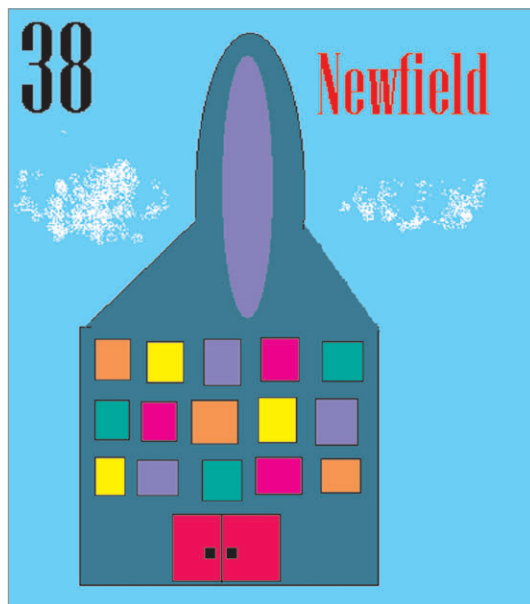
Postage Stamp

People buy postage stamps and put them on letters, postcards, and packages to prove that they have paid enough to send those items. What written information is on a stamp? What types of pictures do you see on stamps? How much do different types of stamps cost?



Plan It

Design a stamp that shows something important about your community. Look at the following example:



Postage Stamp Example

Think about the questions below, and discuss your ideas with your partner. It might be helpful to write your ideas on a sheet of paper and draw a rough sketch of what you want your stamp to look like.

- Is there an important person, place, or thing in your community that you would like to put on your stamp? What would you want your picture of this person, place, or thing to look like?
- How much money should the stamp be worth?
- What words might you put on the stamp?
- How might you arrange the picture, price, and words on your stamp?

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

For help on how to do certain skills, look at the following groups in the *Resource Book*:

- **Graphics Group 1:** Getting to Know Microsoft Paint
- **Graphics Group 2:** Painting Shapes and Lines
- **Graphics Group 3:** Making Changes to Pictures and Photos in Microsoft Paint

Lorem ipsum: Dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Lorem ipsum: Dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Lorem ipsum: Dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.



Do It

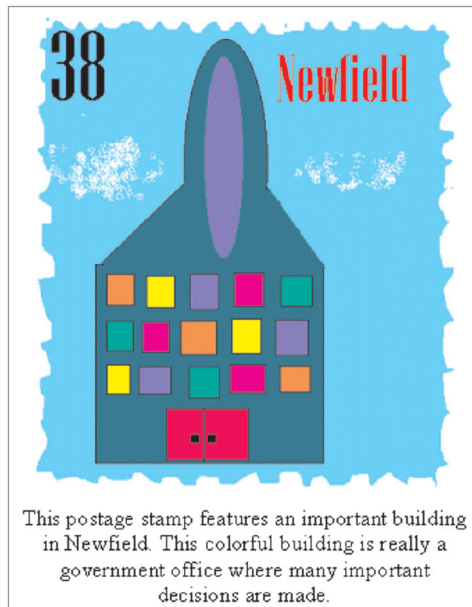
1. Start *Microsoft Paint*, and you will see a new, blank painting canvas.
2. If needed, change the size and shape of your painting canvas so it is about the size of your screen. (See Graphics Skill 2.12: To change the size of a painting canvas.)
3. Paint a rectangle for the outer edges of your stamp design.

Challenge: Use the **Eraser/Color Eraser** tool to make the stamp's border look like it was torn from a sheet or a book of stamps. Make sure you pick the background color you want first! (See the Challenge Example at the end of this section.)

4. Use the different tools to paint the picture you want on your stamp. Be sure to pick the color you want in the Color Box before you paint any lines, shapes, or strokes. If you make any mistakes, just use the Undo command.
5. Zoom in if you need a close-up view of your painting.
6. Pick a place in your stamp where you want to put the price. Then, make a text box, and type a number that shows how much money the stamp is worth. (**Note:** You might want to make the box see-through, or transparent, so you do not get a big rectangle over your stamp design.)
7. Change the look of the price however you wish.
8. Repeat Steps 6 and 7 to put the name of your community in the stamp.

Challenge: Select and copy the stamp. Then, start *Microsoft Word** and open a new, blank document. Select and copy the stamp. Then, paste into the document, and make it bigger or smaller as you wish. Below the stamp, type a sentence or two about your stamp design. (See the Challenge Example at the end of this section.)

9. Save your work as directed.



Postage Stamp Challenge Example



Review It

Look over your stamp. Make sure it has the following elements:

- a picture of an important person, place, thing, or event in your community
- the stamp's price
- the name of your community

If any of these elements are missing, add them now. You should also make any other desired changes. Remember to save your work when you are finished.



Share It

Be prepared to discuss your answers to the following questions:

- How did you decide on the picture you painted for your stamp? Why is that person, place, or thing important to your community?
- Which tools did you use to design your stamp? Which tool did you like the best? Why did you like that tool?
- How do you think stamps were created before the use of computers? Why is graphics paint software a good tool for creating stamps?

Survey Form

Ms. Singh is a government healthcare worker who needs to find out which health issues are most important to the people in her community. One way to gather information from a large number of people is to take a survey. What surveys have you seen or taken? What items appear on survey forms? How could you use a computer to help Ms. Singh with her survey?



Plan It

Design a survey form that your classmates will use to enter information electronically about the health issues that they worry about the most. Look at the following example:

Health Care Survey

Date:
Gender: Female Male
Age:

Survey Rating Scale
1 = Not at all concerned
2 = Somewhat concerned
3 = Very concerned

- 1) How concerned are you about your diet?
Pick a rating:
- 2) How concerned are you about exercise?
Pick a rating:
- 3) How concerned are you about getting all your shots?
Pick a rating:
- 4) How concerned are you about not having enough doctors or hospitals in your area to take care of sick people?
Pick a rating:
- 5) How concerned are you about cleanliness and hygiene?
Pick a rating:

Completed Survey Form Example

Health Care Survey

Date: November 5, 2004
Gender: Female Male
Age:

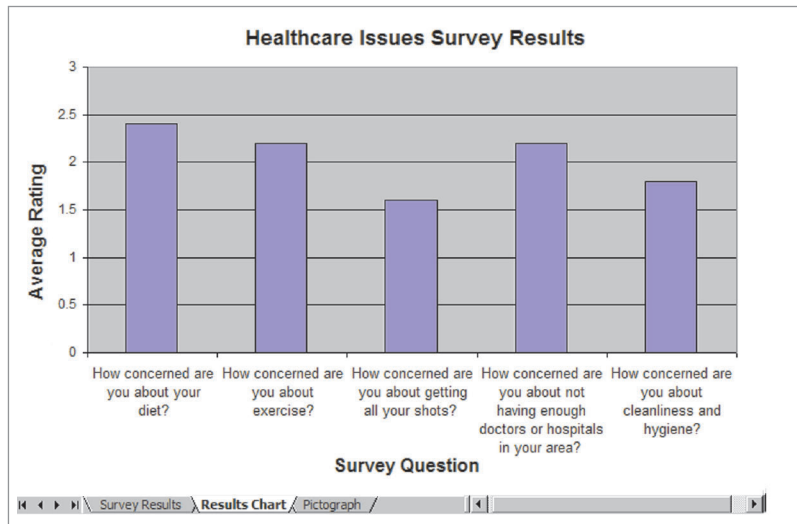
Survey Rating Scale
1 = Not at all concerned
2 = Somewhat concerned
3 = Very concerned

- 1) How concerned are you about your diet?
Pick a rating:
- 2) How concerned are you about exercise?
Pick a rating:
- 3) How concerned are you about getting all your shots?
Pick a rating:
- 4) How concerned are you about not having enough doctors or hospitals in your area?
Pick a rating:
- 5) How concerned are you about cleanliness and hygiene?
Pick a rating:

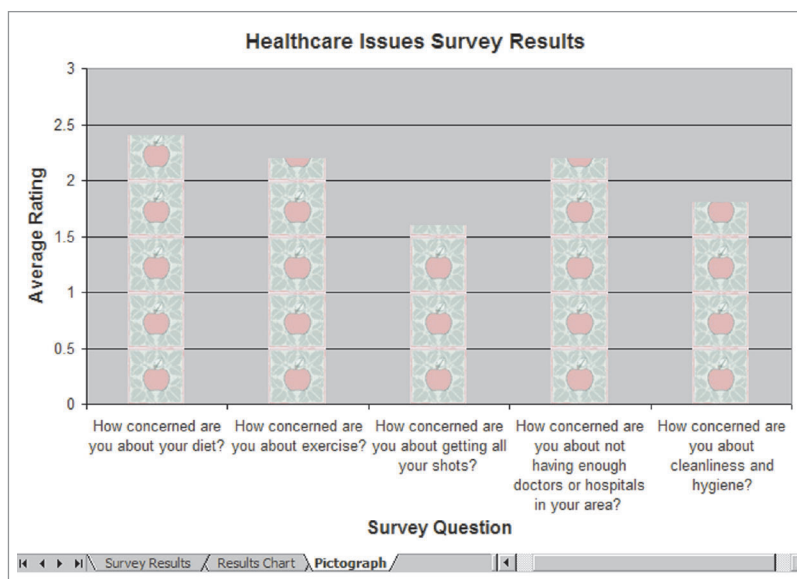
Completed Survey Form Example

Think about the questions below, and discuss your ideas with your partner. It might be helpful to write your ideas on a sheet of paper.

- What are four or five health issues that people worry about? What questions could you ask to find out how concerned or worried people are about each issue?
- What sort of number rating scale could be used for people to show that they are very concerned, somewhat concerned, or not at all concerned about a specific health issue?



Column Chart Example



Pictograph Example




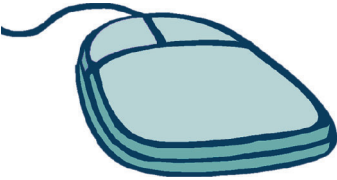
Think about the questions below, and discuss your ideas with your partner. It might be helpful to look at the completed survey forms that are saved on your computer as you write your ideas on a sheet of paper.

- How might you organize the survey questions and answers into a spreadsheet?
- How could you use spreadsheets to figure out which issue is the biggest concern?

Remember to use the Rubric as a guide as you plan, do, review, and share.

Computer Basics

Before you begin using the computer, there are some basic things that you should know. This includes knowing the names of some of the parts of the computer, as well as knowing how to move the mouse

Parts of the Computer	
<p>1. The CPU (Central Processing Unit) is the brain of the computer. It is found within the enclosed part of the computer.</p>	
<p>2. The monitor is similar to a television in that both have screens used to display information.</p>	
<p>3. The keyboard is used to type or input information. It has keys or buttons with letters and numbers on them, plus some special keys.</p>	
<p>4. The mouse is used most often for pointing at different things on screen. The mouse has buttons that can do things when pressed.</p>	

Internet Search

It is time for an Internet search! You and your partner will now become more familiar with the Internet as you search to find the information requested below.

Since you cannot write in this book, be sure to write your answers to each numbered question on a separate sheet of paper.

- Start the web browser on your computer.
- Type the Web site address: [**Note:** the localization team needs to insert the address of an appropriate Web site that features specific information on the geography, culture, holidays, etc., of your country].
- Make sure to check that the address you typed is the correct one since a typing mistake may take you to a different Web site or to a Web site that does not work.
- Press the **Enter** key, or click the **Go** button. Then, wait as the Web page loads on your computer.
- Read the Web page thoroughly.

1. What are three things you have learned from this page?

- Click one of the blue hyperlinks.

2. Where does this link take you?

- Go back to the first page by clicking the **Back** button on the toolbar.
- Click in the address bar, and type in the following site: [**Note:** the localization team must identify and insert a Web site and address that discusses the food of your country; India, for example, could use www.recipedelights.com/basicrecipes.htm as it translates into Hindi].
- Find a new recipe you would like to try for one of your meals.

3. What is the name of this recipe?

- Click in the address bar, and type the following Web site address: [**Note:** the localization team must identify and insert a Web site and address that reports on the sports of interest in your country].

4. What are two stories on this page about? Is there information on your favorite sports?

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

- Eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit
- Augue dui esse molestie consequat, vel illum dolore eu dolor.

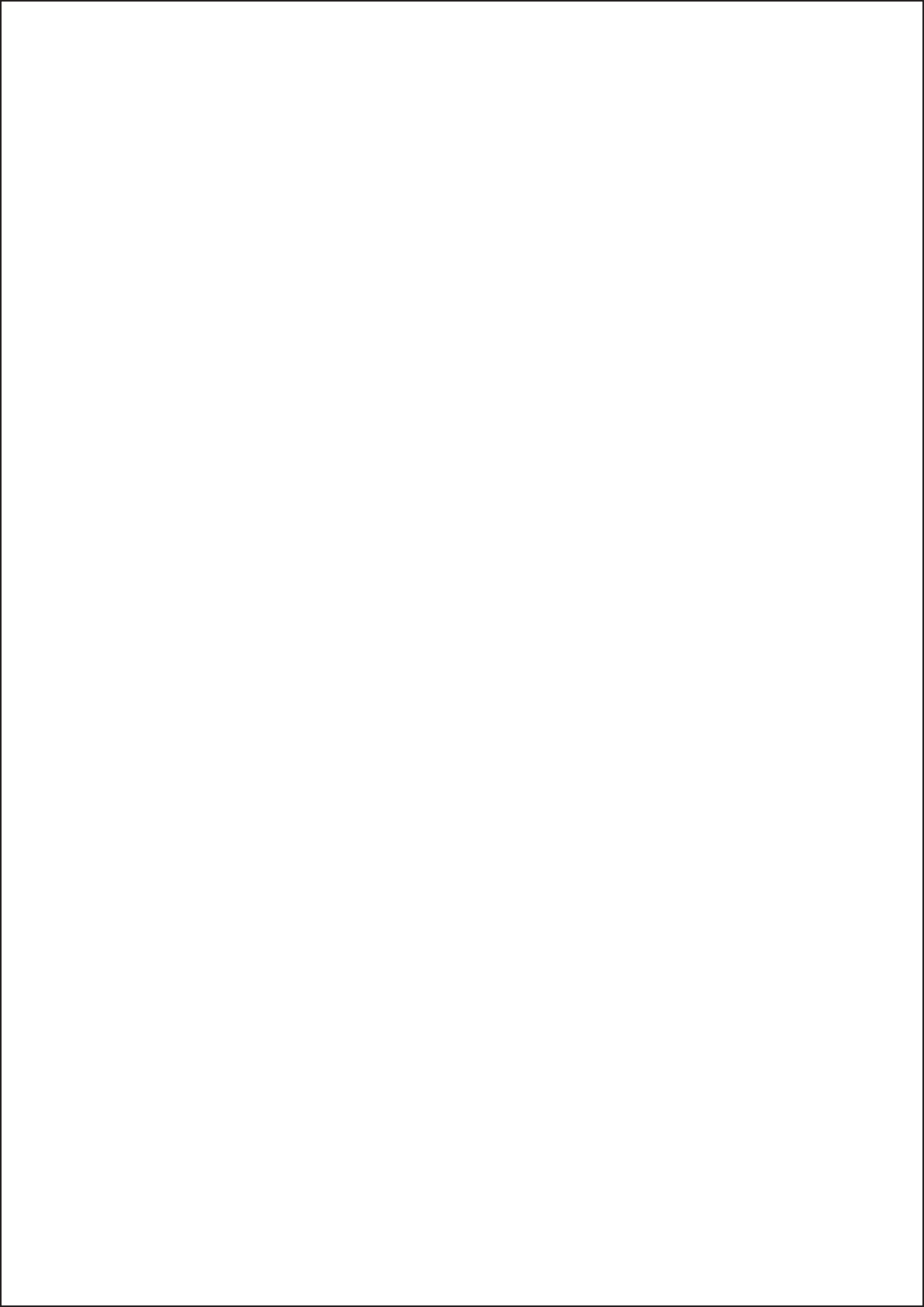


Table of Contents

Module 1: 21st Century Skills

Exercise 1: Essential Skills.....	247
Exercise 2: Classrooms of Today versus Classrooms of Tomorrow	249
Module 1 Summary	252

Module 2: 21st Century Approaches

Exercise 1: Find Someone Who.....	253
Exercise 2: Training Overview.....	255
Exercise 3: Technology Literacy	256
Exercise 4: Critical Thinking	258
Exercise 5: Collaboration.....	262
Module 2 Summary	264

Module 3: The Student Curriculum

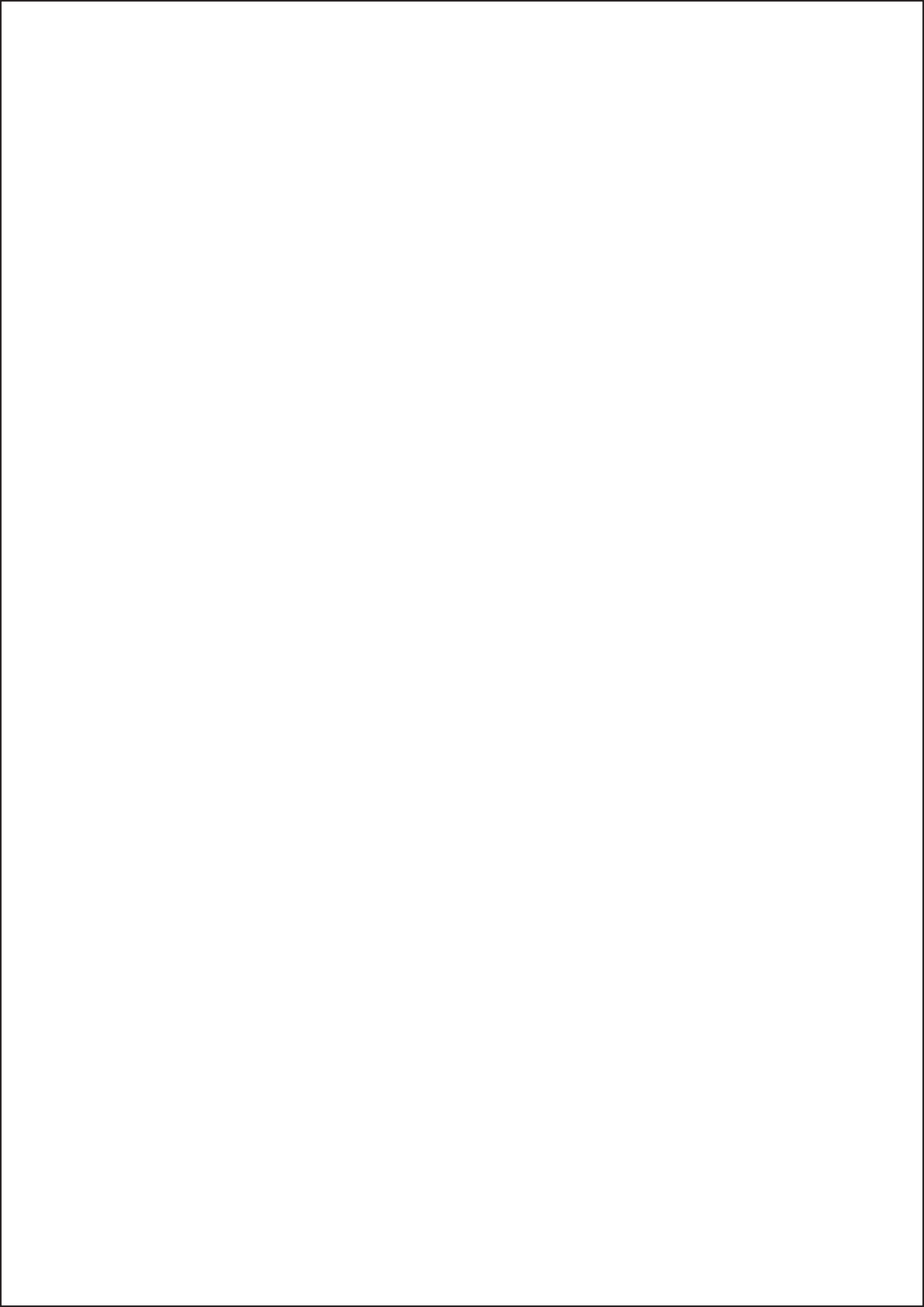
Exercise 1: Thematic Instruction.....	265
Exercise 2: Implementation Models	266
Exercise 3: Getting Started in Technology and Community	269
Exercise 4: Graphics Demonstration Session	270
Module 3 Summary	271

Module 4: The Teaching Methodology

Exercise 1: Session Structure.....	273
Exercise 2: Showcases.....	275
Exercise 3: Practice Session Preparation	276
Module 4 Summary	280

Module 5: Word Processing

Exercise 1: Practice Session.....	281
Exercise 2: Feedback Session	282
Exercise 3: Assessing Student Work	283
Module 5 Summary	288



Module 1

21st Century Skills

Description: 21st century, student-centered learning differs from traditional, teacher-centered learning in that the two have different approaches to content, instruction, classroom environment, assessment, and technology. Learn more about what you can do to help your students develop the skills they need to learn to become successful in the 21st century workplace.

Exercise 1: Essential Skills

Step 1

When students graduate from your school system, what is essential for them to know and to be able to do to be successful in the 21st century workplace? Working in a small group, discuss your answers, and record them on the lines that follow.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Step 2

Be prepared to share your list of essential skills with the large group as directed.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

- Eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit
- Augue duis esse molestie consequat, vel illum dolore eu dolor.
- Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.
- Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu dolor feugiat nulla facilisis at vero.

Exercise 2: Learner Profiles

Most learners participating in the Intel Learn Program are likely to:

- Be between the ages of 8-16
- Have a wide range of learning abilities and challenges
- Come from rural and low or middle societies
- Be first-generation learners, currently enrolled in formal education
- Be able to read and write in their native language
- Possess limited or emerging technology literacy skills (Technology and Community learners) or intermediate-level technology literacy skills (Technology at Work learners)
- Have limited access to computers

Reflect on the learners who will attend your classes. Record your answers to the questions below. Be prepared to share your answers with the larger group.

- **What do you know about the learners in your community who will attend your classes? Who are they and what are they like? How might they differ from those described in the above profile?**

- **How do you know this about them? What are your sources of information?**

Intervention Skills

There are many times when facilitators will need to intervene and provide feedback to learners. Listed below are several situations when intervention by the facilitator may be required.

Work with your partner to identify two or three feedback starters or statements for each situation that can be shared with learners. Be prepared to share your answers with the larger group.

1. When you agree with a learner ... (Example: "Good point!")

2. When you disagree with a learner ... (Example: "There may be some other ideas to consider.")

3. When you need to encourage a discouraged learner ... (Example: "Let us solve it together.")

4. When you want to express empathy ... (Example: "It sounds so frustrating.")

5. When a change should be suggested ... (Example: "Check that you have done all the things listed in the Review It section.")

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Linguistic Thinkers (Word Smart)

Characteristics	Use words effectively, love to play with words, show strength in the language arts: listening, speaking, reading, and writing
Like	Reading, telling stories, crossword puzzles, oral discussion or debate, writing reports, giving presentations, conducting interviews, creating slogans, keeping a journal or diary, developing word games, and writing letters, poems, stories, and descriptions
Learn Best	Reading interesting books, playing word board or card games, listening to recordings, using various kinds of computer technology, participating in conversation and discussions
Suitable Careers	Librarian, salesperson, archivist, translator, politician, curator, speech pathologist, writer, radio or television announcer, journalist, lawyer, secretary, editor, English teacher
Famous Examples	William Shakespeare, JK Rowlings, Anne Frank
Technology Interests	Word processing, email, desktop publishing, web publishing

Linguistic Thinkers (Word Smart)

Characteristics	Use words effectively, love to play with words, show strength in the language arts: listening, speaking, reading, and writing
Like	Reading, telling stories, crossword puzzles, oral discussion or debate, writing reports, giving presentations, conducting interviews, creating slogans, keeping a journal or diary, developing word games, and writing letters, poems, stories, and descriptions
Learn Best	Reading interesting books, playing word board or card games, listening to recordings, using various kinds of computer technology, participating in conversation and discussions
Suitable Careers	Librarian, salesperson, archivist, translator, politician, curator, speech pathologist, writer, radio or television announcer, journalist, lawyer, secretary, editor, English teacher
Famous Examples	William Shakespeare, JK Rowlings, Anne Frank
Technology Interests	Word processing, email, desktop publishing, web publishing

Traditional, teacher-directed instruction and the project approach have different features and benefits, as summarized in the table below:

Traditional, Teacher-Directed Instruction	The Project Approach
Teacher-centered	Learner-centered
Teacher is the information giver — the sage on stage — helping students acquire skills	Teacher is the facilitator — the guide on the side — providing opportunities for student to apply skills
Teacher is the expert, addressing students' weaknesses	Students are the experts, and the teacher builds upon the students' strengths
Teaching is an instructive process	Teaching is a constructive process
Teacher chooses activities and provides materials at the appropriate level	Students select from a variety of teacher-provided activities and determine their own level of challenge at which to work
Students learn passively, with the classroom often being silent	Students actively involved in their learning, with the classroom filled with learning noise
Students work individually	Students collaborate with others
Emphasis on rote facts and memorization, some critical thinking	Emphasis on critical thinking
One specific answer	No one correct answer
Short, isolated activities and lessons	Long-term projects
Traditional paper and pencil assessment	Performance-based, authentic assessment
Teacher is accountable	Teacher and students share accountability for learning and achievement
Students extrinsically motivated by desire to please the teacher and gain rewards	Students' interests and involvement promotes intrinsic motivation and effort

Although differences do exist between the two approaches, it is important to note that the project approach complements and enhances traditional, teacher-directed instruction by providing a purposeful and meaningful context for which students can master their emerging skills.

- Why might the project approach be attractive to learners?
- Does after-school education provide more opportunities for learners to engage in the project approach than formal education? Why?

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

Activity and Project Rubric

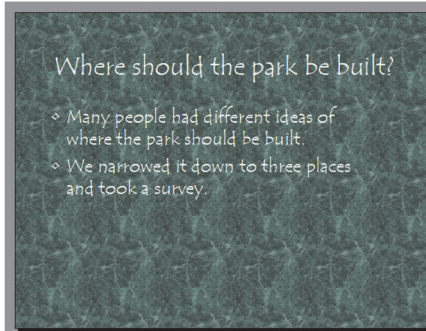
A rubric is a guideline to help you and your teacher determine how well you are performing in several categories. These categories include originality, required elements, technical skills, communication to audience, and collaboration. Within each category, your performance level can be assessed as exceeding expectations, meeting expectations, approaching expectations, or needing improvement.

		Level			
		Exceeding Expectations	Meeting Expectations	Approaching Expectations	Needing Improvement
Category	Originality	We used our skills to make a highly original product that reflects our own unique and creative ideas.	We used our skills to make an original product that reflects our own ideas.	We used our skills to make a partially original product that reflects some of our own ideas.	We mostly copied our product from an example or someone else's work.
	Required Elements	We completed all the "Review It" elements. We also tried to do one or more of the challenges.	We completed all the "Review It" elements.	We completed most of the "Review It" elements.	We completed few, if any, of the "Review It" elements.
	Technical Skills	Our work shows that we are very good at using the technology skills needed to make the product.	Our work shows that we are able to use the technology skills needed to make the product.	Our work shows that we can improve our use of the technology skills needed to make the product.	Our work shows that we need help with the technology skills needed to make the product.
	Communication to Audience	Our choices for colors, sizes, words, and other details clearly communicate our message.	Our choices for colors, sizes, words, and other details communicate our message.	Our choices for colors, sizes, words, and other details only partly communicate our message.	Our choices for colors, sizes, words, and other details distract from our message.
	Collaboration	We always worked together as a team to plan, do, review, and share our product. We worked hard on our parts, and helped each other along the way.	We worked together to plan, do, review, and share our project. We completed our parts and helped each other most of the time.	We worked together sometimes to plan, do, review, and share our product. We completed our own parts and helped each other only part of the time.	We did not work together to plan, do, review, and share our product. We worked on our own parts.

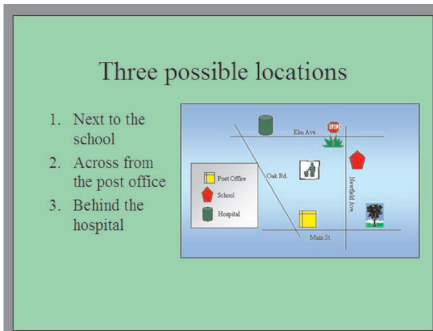
Let us begin by viewing the sample presentation below from *Technology and Community*.



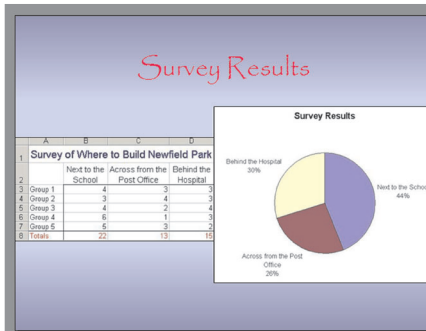
Read the title and introduce the park planners.



Explain the process your group went through to narrow the choices.



Discuss why these are good locations.



Discuss the survey results in both the table and the chart. Point out that the location next to the school is where most people want the park.



Briefly discuss the contents of the table.



Discuss each part of the drawing.

Park Project Example

Check to see if the presentation slides and notes have all the elements identified in the "Project Reviewing" activity on page 123 of the *Technology and Community* book.

- Are the presentation slides and notes representative of work that approaches, meets, or exceeds expectations? Why

Index

Being a Critical Friend	48
Building Communities of Learners	61
Change	56
Child versus Adult Learners	14
Classroom Management	61
Class Rules	62
Collaboration	32
Conflicts	64
Consequences	63
Constructive Feedback	48
Course Structure	40
Critical Thinking	33
Encouraging Skills	59
Facilitation Skills	57
Getting Started	41
Giving Directions Skills	58
Intervention Skills	60
Learner Profiles	30
Learning Stages	15
Listening and Speaking Skills	58
Making Learning Relevant	50
Multiple Intelligences	15
Observing and Monitoring Skills	59
Project Approach	12
Questioning Skills	37
Review Sessions	52
Session Overview	42
Staff Profile	8

Appendix X

Teaching Graphics

While many students will be excited to begin the student curriculum, some may feel a bit nervous. To provide an opportunity for all students to feel successful as they begin, graphics is presented as the first technology area. This decision is based on a few important factors.

First, most students have already used traditional materials (markers, crayons, paint, brushes, and paper) to draw or paint a picture. So even though students may not be familiar with an actual project, they know that the final product will be in the form of a picture. The same cannot be said about the other technology areas where tables, worksheets, charts, and slides may not be familiar final products.

Second, the buttons and tools that are used to create digital artwork are similar to the traditional materials they have already used and the shapes that they are already familiar with. When students see a **Pencil** or **Paintbrush** tool, they can safely assume that they will work like an actual pencil or paintbrush. When they see the **Line** or **Rectangle** tools, most students will understand that they can use those tools to create a line or a rectangle. This increases their confidence on the computer and reduces their initial frustrations.

Additionally, graphics activities provide good opportunities for students to practice basic mouse skills (including clicking, double-clicking, and dragging). At the same time, they develop basic keyboarding skills through activities that require minimal amounts of text. Because these graphics activities are more exploratory and openended than the activities in other technology areas, students have the chance to try and learn without having to worry about “being wrong.”

Although many students will have limited computer skills, there will be some students with previous computer experience. It is likely that these students are already familiar with graphics technology, and they may claim that they “already know this.” It is important to note that although basic graphics skills are required to complete these activities, the skills are presented in unique combinations or in specific sequences that students have not previously experienced.

Technology and Community Implementation Model

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

- Eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit
- Augue duis esse molestie consequat, vel illum dolore eu dolor.
- Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.
- Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu dolor feugiat nulla facilisis at vero.

Session 1: Getting Started	Session 2: Graphics Paint	Session 3: Graphics Draw
Opening (5*) Overview (10) Find Someone Who ... (30) Computer Basics (10) Internet Search (30) Community (10) Class Rules (20) Review (5)	Opening (5) Paint Overview (30) Paint Activities (60) Postage Stamp Desktop Display Sharing (20) Review (5)	Opening (5) Draw Overview (30) Draw Activities (60) Postcard Signs Map Sharing (20) Review (5)
Session 4: Word Processing	Session 5: Word Processing	Session 6: Spreadsheets
Opening (5) Word Processing Overview (30) Word Processing Activities (60) Flyer Business Cards Sharing (20) Review (5)	Opening (5) Word Processing Activities (90) Reference Guide Calendar Article Sharing (20) Review (5)	Opening (5) Spreadsheets Overview (30) Spreadsheets Activities (60) Address Book Survey Sharing (20) Review (5)
Session 7: Spreadsheets	Session 8: Multimedia	Session 9: Multimedia
Opening (5) Spreadsheets Activities (90) Statistics Budget Sharing (20) Review (5)	Opening (5) Multimedia Overview (30) Multimedia Activities (60) Advertisement Timeline Sharing (20) Review (5)	Opening (5) Multimedia Activities (90) Role Model News Program Talents Sharing (20) Review (5)
Session 10: Review	Session 11: Project Planning	Session 12: Project Doing
Opening (5) Review Activity (60) Scrapbook Free Choice Sharing (20) Review (5)	Opening (5) Project Planning (90) Sharing (20) Review (5)	Opening (5) Project Doing (90) Sharing (20) Review (5)
Session 13: Project Doing	Session 14: Project Reviewing	Session 15: Project Sharing
Opening (5) Project Doing (90) Sharing (20)	Opening (5) Project Reviewing (90) Sharing (20)	Opening (5) Project Sharing (90) Graduation Celebration (20)

*numbers in parentheses () represent approximate duration in minutes.

B. Activities

4. Please indicate the extent to which each activity was suited to your students' ages, skills, interests, and cultures. Place a check mark (✓) in the most appropriate box for each activity.

⇒ Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

✓ Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

Technology and Community

Activity	Rating				
	1 Not at all useful	2	3	4	5 Extremely useful
Postage Stamp					
Desktop Display					
Postcard					
Signs					
Map					
Flyer					
Business Cards					
Reference Guide					
Calendar					
Article					
Address Book					
Survey					
Transportation					
Statistics					
Budget					
Advertisement					
Timeline					
Role Model					
News Program					
Talents					
Scrapbook					

