

**COURSE: Accounting**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
CAREERS		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify accounting careers</li> <li>• Define accounting terms related to accounting careers</li> <li>• Identify the different tasks of various accounting occupations</li> <li>• Describe the importance of communications in reporting accounting information</li> <li>• Describe how individuals make ethical business decisions</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	September or February	<ul style="list-style-type: none"> <li>•</li> </ul>
ACCOUNTING FOR A PROPRIETORSHIP		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Define accounting terms related to starting a proprietorship</li> <li>• Identify accounting concepts and practices related to proprietorships</li> <li>• Classify accounts as assets, liabilities, or owner's equity</li> <li>• Prepare a balance sheet for a proprietorship</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	September or January	<ul style="list-style-type: none"> <li>•</li> </ul>
ACCOUNTING EQUATION	Specific accounting terms; classifying accounts; analyzing transactions	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Define accounting terms related to the accounting equation</li> <li>• Identify accounting concepts and practices that affect owner's equity</li> <li>• Analyze transactions that affect the accounting equation</li> <li>• Identify the normal balances of a specific account</li> <li>• Use T accounts to show which accounts are debited or credited for each business transaction</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	On going	<ul style="list-style-type: none"> <li>•</li> </ul>

			<ul style="list-style-type: none"> <li>• Verify the equality of debits and credits for each business transaction</li> </ul>			
JOURNALIZING TRANSACTIONS		•	<ul style="list-style-type: none"> <li>• Use a five-column journal</li> <li>• Use a journal with special amount columns</li> <li>• Forward totals from journal page to another</li> <li>• Rule a five-column journal</li> <li>• Prove equality of debits and credits</li> <li>• Prove cash</li> <li>• Identify accounting concepts and practices related to journalizing transactions</li> </ul>	•	On going	•
POSTING TO LEDGERS		•	<ul style="list-style-type: none"> <li>• Assign account numbers to new accounts;</li> <li>• Define accounting terms related to posting from a journal to a general ledger</li> <li>• Identify accounting concepts and practices related to posting from a journal to a general ledger</li> <li>• Prepare a chart of accounts</li> <li>• Close accounts</li> </ul>	•	On going	•
CASH CONTROL SYSTEMS		•	<ul style="list-style-type: none"> <li>• Define accounting terms related to using a checking account and petty cash fund</li> <li>• Identify accounting concepts and practices related to using a checking account and petty cash fund</li> <li>• Prepare papers related to using a checking account</li> <li>• Reconcile a checking account</li> <li>• Establish and replenish a petty cash fund</li> <li>• Record transactions related to using a checking account and a petty cash fund</li> <li>• Record transactions using electronic funds transfers</li> </ul>	•	On going	•

**COURSE: Business Communications**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
WRITTEN COMMUNICATIONS		•	<ul style="list-style-type: none"> <li>• Know how letters are used in business world</li> <li>• Know use of subject and attention lines</li> <li>• Compose a proper business letter</li> <li>• know how memorandums are used in business world</li> <li>• Compose a proper interoffice memorandum</li> <li>• Know how reports are used in the business world</li> <li>• Import charts and tables into business reports</li> </ul>	•	On going	•
ORAL COMMUNICATIONS		•	<ul style="list-style-type: none"> <li>• Listen to and follow oral instructions in business situations</li> <li>• Take effect notes in business situations</li> <li>• Know the proper rules of using the telephone in the world of business</li> <li>• Take proper messages from phone conversations</li> </ul>	•	On going	•
USE OF TECHNOLOGY		•	<ul style="list-style-type: none"> <li>• Set up an e-mail account</li> <li>• Know the rules of using e-mail in business situations</li> <li>• Know the use of a facsimile machine in business situations</li> <li>• Use the Internet to research material for business reports</li> </ul>	•	On going	•
OTHERS		•	<ul style="list-style-type: none"> <li>• Import pictures and graphics into all forms of business communications</li> <li>• Know how body language can be used</li> </ul>	•	On going	•

			and interpreted in business situations			
			<ul style="list-style-type: none"><li>• Read business material, analyze the material, and compose communications necessary to report on the material</li></ul>			

**COURSE: Business Analysis/Business Computer Applications**  
**GRADE LEVEL: 10 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
WORD PROCESSING		•	<ul style="list-style-type: none"> <li>Identify generic terminology for software and hardware</li> <li>Identify components of a computer</li> <li>Format business letters, memos, reports, and tables in proper business styles</li> </ul>	•	September/November	•
SPREADSHEETS		•	<ul style="list-style-type: none"> <li>Define spreadsheet</li> <li>List the steps in creating and designing a spreadsheet</li> <li>Save, recall, and edit an existing spreadsheet</li> <li>Define the basic terminology associated with spreadsheets</li> </ul>	•	November/January	•
DATABASE		•	<ul style="list-style-type: none"> <li>Define database</li> <li>List the steps in creating and designing a database</li> <li>Save, recall, and edit an existing database</li> <li>Define the basic terminology associated with databases</li> </ul>	•	February/April	•
GRAPHICS		•	<ul style="list-style-type: none"> <li>Define graphics</li> <li>Define basic terminology associated with graphics</li> </ul>	•	On going (Integrated)	•
FRAMEWORK OF AMERICAN BUSINESS		•	<ul style="list-style-type: none"> <li>Describe the development of American business from the agricultural roots to the present age of technology</li> <li>Explain the profit motive</li> <li>Describe the various forms of business in the American economic system</li> <li>Describe the systems concept of input-</li> </ul>	•	May/June	•

			processing-output-feedback <ul style="list-style-type: none"> <li>Define terminology associated with American business</li> </ul>			
BUSINESS SUBSYSTEMS		•	<ul style="list-style-type: none"> <li>Define terminology associated with business subsystems</li> <li>Distinguish between staff and line-and-staff organizations</li> <li>Describe a traditional business office subsystem</li> <li>be able to describe the emerging office skills related to technology</li> </ul>	•	May/June	•

**COURSE: IT Essentials**  
**GRADE LEVEL: 10 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
INTRODUCTION TO THE PERSONAL COMPUTER	<ul style="list-style-type: none"> <li>• IT Careers</li> <li>• Computer Systems</li> <li>• Internal Components</li> <li>• Ports/Cables</li> <li>• Input/Output Devices</li> </ul>	<ul style="list-style-type: none"> <li>• What are IT careers you can use this class to prepare for?</li> <li>• What is a computer system?</li> <li>• What are the internal components that make a computer work?</li> <li>• What are input/output devices?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify IT careers</li> <li>• Identify a computer system</li> <li>• Identify the internal components of a computer</li> <li>• Identify input/output devices</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Weeks 1-3	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Worksheets</li> </ul>
SAFE LAB PROCEDURE AND TOOL USE	<ul style="list-style-type: none"> <li>• Safe working conditions</li> <li>• Tools</li> <li>• Proper tool use</li> </ul>	<ul style="list-style-type: none"> <li>• What is a safe working environment?</li> <li>• What safety precautions are necessary?</li> <li>• What tools are used in PC repair?</li> <li>• What is proper tool usage?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify safe working procedures</li> <li>• Identify tools</li> <li>• Explain proper tool usage</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Weeks 3-4	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Worksheets/ Labs</li> </ul>
COMPUTER DISASSEMBLY AND ASSEMBLY	<ul style="list-style-type: none"> <li>• Take a computer apart</li> <li>• Put it back together</li> <li>• 'Build a PC'</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to be able to identify the internal parts of a PC?</li> <li>• What is the proper way to disassemble a PC?</li> <li>• What is the proper way to assemble a</li> </ul>	<ul style="list-style-type: none"> <li>• Open the case</li> <li>• Install the power supply</li> <li>• Attach components to the motherboard and install it</li> <li>• Install internal drives</li> <li>• Install external drives</li> <li>• Install adapter cards</li> <li>• Connect all cables</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Weeks 4-7	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Worksheets/ Labs</li> <li>• Disassembly/ Assembly sheet</li> <li>• Virtual Desktop</li> </ul>

		PC?	<ul style="list-style-type: none"> <li>• Connect side panels</li> <li>• Boot computer</li> <li>• Do it all in reverse</li> <li>• 'Build a PC'</li> </ul>			
BASICS OF PREVENTIVE MAINTENANCE AND TROUBLESHOOTING	<ul style="list-style-type: none"> <li>• Being proactive with PC repair</li> <li>• Using the troubleshooting process</li> </ul>	<ul style="list-style-type: none"> <li>• What is preventive maintenance?</li> <li>• What is the troubleshooting process?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the purpose of preventive maintenance</li> <li>• Identify the steps of the troubleshooting process</li> </ul>	•	Weeks 7-9	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Worksheets/Labs</li> </ul>
OPERATING SYSTEMS	•	<ul style="list-style-type: none"> <li>• What is an OS?</li> <li>• What exactly does an OS do?</li> <li>• Why do PC's need an OS?</li> <li>• How can you determine the proper OS for a customer?</li> <li>• How can you help prevent and/or fix problems in windows?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the purpose of the OS</li> <li>• Describe and compare OS</li> <li>• Determine OS based on customer needs</li> <li>• Install an OS</li> <li>• Navigate windows</li> <li>• Identify and apply preventive maintenance techniques for windows</li> <li>• Troubleshoot an OS problem for a customer</li> </ul>	•	Weeks 9-11	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Worksheets/Labs</li> </ul>
LAPTOPS AND PORTABLE DEVICES	<ul style="list-style-type: none"> <li>• Laptops</li> <li>• PDA's</li> <li>• Smart phones</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between a laptop and desktop?</li> <li>• Why should you know about laptops?</li> <li>• Why should you be able to fix laptops?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe laptops and portable devices</li> <li>• Identify and describe laptop components</li> <li>• Compare and contrast laptops and desktops</li> <li>• Configure laptops</li> <li>• Discuss mobile phone standards</li> <li>• Identify preventive maintenance techniques</li> <li>• Troubleshoot laptops</li> </ul>	•	Weeks 12-13	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Online research</li> <li>• Virtual laptop</li> </ul>
PRINTERS AND SCANNERS	<ul style="list-style-type: none"> <li>• Printers</li> <li>• Scanners</li> </ul>	<ul style="list-style-type: none"> <li>• What are the various types of printers that are available?</li> <li>• What are the various types of scanners</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the types of printers currently available</li> <li>• Describe the installation and configuration process for printers</li> </ul>	•	Weeks 14-16	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Online research</li> <li>• Worksheets/Labs</li> </ul>



		<p>that are available?</p> <ul style="list-style-type: none"> <li>• What are the preventive maintenance techniques for printers and scanners?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the types of scanners available</li> <li>• Describe the installation and configuration process for scanners</li> <li>• Identify preventive maintenance for printers and scanners</li> <li>• Troubleshoot printing/ scanning issues</li> </ul>			
COMPUTER NETWORKS	<ul style="list-style-type: none"> <li>• Lans/Wans</li> <li>• Bandwidth</li> <li>• Protocols</li> <li>• IP Addressing</li> <li>• Standards</li> <li>• Topologies</li> </ul>	<ul style="list-style-type: none"> <li>• What is a network?</li> <li>• What is a LAN?</li> <li>• What is an IP address?</li> <li>• How do computers speak to each other?</li> <li>• What is a physical/ logical layout?</li> <li>• What is the importance of networking standards?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the principles of networking</li> <li>• Describe types of networks</li> <li>• Describe basic networking concepts and technologies</li> <li>• Describe the physical components of a network</li> <li>• Describe LAN topologies</li> <li>• Identify standards</li> <li>• Identify Ethernet standards</li> <li>• Explain OSI and TCP/IP data models</li> <li>• Describe how to configure a NIC</li> <li>• Identify names of other technologies</li> <li>• Identify preventive maintenance techniques</li> <li>• Troubleshoot a network</li> </ul>	•	Weeks 17-19	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Online research</li> <li>• Worksheets/ Labs</li> </ul>
SECURITY	<ul style="list-style-type: none"> <li>• PC security</li> <li>• Network security</li> <li>• Software security</li> <li>• Hardware security</li> <li>• Data recycling</li> <li>• Hacking</li> </ul>	<ul style="list-style-type: none"> <li>• Why is PC/Network security so important?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why security is so important</li> <li>• Describe security threats</li> <li>• Identify security procedures</li> <li>• Identify preventive maintenance techniques for security</li> <li>• Troubleshoot security issues</li> </ul>	•	Weeks 21-22	<ul style="list-style-type: none"> <li>• Online test</li> <li>• Online research</li> <li>• Worksheets/ Labs</li> </ul>

COMMUNICATION SKILLS	<ul style="list-style-type: none"> <li>• Resume writing</li> <li>• Cover letters</li> <li>• Classified ads</li> <li>• Resume posting online</li> <li>• Career research</li> </ul>	<ul style="list-style-type: none"> <li>• What is proper business communication?</li> <li>• Why is it important to communicate properly?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the relationship between communication and troubleshooting</li> <li>• Describe good communication skills and professional behavior</li> <li>• Explain ethics and legal aspects of working with computer technology</li> <li>• Describe call center environment and technician responsibilities</li> </ul>	•	Weeks 23-24	<ul style="list-style-type: none"> <li>• Writing a resume</li> <li>• Online test</li> </ul>
ADVANCED PERSONAL COMPUTERS	<ul style="list-style-type: none"> <li>• Lab safety</li> <li>• PC upgrading</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to be able to upgrade a PC instead of replacing?</li> <li>• How can you identify the trouble spot?</li> <li>• How can you go about building a computer for a customer with very specific needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an overview of field, remote, and bench tech. jobs</li> <li>• Explain safe lab procedure and tool use</li> <li>• Describe situations requiring replacement of computer components</li> <li>• Upgrade and configure personal computer components and peripherals</li> <li>• Identify and apply preventive maintenance techniques</li> <li>• Troubleshoot PC's</li> </ul>	•	Weeks 25-27	<ul style="list-style-type: none"> <li>• Computer Assembly</li> <li>• Troubleshooting</li> <li>• Online research</li> <li>• Online test</li> </ul>
ADVANCED OPERATING SYSTEMS	<ul style="list-style-type: none"> <li>• Customized install of OS</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• What is a custom OS install?</li> <li>• Why would you need to customize?</li> <li>• How can you upgrade an OS?</li> </ul>	<ul style="list-style-type: none"> <li>• Select an OS for a customer</li> <li>• Install, configure and optimize an OS</li> <li>• Customize an OS</li> <li>• Upgrade an OS</li> <li>• Troubleshoot an OS</li> </ul>	•	Weeks 28-30	<ul style="list-style-type: none"> <li>• Worksheets/Labs</li> <li>• Online test</li> </ul>
ADVANCED LAPTOPS AND PORTABLE DEVICES	<ul style="list-style-type: none"> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different wireless communication types?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe wireless communication methods</li> <li>• Describe repairs for laptops and portable devices</li> <li>• Select laptop components</li> <li>• Describe preventive maintenance for laptops</li> <li>• Troubleshoot laptops</li> </ul>	•	Weeks 30-31	<ul style="list-style-type: none"> <li>• Worksheets/Labs</li> <li>• Online test</li> </ul>

<p>ADVANCED PRINTERS AND SCANNERS</p>	<ul style="list-style-type: none"> <li>• Installing a printer</li> <li>• Sharing a printer</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• How can you share a printer?</li> <li>• How can you name a printer?</li> <li>• How do you install a printer?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe potential safety hazards and safety procedures associated with printers and scanners</li> <li>• Install and configure a local printer and scanner</li> <li>• Describe how to share a printer and scanner on a network</li> <li>• Upgrade and configure printers and scanners</li> <li>• Describe printer and scanner preventive maintenance techniques</li> <li>• Troubleshoot printers and scanners</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Weeks 32-33</p>	<ul style="list-style-type: none"> <li>• Worksheets/Labs</li> <li>• Online test</li> </ul>
<p>ADVANCED NETWORK</p>	<ul style="list-style-type: none"> <li>• Design a network</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• How do you design a network?</li> <li>• How do you determine connection needs?</li> <li>• How do you upgrade a network?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify potential safety hazards</li> <li>• Design a computer network based on customer's needs</li> <li>• Determine the components for your customers network</li> <li>• Implement the customers network</li> <li>• Install and configure a simple mail server</li> <li>• Describe preventive maintenance techniques</li> <li>• Troubleshoot the network</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Weeks 33-35</p>	<ul style="list-style-type: none"> <li>• Worksheets/Labs</li> <li>• Online test</li> </ul>
<p>ADVANCED SECURITY</p>	<ul style="list-style-type: none"> <li>• Design a security policy</li> <li>• Implement a security policy</li> <li>• Troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>• What is a security policy?</li> <li>• What is preventive maintenance for PC/ Network security?</li> </ul>	<ul style="list-style-type: none"> <li>• Outline security requirements based on customer needs</li> <li>• Select security components based on customer needs</li> <li>• Implement customer's security policy</li> <li>• Perform preventive maintenance on security</li> <li>• Troubleshoot security</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Weeks 36-37</p>	<ul style="list-style-type: none"> <li>• Worksheets/Labs</li> <li>• Online test</li> </ul>

**COURSE: Business Law**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
THE ROLE OF THE U.S. CONSTITUTION		<ul style="list-style-type: none"> <li>What is the "Supreme" law of the land?</li> </ul>	<ul style="list-style-type: none"> <li>History of the law</li> <li>How laws are changed</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between criminal and civil violations of the laws</li> </ul>	September	<ul style="list-style-type: none"> <li>Internet research activity - <b>What's new with the Supreme Court?</b></li> <li>Vocabulary Quiz</li> <li>Chapter Tests</li> </ul>
ETHICS IN LAW		<ul style="list-style-type: none"> <li>What are ethics and how do ethics influence decisions in law?</li> </ul>	<ul style="list-style-type: none"> <li>Difference between <b>Consequential</b> and <b>Deontological</b> reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between criminal and civil violations of the laws</li> </ul>	September	<ul style="list-style-type: none"> <li>Internet research activity - <b>What's new with the Supreme Court?</b></li> <li>Vocabulary Quiz</li> <li>Chapter Tests</li> </ul>
KINDS OF LAWS		<ul style="list-style-type: none"> <li>What is the difference between criminal and civil law?</li> </ul>	<ul style="list-style-type: none"> <li>Federal, state, local, constitutional, statutory, administrative and case law</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between criminal and civil violations of the laws</li> </ul>	September	<ul style="list-style-type: none"> <li>Internet research activity - <b>What's new with the Supreme Court?</b></li> <li>Vocabulary</li> </ul>

						<ul style="list-style-type: none"> <li>Quiz</li> <li>Chapter Tests</li> </ul>
ENFORCING THE LAW		<ul style="list-style-type: none"> <li>How are laws enforced?</li> <li>Who enforces laws?</li> </ul>	<ul style="list-style-type: none"> <li>Which courts have jurisdiction in legal matters</li> </ul>	<ul style="list-style-type: none"> <li>Describe the process of criminal, civil and small claims court trial procedures</li> </ul>	October	<ul style="list-style-type: none"> <li>Internet Research Activity - <b>What court has jurisdiction?</b></li> <li>Videos and worksheets</li> <li>Vocabulary quiz</li> <li>Chapter tests</li> <li>Unit exam</li> </ul>
CRIMES		<ul style="list-style-type: none"> <li>What is the punishment for crimes against society? Against other individuals?</li> </ul>	<ul style="list-style-type: none"> <li>Classify and list crimes against society</li> </ul>	<ul style="list-style-type: none"> <li>Describe the process of criminal, civil, and small claims court trial procedures</li> </ul>	October	<ul style="list-style-type: none"> <li>Internet Research Activity - <b>What court has jurisdiction?</b></li> <li>Videos and worksheets</li> <li>Vocabulary quiz</li> <li>Chapter tests</li> <li>Unit exam</li> </ul>
TORTS		<ul style="list-style-type: none"> <li>What are the roles of small claims courts, civil courts, trial courts, appeals courts?</li> <li>When does a person receive a jury trial?</li> </ul>	<ul style="list-style-type: none"> <li>Classify and list crimes against other individuals</li> <li>Organize a trial</li> </ul>	<ul style="list-style-type: none"> <li>Describe the process of criminal, civil, and small claims court trial procedures</li> </ul>	October	<ul style="list-style-type: none"> <li>Internet Research Activity - <b>What court has jurisdiction?</b></li> <li>Videos and worksheets</li> <li>Vocabulary quiz</li> <li>Chapter tests</li> <li>Unit exam</li> </ul>

CYBER LAW CYBER CRIMES, LAWS, ETC.		<ul style="list-style-type: none"> <li>• What is the law in cyber space</li> </ul>	<ul style="list-style-type: none"> <li>• Define all terms and laws of cyber space</li> </ul>	<ul style="list-style-type: none"> <li>• Violations: Identify theft, hacking, protecting children from cyber stalkers</li> </ul>	October	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Vocabulary quiz</li> </ul>
LAWS FOR MINORS		<ul style="list-style-type: none"> <li>• How are laws for minors different?</li> </ul>	<ul style="list-style-type: none"> <li>• Minors rights outside of school</li> <li>• Rights of minors in school</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how rights of minors and how due process in and out of the school scene are different</li> </ul>	November	<ul style="list-style-type: none"> <li>• Internet Research - <b>When students get in trouble?</b></li> <li>• Mock trial</li> <li>• Vocabulary quiz</li> <li>• Chapter Test</li> </ul>
EDUCATIONAL LAW		<ul style="list-style-type: none"> <li>• What happens when "school laws" conflict with "civil laws" (my constitutional rights)?</li> </ul>	<ul style="list-style-type: none"> <li>• Right of school districts and the making of school rules</li> <li>• Enforcing rules and the right of due process</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how rights of minors and how due process in and out of the school scene are different</li> </ul>	November	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>What court has jurisdiction?</b></li> <li>• Videos and worksheets</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Unit exam</li> </ul>
LAWS FOR FAMILIES		<ul style="list-style-type: none"> <li>• What us the significance of the marriage contract?</li> <li>• What are the rights and duties of wives and husbands?</li> <li>• What are the consequences of divorce?</li> <li>• Who needs a will?</li> <li>• What happens to a</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the law affects premarital and marital relationships</li> <li>• Describe how a marriage is legally ended</li> <li>• Define the rights and duties of husbands and wives</li> <li>• Explain the legal consequences of a persons death</li> <li>• Describe how a descendant's estate is managed</li> </ul>	<ul style="list-style-type: none"> <li>• Legal effects of marriage, divorce, leaving a will, not leaving a will</li> </ul>	December	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>What are the child's rights when the parents get divorced?</b></li> <li>• Vocabulary quiz</li> </ul>

		person's "worldly possessions" when there is no will?				<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Write a will</li> </ul>
LAWS FOR CONSUMERS		<ul style="list-style-type: none"> <li>• What is the role of federal, state and local governments when protecting and supporting consumers?</li> </ul>	<ul style="list-style-type: none"> <li>• Know trade practices prohibited by laws and laws that enforce the protection</li> <li>• Understand why the law focuses on consumer protection</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer protection and legal rights of consumers</li> </ul>	January	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Consumer Protection</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Mid-year exam</li> </ul>
OFFER		<ul style="list-style-type: none"> <li>• How are contracts formed?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell who may make contracts</li> <li>• Explain the nature and importance of contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of entering into contracts</li> </ul>	February	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Civility in schools</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> </ul>
ACCEPTANCE		<ul style="list-style-type: none"> <li>• How and when are offers terminated</li> </ul>	<ul style="list-style-type: none"> <li>• List the requirements of an offer and how it can be kept open</li> <li>• List the requirements of an acceptance and how they result in a valid contract</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of entering into contracts</li> </ul>	February	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Civility in schools</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> </ul>
CONSIDERATION		<ul style="list-style-type: none"> <li>• What are some forms of considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the nature of consideration in a contract and recognize acceptable and unacceptable types of consideration</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of entering into contracts</li> </ul>	February	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Civility in schools</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> </ul>

VOID AND VOIDABLE AGREEMENTS		<ul style="list-style-type: none"> <li>• Why can't minors contract?</li> <li>• What is fraud?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe fraud</li> <li>• List and describe types of illegal agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Ending contracts and protection against breach of contract</li> </ul>	March	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>What is and where do we find the Local Better Business Bureau?</b></li> <li>• Video and worksheets</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Unit Exams</li> </ul>
PROPER FORM		<ul style="list-style-type: none"> <li>• How are contracts classified?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what makes a contract void or voidable</li> <li>• Understanding the effects of misstating one's age as a minor</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	March	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>What is and where do we find the Local Better Business Bureau?</b></li> <li>• Video and worksheets</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Unit Exams</li> </ul>
ENDING CONTRACTUAL OBLIGATIONS		<ul style="list-style-type: none"> <li>• What is breach of contract</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of proper forms for certain contracts</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	March	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>What is and where do we find the Local Better Business Bureau?</b></li> </ul>



						<ul style="list-style-type: none"> <li>• Video and worksheets</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Unit Exams</li> </ul>
REMEDIES FOR BREACH OF CONTRACT		<ul style="list-style-type: none"> <li>• What are the remedies for breach of contract?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe customary and unusual ways that contracts are discharged</li> <li>• Describe the basic remedies available for victims of breach of contract</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	March	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>What is and where do we find the Local Better Business Bureau?</b></li> <li>• Video and worksheets</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Unit Exams</li> </ul>
DEBTS AND BANKRUPTCY		<ul style="list-style-type: none"> <li>• What are some different levels of bankruptcy?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss laws that protect debtors</li> <li>• Discuss laws that protect creditors</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rights as a debtor and creditor</li> </ul>	April	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Who is the repo man?</b></li> <li>• Mock trial</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> </ul>
COLLATERAL AND REPOSSESSIONS		<ul style="list-style-type: none"> <li>• What are the rights of a debtor and creditor?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why creditors may repossess</li> <li>• Discuss how a debtor's property becomes collateral as security for loans</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rights as a debtor and creditor</li> </ul>	April	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Who is the repo man?</b></li> <li>• Mock trial</li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> </ul>

EMPLOYMENT CONTRACTS		<ul style="list-style-type: none"> <li>How is employment a form of contract?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the duties imposed upon employees and employers by law</li> </ul>	<ul style="list-style-type: none"> <li>Identify duties of employers and employees</li> </ul>	May	<ul style="list-style-type: none"> <li>Internet Research Activity - <b>How can you identify and report sexual harassment cases?</b></li> <li>Vocabulary quiz</li> <li>Chapter tests</li> <li>Videos and worksheets</li> </ul>
UNIONS		<ul style="list-style-type: none"> <li>When are employers responsible for their employees?</li> <li>Who needs a union?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how and when employment contracts can be terminated?</li> <li>Understand the process for establishing a new union, changing unions, and eliminating unions</li> <li>Describe collective bargaining, strikes, and boycotts</li> </ul>	<ul style="list-style-type: none"> <li>Identify duties of employers and employees</li> </ul>	May	<ul style="list-style-type: none"> <li>Internet Research Activity - <b>How can you identify and report sexual harassment cases?</b></li> <li>Vocabulary quiz</li> <li>Chapter tests</li> <li>Videos and worksheets</li> </ul>
EMPLOYMENT DISCRIMINATION		<ul style="list-style-type: none"> <li>What are some forms of employment discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Define illegal discrimination and list the basic statutes that establish employment discrimination law</li> </ul>	<ul style="list-style-type: none"> <li>Identify duties of employers and employees</li> </ul>	May	<ul style="list-style-type: none"> <li>Internet Research Activity - <b>How can you identify and report sexual harassment cases?</b></li> <li>Vocabulary quiz</li> </ul>

						<ul style="list-style-type: none"> <li>• Chapter tests</li> <li>• Videos and worksheets</li> </ul>
EMPLOYEE INJURIES		<ul style="list-style-type: none"> <li>• What happens to employees who are injured both on and off the job?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main features of worker's compensation</li> <li>• Explain how OSHA protects employees</li> </ul>	<ul style="list-style-type: none"> <li>• Identify duties of employers and employees</li> </ul>	May	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>How can you identify and report sexual harassment cases?</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Videos and worksheets</li> </ul>
PERSONAL PROPERTY REAL PROPERTY		<ul style="list-style-type: none"> <li>• What is the difference between personal property and real property?</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between personal property and real property</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the rights of landlords and tenants</li> </ul>	June	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Landlords vs. tenants</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Final Exam</li> </ul>
LANDLORD AND TENANT		<ul style="list-style-type: none"> <li>• What are the rights of landlords and tenants?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the rights and duties of landlords and tenants</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the rights of landlords and tenants</li> </ul>	June	<ul style="list-style-type: none"> <li>• Internet Research Activity - <b>Landlords vs. tenants</b></li> <li>• Vocabulary quiz</li> <li>• Chapter tests</li> <li>• Final Exam</li> </ul>

**COURSE: CISCO Computer Networking**  
**GRADE LEVEL: 10 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
NETWORKING	Introduction to Networking	<ul style="list-style-type: none"> <li>• What are networks?</li> <li>• How do networks operate?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the physical connection that has to take place for a computer to connect to the internet</li> <li>• Recognize the components that comprise the computer</li> <li>• Test an internet connection</li> <li>• Recognize binary and hex numbering</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a network</li> <li>• Test connections</li> </ul>	Weeks 1-2	<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter study guide</li> </ul>
	Networking Fundamentals	<ul style="list-style-type: none"> <li>• What are the pieces of computer networks?</li> <li>• What is the OSI model?</li> <li>• How does the OSI model help networking?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and apply terms such as LAN, MAN, WAN, TCP/IP, bandwidth, NIC, repeaters</li> <li>• Identify the seven layers of the OSI model and explain why the industry uses a layered model</li> <li>• Identify the layers: Physical, Data link, Network, Transport, Session, Presentation, Application</li> <li>• Identify data encapsulation, connectivity</li> </ul>	<ul style="list-style-type: none"> <li>• Define OSI model and layers</li> </ul>	2-3	<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter study guide</li> </ul>
	Networking Media	<ul style="list-style-type: none"> <li>• What is media?</li> <li>• Why are there different types of media?</li> <li>• What is the standard networking media?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe various types of networking media</li> </ul>	<ul style="list-style-type: none"> <li>• Identify media types</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter study guide</li> </ul>

	Cable testing	<ul style="list-style-type: none"> <li>• Why should you test cables?</li> <li>• How do you test cables?</li> <li>• How do you fix a broken cable?</li> </ul>	<ul style="list-style-type: none"> <li>• Test various types of cables</li> <li>• Discuss problems associated with various types of cables</li> </ul>	<ul style="list-style-type: none"> <li>• Test and ensure proper cable operation</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter study guide</li> </ul>
	Making Cables	<ul style="list-style-type: none"> <li>• How do you make a network cable?</li> <li>• What are the different types of cables?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the various types of cables</li> <li>• Make cables to work within networks</li> </ul>	<ul style="list-style-type: none"> <li>• Make a functioning cable</li> </ul>	7-9	<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter study guide</li> </ul>
	Ethernet Fundamentals	<ul style="list-style-type: none"> <li>• What is an Ethernet network?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Ethernet networks in detail</li> <li>• Understand advantages and limitations of Ethernet networks</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly define Ethernet networks</li> </ul>	9-10	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Ethernet Technologies	<ul style="list-style-type: none"> <li>• What are the fields in an Ethernet frame?</li> <li>• How have Ethernet speeds developed?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain field formats of Ethernet</li> <li>• Compare and contrast different Ethernet speeds</li> </ul>	<ul style="list-style-type: none"> <li>• Understand advanced Ethernet operations</li> </ul>	10-11	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Ethernet Switching	<ul style="list-style-type: none"> <li>• What is switching?</li> <li>• What is network segmentation?</li> </ul>	<ul style="list-style-type: none"> <li>• Define bridging and switching</li> <li>• Define collisions, broadcasts, collision domains</li> <li>• Explain network segmentation</li> </ul>	<ul style="list-style-type: none"> <li>• Segment a network for optimal operation</li> </ul>	12-13	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	TCP/IP Protocol Suite and IP Addressing	<ul style="list-style-type: none"> <li>• What are IP addresses?</li> <li>• What are the classes of IP addresses?</li> <li>• What is a public IP address?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify classes of IP addresses, network and host portion, broadcast, flooding, DNS, subnet masks</li> <li>• Public vs. Private IP addressing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify IP addresses</li> <li>• Subnet a network</li> </ul>	14-15	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>

	Routing Fundamentals and Subnets	<ul style="list-style-type: none"> <li>• What is routing?</li> <li>• What are routed protocols?</li> <li>• What are subnets?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe routed protocols</li> <li>• Describe the process of routing</li> <li>• Calculate subnets</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange info between routers in the most efficient manner</li> </ul>	16-18	<ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	TCP/IP Transport and Application Layers	<ul style="list-style-type: none"> <li>• What is TCP/IP?</li> <li>• Why was TCP/IP developed?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the 4 layers of the TCP/IP model</li> </ul>	<ul style="list-style-type: none"> <li>• Understand advanced TCP/IP applications</li> </ul>	19-20	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	WANS and Routers	<ul style="list-style-type: none"> <li>• What is a WAN?</li> <li>• What is a LAN?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify organizations responsible for WAN Standards</li> <li>• Explain the difference between wans and lans</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast WANS and LANS</li> </ul>	21-22	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Introduction to Routers	<ul style="list-style-type: none"> <li>• What is a router?</li> <li>• What is IOS?</li> <li>• How does a router operate?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the IOS</li> <li>• Define console</li> <li>• Describe the functions of a router</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze IOS</li> <li>• Explain how routers work</li> </ul>	22-23	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Configuring a Router	<ul style="list-style-type: none"> <li>• How do you modify a router's configuration?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the CLI?</li> <li>• Define the modes of a router?</li> <li>• Configure a router</li> </ul>	<ul style="list-style-type: none"> <li>• Configure a router</li> </ul>	23-25	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Learning about other devices	<ul style="list-style-type: none"> <li>• Why do you need to know what your neighbors are doing?</li> <li>• How do you do that?</li> </ul>	<ul style="list-style-type: none"> <li>• Define and use CDP</li> <li>• Define and use telnet</li> </ul>	<ul style="list-style-type: none"> <li>• Check on neighbors</li> <li>• Increase network efficiency</li> </ul>	25-26	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>

	Managing Cisco IOS Software	<ul style="list-style-type: none"> <li>• What is the Cisco IOS?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the IOS</li> <li>• Manage the IOS</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure the IOS functions properly</li> </ul>	26-28	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Routing and Routed Protocols	<ul style="list-style-type: none"> <li>• What is a protocol?</li> <li>• What is a routed protocol?</li> <li>• What is a routing protocol?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain static and dynamic routing</li> <li>• Identify classes of routing protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Use routing protocols to increase network efficiency</li> </ul>	29-30	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Distance Vector Routing Protocols	<ul style="list-style-type: none"> <li>• What is a Distance Vector Routing Protocol?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe routing loops</li> <li>• Describe RIP and IGRP and EIGRP</li> </ul>	<ul style="list-style-type: none"> <li>• Use DV protocols properly</li> </ul>	30-31	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	TCP/IP Suite Error and Control Messages	<ul style="list-style-type: none"> <li>• What is a TCP/IP error message?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ICMP</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICMP to troubleshoot</li> </ul>	31-32	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Basic Router Troubleshooting	<ul style="list-style-type: none"> <li>• Why is it important to troubleshoot a network?</li> <li>• What are the ways to troubleshoot a network?</li> </ul>	<ul style="list-style-type: none"> <li>• Use the proper troubleshooting commands</li> <li>• Test the network</li> <li>• Fix problems that occur on a network</li> </ul>	<ul style="list-style-type: none"> <li>• Fix the network</li> </ul>	33-35	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
	Intermediate TCP/IP	<ul style="list-style-type: none"> <li>• What is TCP/IP?</li> <li>• How does TCP/IP work with the OSI model?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the TCP and its functions</li> <li>• Identify port numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Use TCP/IP properly</li> </ul>	35-36	<ul style="list-style-type: none"> <li>•</li> </ul>

	Access Control Lists	<ul style="list-style-type: none"> <li>• Why is it important to have network security?</li> <li>• How can ACL's help network security?</li> </ul>	<ul style="list-style-type: none"> <li>• Define ACL's</li> <li>• Implement ACL's</li> <li>• Write ACL's</li> </ul>	<ul style="list-style-type: none"> <li>• Use ACL's properly</li> </ul>	37-40	<ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Labs</li> <li>• Worksheets</li> <li>• Chapter Study Guide</li> </ul>
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**COURSE: Information Processing**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
INTRODUCTION TO COMPUTERS AND COMPUTER SYSTEMS		•	<ul style="list-style-type: none"> <li>Define terms related to computers and computer systems</li> <li>Recognize the impact of computers and technology on society</li> <li>Describe the characteristics of computers and computer systems</li> <li>Recognize and describe the difference between hardware and software</li> <li>Explain the differences between microcomputers, minicomputers, mainframe computers, and special-purpose computers</li> </ul>	•	September or February	•
INTRODUCTION TO INFORMATION PROCESSING		•	<ul style="list-style-type: none"> <li>Define terms related to information processing</li> <li>Describe the characteristics of information processing</li> <li>Explain the basic information processing cycle of input, processing, and output</li> </ul>	•	September or February	•
COMPUTER PROCESSING		•	<ul style="list-style-type: none"> <li>Define the four basic functions all computers can perform</li> <li>Define CPU, RAM, ROM, and describe the function of each</li> </ul>	•	On going	•
CAREERS IN THE COMPUTER INDUSTRY		•	<ul style="list-style-type: none"> <li>Identify the two main categories of careers in the computer industry</li> <li>Describe some of the opportunities available in the computer industry</li> </ul>	•	On going	•
TIME MANAGEMENT		•	<ul style="list-style-type: none"> <li>Be able to identify ways to manage time effectively by setting goals, prioritizing actions, and delegating</li> </ul>	•	On going	•

			<ul style="list-style-type: none"> <li>• Organize work areas for more effective use and increased productivity</li> <li>• Explain the role of job descriptions</li> <li>• Describe the qualities that employers look for in the employees they hire</li> </ul>			
COMMUNICATIONS SKILLS		•	<ul style="list-style-type: none"> <li>• Describe the communication process</li> <li>• Explain how communication skills are used in different types of business situations</li> </ul>	•	On going	•
PROCESSING		•	<ul style="list-style-type: none"> <li>• Describe the parts of a spreadsheet and the functions of a spreadsheet program</li> <li>• Apply spreadsheets to business situations</li> <li>• Describe a database</li> <li>• Explain and apply databases to business situations</li> <li>• Describe the different types of business graphs; be able to apply graphs to business situations</li> </ul>	•	On going	•

**COURSE: Introduction to Business**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
STOCK MARKET	Stock Market	•	<ul style="list-style-type: none"> <li>• Students will understand what stocks are, why stocks are issued, and how people make money from stocks</li> <li>• Students will understand the dynamics of the stock market, including regulation</li> <li>• Students will be able to describe the types of stocks issued and ways to determine which stocks to buy</li> <li>• Students will understand why stocks split and calculate their new values</li> <li>• Students will be able to read and explain stock listings in the paper</li> <li>• Students will be able to use on line resources to find stock prices and charts</li> <li>• Students will play the stock market game to gain real experience in purchasing and selling stocks</li> </ul>	•	February	•
GENERAL BUSINESS	Business Enterprise	•	<ul style="list-style-type: none"> <li>• Students will be able to define business enterprise</li> <li>• Students will be able to define why people go into business</li> <li>• Students will be able to calculate revenues, expenses and profits</li> <li>• Students will understand how businesses work and what they contribute to society</li> <li>• Students will understand the types of businesses and their classifications; proprietorship, partnership, corporation</li> </ul>	•	March	•

	Economic System	•	<ul style="list-style-type: none"> <li>• Students will be able to describe the resources necessary for businesses to begin (land, labor, capital, entrepreneurial spirit...)</li> <li>• Students will be understand the law of supply and demand and how it relates to prices, and be able to graph information to find equilibrium</li> <li>• Students will be understand the law of supply and demand and how it relates to prices, and be able to graph information to find equilibrium</li> <li>• Students will be able to describe several economic indicators and describe what they mean</li> </ul>	•	March	•
		•	<ul style="list-style-type: none"> <li>• Students will be able to discuss how businesses must work and deal with many environments in order to survive (legal, economic, social-cultural, physical)</li> </ul>	•	March	•
	Forms of Ownership	•	<ul style="list-style-type: none"> <li>• Students will be able to list and describe the three legal forms of business ownership and the advantages and disadvantages of each</li> <li>• Students will be able to list reasons why businesses are formed in each way</li> <li>• Students will be able to list alternative forms of business ownership (limited partnership, cooperative, franchise as well...)</li> </ul>	•	April	•
ADVERTISING	Advertising	•	<ul style="list-style-type: none"> <li>• Students will be able to describe the marketing mix and how it relates to new product planning and advertising</li> <li>• Students will understand market segmentation and how companies apply this information to advertising</li> <li>• Students will be able to describe the various motives people apply when purchasing products</li> <li>• Students will be able to define the product</li> </ul>	•	April-May	•

			<p>life cycle and explain the different parts</p> <ul style="list-style-type: none"> <li>• Students will be able to describe the various pricing techniques</li> <li>• Students will be able to describe the various methods companies use to distribute their products</li> <li>• Students will be able to describe the differences between push and pull advertising methods</li> <li>• Students will understand the three main types of advertising techniques (inform, persuade, remind)</li> <li>• Students will understand the overall objectives of advertising</li> <li>• Students will complete projects related to their learning of advertising objectives: development of new products, finding the product that is destined to fail, developing a commercial, researching the methods used in 5 different advertisements in magazines and explaining why the companies did what they did</li> </ul>			
	Entrepreneurship	•	<ul style="list-style-type: none"> <li>• Students will be able to discuss entrepreneurship, why it is important to US economy, what advantages and disadvantages are for a person who is an entrepreneur</li> <li>• Students will be able to complete a business plan based on a business idea they come up with</li> <li>• Students will be able to identify the ways a person could enter business</li> <li>• Students will be able to identify ways they can obtain capital for their business</li> <li>• Students will be able to use the internet, including the Small Business Administration web site to gather information</li> </ul>	•	May-June	•

	Human Resources	•	<ul style="list-style-type: none"> <li>• Students will be able to define the functions of human resources departments and the roles they perform—including trends, specific jobs, etc.</li> <li>• Students will be able to describe the various laws related to hiring/firing/promoting employees</li> <li>• Students will be able to define labor and management roles within a union</li> <li>• Students will be able to design their own employee manual using information covered, and the business idea they developed</li> <li>• Students will be able to discuss and define sexual harassment, the definition by the Equal Employment Opportunity Commission (EEOC)</li> </ul>	•	June	•
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**COURSE: Careers and Financial Management**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
FINANCIAL MANAGEMENT	Banking / Check Writing	<ul style="list-style-type: none"> <li>Why should you use a bank to save money?</li> <li>What are other ways to save your money?</li> <li>What are checking accounts used for?</li> <li>Why is it important to maintain a checkbook?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to discuss several ways to save money in banks</li> <li>Students will be able to discuss checking accounts, types of accounts and the purpose of each one</li> <li>Students will be able to write checks, reconcile a bank statement, and use check registers and deposit slips</li> <li>Students will be able to use web sites to calculate financial options</li> </ul>	<ul style="list-style-type: none"> <li>Write checks</li> <li>Interest calculations</li> <li>Utilize web sites to help with financial decisions</li> </ul>	Weeks 1-4	<ul style="list-style-type: none"> <li>Checking account simulation</li> <li>Test on banking</li> <li>Interest quiz</li> <li>Web site worksheets</li> </ul>
	Budgeting	<ul style="list-style-type: none"> <li>What and why would you use a budget to help keep track of your money?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify various expenses in their personal budgets and add their income to determine a monthly budget for themselves</li> <li>Students will be able to use web sites to help with budgeting decisions</li> </ul>	<ul style="list-style-type: none"> <li>Budget simulations</li> <li>Use web sites for analysis</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Analyzing a family budget</li> <li>Making your own budget</li> <li>Web site worksheets</li> </ul>
	Credit	<ul style="list-style-type: none"> <li>What is credit?</li> <li>How does credit help you purchase items you could otherwise not afford?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to determine how and why credit is used and the terms associated with obtaining credit</li> <li>Students will be able to calculate the cost of credit and be able to determine if using credit is worth the additional expense</li> </ul>	<ul style="list-style-type: none"> <li>Examine credit reports</li> <li>Understand credit terms</li> <li>Calculate Cost of Credit</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Credit quiz</li> </ul>
	Taxes	<ul style="list-style-type: none"> <li>What are taxes?</li> <li>What are different types of taxes?</li> <li>How do you fill out a personal income tax form?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to discuss why taxes are levied on individuals</li> <li>Students will be able to discuss how the government taxes people, who is responsible for collecting taxes and why</li> <li>Students will be able to calculate tax</li> </ul>	<ul style="list-style-type: none"> <li>Fill out tax forms</li> <li>Read tax forms</li> </ul>	9-11	<ul style="list-style-type: none"> <li>Tax test</li> <li>1040ez form</li> <li>W-2 and W-4 forms</li> <li>Web site worksheets</li> </ul>

		<ul style="list-style-type: none"> <li>Why should you know how to analyze a tax form?</li> </ul>	<ul style="list-style-type: none"> <li>percentages for different situations</li> <li>Students will be able to fill out and/or analyze tax forms 1040EZ, W-2, W-4, 1099</li> <li>Students will be able to discuss the different types of taxes in this country</li> <li>Students</li> </ul>			
CAREERS	Personal Information	<ul style="list-style-type: none"> <li>What does work mean to you?</li> <li>How do your values, interests and abilities affect your career choices?</li> <li>What does personality mean?</li> <li>Why is it so important to work well with other people?</li> <li>Why should you be able to understand the kind of person you are?</li> </ul>	<ul style="list-style-type: none"> <li>Define job, work, career, life style, list reasons people work, motivations, wants &amp; needs, decision making process, research and choose a career</li> <li>Discuss relationship between values, interests, aptitudes, abilities, personality, preference for people, data, things, and how these affect career choice and lifestyle</li> <li>Students will complete interest, value and personality sheets and be able to use them to effectively identify and choose compatible careers</li> <li>Students will be able to define personal traits and how they can improve them</li> <li>Students will be able to discuss ways of influencing others towards their way to thinking, relate this to workplace</li> </ul>	<ul style="list-style-type: none"> <li>Personality surveys</li> <li>Interest evaluations</li> <li>Conflict resolution</li> </ul>	12-13 (and ongoing)	<ul style="list-style-type: none"> <li>Handouts</li> <li>Class discussions (this leads us into next unit on career research in which the students have to write a paper)</li> </ul>
	Researching Careers	<ul style="list-style-type: none"> <li>Why is it important to research several career choices?</li> <li>Where can you find information about careers?</li> <li>Who can help you find information about careers?</li> <li>What information will you be looking for when you research careers?</li> <li>What is the point of a</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to give descriptions and examples for the various types of careers discussed</li> <li>Students will be able to define 5-7 things to research when choosing a career</li> <li>Students will be able to list 3-4 resources to use when researching a career</li> <li>Students will write a 2-4 page paper demonstrating their ability to use information on what, where and how to research careers</li> <li>Students will be able to define personal career profile and how to use them for their own needs</li> </ul>	<ul style="list-style-type: none"> <li>Be able to research careers using different resources</li> <li>Be able to define their career goals</li> </ul>	13-16	<ul style="list-style-type: none"> <li>Written test</li> <li>Career research paper</li> </ul>



		<p>personal career profile?</p> <ul style="list-style-type: none"> <li>• What is the importance of setting career goals?</li> <li>• Where can you find out about the education/ experience needed for different careers?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to discuss the differences between short, medium and long range goals</li> <li>• Students will be able to identify several different ways they can get the training they need for their chosen career</li> </ul>			
	Working	<ul style="list-style-type: none"> <li>• What expectations does your employer have regarding your work?</li> <li>• What expectations do you have regarding your employer?</li> <li>• What are reasons for getting raises?</li> <li>• What are the roles of employees at companies – i.e. supervisors, employees, managers, etc.</li> <li>• What are Labor Laws?</li> <li>• What Labor Laws apply to you?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to describe at least 5 things that an employer expects of them</li> <li>• Students will be able to describe at least 5 things that they should be able to expect of their employer</li> <li>• Students will be able to describe different ways they can get along with their coworkers in various situations</li> <li>• Students will be able to list and describe reasons why people get raises and promotions, different types of raises and promotions</li> <li>• Students will be able to define the role of supervisors and delegating information</li> <li>• Students will research and explain relevant Labor Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why employers expect things of them – be able to list them</li> <li>• Define reasons for getting raises</li> </ul>	16-18	<ul style="list-style-type: none"> <li>• Written test</li> <li>• In-class evaluations</li> </ul>
	Job Preparation	<ul style="list-style-type: none"> <li>• What is a cover letter?</li> <li>• What is a resume?</li> <li>• What is a classified advertisement?</li> <li>• What is a thank-you letter?</li> <li>• What is the purpose of interviews?</li> <li>• How would you</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write cover letters and resumes</li> <li>• Students will research various sources of job leads and how they can use them</li> <li>• Students will understand how they should apply for jobs and what steps to take</li> <li>• Students will be able to describe several tests they may be required to take prior to getting a job</li> <li>• Students will be able to describe what to</li> </ul>	<ul style="list-style-type: none"> <li>• Write the following: Cover letter, resume, Thank you letter</li> <li>• Answer interview questions</li> <li>• Define pre-</li> </ul>	18-20	<ul style="list-style-type: none"> <li>• Working samples of resume, cover letter, thank you letter</li> <li>• Written answers to interview questions,</li> </ul>

		<p>respond to interview questions?</p> <ul style="list-style-type: none"> <li>• What are some ways that employers eliminate candidates for job openings?</li> </ul>	<p>do prior to interviewing, during an interview, and after an interview</p>	<p>hire tests they may be given</p> <ul style="list-style-type: none"> <li>• Read a classified properly</li> </ul>		<p>some student role-playing</p> <ul style="list-style-type: none"> <li>• Define terms in classified ads</li> </ul>
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**COURSE:                   KEYBOARDING 1**  
**GRADE LEVEL:         9 - 12**

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
APPROPRIATE KEYBOARD FINGER PLACEMENT  BASIC KNOWLEDGE OF THE COMPUTER SYSTEM		<ul style="list-style-type: none"> <li>What are the basic elements students need to know to efficiently use a computer?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the correct keying skills for the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Home row positions</li> <li>Basic computer skills</li> </ul>	Semester 1 - Sept.  Semester 2 – Feb.	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Student self-assessment</li> </ul>
LEARN THE NUMBER REACHER ON THE ALPHBETIC KEYBOARD  LEARN BASIC FUNCTIONS OF THE WORD PROCESSOR  LEARN THE TEN KEY NUMERIC KEYPAD		<ul style="list-style-type: none"> <li>What features of the word processor does a person need to know to perform simple writing tasks?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the correct keying skills for ten-key pad</li> <li>Learn to set margins, use menu bar, save, open and close files</li> <li>Gain typing speed</li> <li>Identify parts of a computer system</li> </ul>	<ul style="list-style-type: none"> <li>Basic keyboard skills</li> <li>Application of knowledge</li> </ul>	Semester 1- October  Semester 2 - March	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student self-assessment</li> <li>Daily assignments</li> <li>Timed writings</li> <li>Composition exercises</li> </ul>
STYLES OF BUSINESS LETTERS AND MEMOS		<ul style="list-style-type: none"> <li>How can the student use their keying skills in the world around them?</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading</li> <li>Fonts, punctuation</li> <li>Formatting letter styles: block, modified block, semi-block</li> <li>Formatting memorandum styles: standard, simplified</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Semester 1- Nov.  Semester 2 - April	<ul style="list-style-type: none"> <li>Daily assignments</li> <li>Mid-semester exam</li> <li>Graded letter and memo packets</li> </ul>
LEARN HOW TO		<ul style="list-style-type: none"> <li>What skills are needed</li> </ul>	<ul style="list-style-type: none"> <li>Using default tabs, clearing old tabs,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate</li> </ul>	Semester	<ul style="list-style-type: none"> <li>Daily</li> </ul>

<p>CENTER MATERIAL</p> <p>LEARN HOW TO ENTER MATERIAL INTO TABLES</p> <p>LEARN HOW TO FORMAT REPORTS USING DIFFERENT FORMATS</p>		<p>to format simple tables and reports?</p>	<p>setting new tabs, using numbering and bullets</p> <ul style="list-style-type: none"> <li>Centering; horizontally, vertically</li> <li>Using paragraph indenting (first line indenting), hanging indents, and double spacing</li> <li>Formatting end notes, footnotes, and parenthetical notations</li> <li>Creating reference pages and title pages</li> </ul>	<p>the ability to listen, follow directions and record notes</p> <ul style="list-style-type: none"> <li>Basic keyboard skills</li> <li>Application of knowledge</li> </ul>	<p>1 - December</p> <p>Semester 2 - May</p>	<p>assignments including tables and reports</p> <ul style="list-style-type: none"> <li>Timed writing tests</li> <li>Graded centering and report projects</li> </ul>
<p>USE THEIR KNOWLEDGE TO APPLY PREVIOUSLY LEARNED SKILLS</p>		<ul style="list-style-type: none"> <li>What knowledge has the student acquired that he/she could demonstrate in the workplace?</li> </ul>	<ul style="list-style-type: none"> <li>Formatting letters, memos, tables, short reports</li> </ul>	<ul style="list-style-type: none"> <li>Decision making</li> <li>Application of knowledge</li> </ul>	<p>Semester 1- January</p> <p>Semester 2 - June</p>	<ul style="list-style-type: none"> <li>Keep a journal</li> <li>Final Exam</li> </ul>
<p>RESUME WRITING</p> <p>COVER LETTER</p>		<ul style="list-style-type: none"> <li>What is a resume?</li> <li>What is a cover letter?</li> </ul>	<ul style="list-style-type: none"> <li>Take a relevant "snapshot" of their educational and working backgrounds</li> <li>Formulate an appropriate resume</li> <li>Respond properly to a classified ad</li> <li>Write an appropriate resume</li> </ul>	<ul style="list-style-type: none"> <li>Formatting</li> <li>Business vocabulary</li> <li>Analytical</li> </ul>	<p>Semester 1-January</p> <p>Semester 2-June</p>	<ul style="list-style-type: none"> <li>Resume</li> <li>Cover Letter</li> </ul>

**COURSE: Money Management**  
**GRADE LEVEL: 9 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
INTRODUCTION TO MONEY MANAGEMENT		•	<ul style="list-style-type: none"> <li>• Explain money management</li> <li>• Describe careers that deal with money management</li> <li>• Define terms associated with money management</li> </ul>	•	September or February	•
PERSONAL FINANCIAL MANAGEMENT		•	<ul style="list-style-type: none"> <li>• Describe a personal financial plan; being able to explain the decision-making process as it relates to personal financial choices</li> <li>• Describe the role of a financial manager</li> </ul>	•	On going	•
BUDGET		•	<ul style="list-style-type: none"> <li>• Describe the art of monetary management to achieve personal goals</li> <li>• "Tailor" a budget where income meets needs</li> <li>• Describe financial goals</li> <li>• Estimate and forecast personal economic outcomes</li> </ul>	•	On going	•
CREDIT		•	<ul style="list-style-type: none"> <li>• Define terminology associated with credit cards and charge accounts</li> <li>• Know legal terminology and governmental protection allowed to those using credit</li> </ul>	•	On going	•
CHECKING AND SAVING ACCOUNTS		•	<ul style="list-style-type: none"> <li>• Define terminology associated with checking and saving accounts</li> <li>• Successfully complete a checking account simulation</li> </ul>	•	On going	•
STOCKS; BONDS		•	<ul style="list-style-type: none"> <li>• Define terminology associated with the stock market</li> <li>• Define terminology associated with the bond market</li> </ul>	•	On going	•

			<ul style="list-style-type: none"><li>• Successfully complete a stock market simulation</li></ul>			
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**COURSE:           Advanced Computers**  
**GRADE LEVEL:   10 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
FORMATTING		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Word Processing including discussion of functions of various program types to create business documents, including headers, footers, margins, spacing, fonts, bulleting, etc.</li> <li>• Spreadsheets</li> <li>• Databases and others</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	On going	<ul style="list-style-type: none"> <li>•</li> </ul>
REVIEW OF COMPUTERS AND COMPUTER SYSTEM		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Define different ways computers are used</li> <li>• How computers help or hurt society</li> <li>• Parts of the computers</li> <li>• Future of computers, technology changing, ethics, protocol</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	September	<ul style="list-style-type: none"> <li>•</li> </ul>
INTEGRATION OF PROGRAMS		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Word processing database including use of mail merges for addressing, creating form letters, creating searchable fields, creating mass mailings</li> <li>• Use of graphs for presentations, use of spreadsheets to help with letter writing and compiling information</li> <li>• Power Point presentation including how to present information, use of slides, how to combine similar information, use of word processing combined with presentation</li> <li>• Creating graphs and using for presentations and reports, etc.</li> <li>• Use of importing and exporting information between spreadsheets and databases</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	October-February	<ul style="list-style-type: none"> <li>•</li> </ul>

COMPUTER APPLICATIONS		•	<ul style="list-style-type: none"> <li>• Spreadsheet and database use including use of analysis capability to analyze financial data, and additional data</li> </ul>	•	On going	•
WRITTEN COMMUNICATION		•	<ul style="list-style-type: none"> <li>• Letter writing for business purposes, memorandums, reports, e-mail, use of all integrated</li> </ul>	•	On going	•
ORAL COMMUNICATION		•	<ul style="list-style-type: none"> <li>• Use of presentation programs, and others, to effectively present information</li> </ul>	•	On going	•
COMPUTER APPLICATIONS		•	<ul style="list-style-type: none"> <li>• Describe functions of a spreadsheet, when and why to use one, how to apply information to get results</li> <li>• Describe functions of a word processor, when and why to use one, letter, report writing</li> <li>• Describe functions of a database, when and why to use one, how to obtain information, records, fields</li> <li>• Describe functions of presentation software, when and why to use, how to use to the fullest capability</li> <li>• Describe functions of other types of programs; when and why to use them and how to use them to the fullest capability</li> <li>• Describe functions of e-mail software, when and why to use, protocol, ethics</li> <li>• Use of web page design software to create own web page, including graphics, FTP, animation</li> </ul>	•	On going April - June	•



**COURSE: College Seminar**  
**GRADE LEVEL: 11 - 12**

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
AMBERGER – COMPUTER APPLICATIONS IN A COLLEGE SETTING	Web Page Setup	<ul style="list-style-type: none"> <li>• Why should you know how to set up a basic web site?</li> <li>• What advantage would you have by understanding how to design web pages?</li> <li>• How can you find information online?</li> </ul>	<ul style="list-style-type: none"> <li>• Design web site for college course requirements</li> <li>• Use remote servers to retrieve assignments as needed</li> <li>• Design personal web pages</li> <li>• Upload and Download assignments</li> <li>• Retrieve hidden files on a remote server</li> <li>• Display hyperlinks for professors to various assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Upload web pages</li> <li>• Make hyperlinks to assignments</li> <li>• Download assignments</li> <li>• General web site design and techniques</li> <li>• Finding sources of information</li> </ul>	Week(s) 1-3/10	<ul style="list-style-type: none"> <li>• Web sites</li> <li>• Projects</li> <li>• Assignments</li> </ul>
AMBERGER – COMPUTER APPLICATIONS IN A COLLEGE SETTING	Computer / Online Based Finances	<ul style="list-style-type: none"> <li>• What is the importance of understanding how to use online sources to compare and contrast online loan information?</li> <li>• What is the advantage of using spreadsheets to analyze information?</li> <li>• How can you use spreadsheets for other projects?</li> </ul>	<ul style="list-style-type: none"> <li>• Use online sources to find values of new and used car prices</li> <li>• Use online and local sources to calculate loan payments</li> <li>• Compare and contrast loan options</li> <li>• Understand the difference between leasing and purchasing vehicles</li> <li>• Set up spreadsheets to analyze and compare information</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast car/home prices and loan options</li> <li>• Set up spreadsheets with customized information</li> <li>• Analyze spreadsheet information</li> </ul>	3 – 7/10	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Assignments</li> </ul>
AMBERGER – COMPUTER APPLICATIONS IN A COLLEGE SETTING	Internet Research and report writing	<ul style="list-style-type: none"> <li>• Why is it important to avoid plagiarism?</li> <li>• Why should you know how to properly format research papers?</li> </ul>	<ul style="list-style-type: none"> <li>• Write and properly format a collegiate level research report</li> <li>• Compile a listing of various sources for reference</li> <li>• Format reports in various ways to accommodate the needs of professors</li> </ul>	<ul style="list-style-type: none"> <li>• Define plagiarism</li> <li>• Search engine customization</li> <li>• Utilize online sources</li> <li>• Proper research paper formatting</li> </ul>	8-10/10	<ul style="list-style-type: none"> <li>• Research paper</li> </ul>

			<ul style="list-style-type: none"> <li>• Define and recognize plagiarism</li> <li>• Properly present their reports according to instructions</li> </ul>			
JARVIS – MOVING TOWARD INDEPENDENT LIVING	Coping with change and stress	<ul style="list-style-type: none"> <li>• How is college different than High School?</li> <li>• What is important to me and what do I want to accomplish in life?</li> </ul>	<ul style="list-style-type: none"> <li>• Define self-concept and identify ways to boost self-esteem</li> <li>• Discuss how heredity and environment influence personality</li> <li>• Identify strategies for reaching your potential and using your resources</li> <li>• Identify strategies to communicate with parents</li> <li>• Recognize normal feelings when separating from home and family and how to deal with them</li> <li>• Describe qualities that strengthen relationships</li> <li>• Explain why stereotypes and prejudice are harmful</li> <li>• Identify strategies for resolving conflicts</li> <li>• Describe ways to control anger and funnel energies in a positive direction</li> <li>• Describe methods teenagers can use to meet life's challenges</li> <li>• List resources available on campus to college students who need help</li> <li>• Recognize elements of dorm safety and safety in general</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation</li> <li>• Goal setting</li> <li>• Forming strategies</li> <li>• Problem solving skills</li> </ul>	1/10	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Written assignments</li> <li>• Unit test</li> </ul>
JARVIS – MOVING TOWARD INDEPENDENT LIVING	Avoiding the Freshman 15	<ul style="list-style-type: none"> <li>• What foods are healthy choices?</li> <li>• What foods contain a large amount of fat, salt and sugar?</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the effect of nutrients on health, appearance, and peak performance in academics and college athletics</li> <li>• Assess the impact of food and diet fads, food addictions, and</li> </ul>	<ul style="list-style-type: none"> <li>• Dietary knowledge</li> <li>• Food preparation techniques</li> <li>• Sanitation awareness</li> </ul>	2-8/10	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Written assignments</li> <li>• Unit test</li> </ul>

		<ul style="list-style-type: none"> <li>• What healthy food choices are offered in college dining hall?</li> <li>• How do I buy and prepare healthy food with limited money and cooking equipment?</li> <li>• How do I create a simple, healthy dish following a recipe?</li> <li>• What are some recipe sources I can find on the computer?</li> <li>• How do you set up a kitchen for the first time?</li> </ul>	<ul style="list-style-type: none"> <li>• eating disorder on wellness</li> <li>• Compare and assess different portions and apply portion control</li> <li>• Evaluate sources of food and nutrition information, including food labels, related to health and wellness</li> <li>• Apply various dietary guidelines in planning to meet nutrition and wellness needs</li> <li>• Demonstrate the ability to select, store, prepare and serve nutritious and aesthetically pleasing snacks and simple meals</li> <li>• Apply the Dietary Guidelines when choosing foods in a college dining hall</li> <li>• Manage the preparation of simple, healthy snacks and meals using limited resources</li> <li>• Make a list of kitchen necessities</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of availability of a variety of kitchen equipment</li> </ul>		<ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Lab projects</li> </ul>
JARVIS – MOVING TOWARD INDEPENDENT LIVING	A Stitch in Time	<ul style="list-style-type: none"> <li>• How do I treat laundry stains and launder clothes properly in a college laundry room?</li> <li>• How do I iron a shirt?</li> <li>• How do I sew on a button and snap?</li> <li>• How do I hem a pair of gym shorts?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate routine clothing care</li> <li>• Show how to launder and press clothes</li> <li>• Illustrate how to make simple clothing repairs</li> <li>• Illustrate how to treat simple stains</li> <li>• Plan clothing storage in a dorm room</li> <li>• Perform sewing skills using a variety of basic techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Hand eye coordination</li> <li>• Ability to follow directions in a sequential order</li> </ul>	9-10/10	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Written assignments</li> <li>• Unit test</li> <li>• Laundry projects</li> <li>• Sewing projects</li> <li>• Ironing projects</li> </ul>
SESSELMAN – DO IT YOURSELF	Car Care	<ul style="list-style-type: none"> <li>• Why is it important to take care of your car?</li> <li>• Why is it important to have the ability to “do it</li> </ul>	<ul style="list-style-type: none"> <li>• Fix-a-Flat</li> <li>• Tune Up</li> <li>• Jump Start</li> <li>• Cool it</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Maintenance</li> <li>• Problem Solving</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Automotive checklist</li> </ul>

		yourself”?				
SESSELMAN – DO IT YOURSELF	Dorm Room/ Apartment Maintenance	<ul style="list-style-type: none"> <li>Why is it important to understand basic construction techniques?</li> </ul>	<ul style="list-style-type: none"> <li>Cover your “tracks” (room repair – spackle, sand and paint)</li> <li>Basic construction (framing, sheetrock, finishing)</li> </ul>	<ul style="list-style-type: none"> <li>Basic construction methods</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Projects</li> </ul>
SESSELMAN – DO IT YOURSELF	Basic construction	<ul style="list-style-type: none"> <li>Why should you know how to operate power tools properly?</li> </ul>	<ul style="list-style-type: none"> <li>Some assembly required (basic tools and construction)</li> <li>Finishing (sand, stain, shellac)</li> </ul>	<ul style="list-style-type: none"> <li>Tool use</li> <li>Assembly processes</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Projects</li> </ul>
SESSELMAN – DO IT YOURSELF	Basic electricity	<ul style="list-style-type: none"> <li>Why should you have an understanding of electrical circuits?</li> <li>How do you troubleshoot electrical circuits?</li> </ul>	<ul style="list-style-type: none"> <li>Short Circuit – (trouble shooting)</li> <li>You’re Grounded – (basics)</li> </ul>	<ul style="list-style-type: none"> <li>Safety</li> <li>Problem solving</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Troubleshooting checklist</li> </ul>
TROMBLEY – PERSONAL FINANCE	Understanding personal finances	<ul style="list-style-type: none"> <li>What is a budget?</li> <li>Why is it important to keep accurate financial records?</li> <li>How do you choose a banking institution?</li> <li>What are services that a banking institution offers?</li> <li>What credit card is the best one?</li> </ul>	<ul style="list-style-type: none"> <li>Develop a budget based on income vs. expenses</li> <li>Keep an accurate checkbook</li> <li>Know how different types of credit work</li> <li>Choose the type of credit that is appropriate</li> <li>Choose the loan situation that is best for the parent and the student</li> </ul>	<ul style="list-style-type: none"> <li>Balancing a checkbook</li> <li>Applying for a loan</li> <li>Applying for credit cards</li> </ul>	1-5/10	<ul style="list-style-type: none"> <li>Keep a checkbook</li> <li>Prepare a budget</li> <li>Research and compare different credit cards</li> </ul>
TROMBLEY – PERSONAL FINANCE	Time Management	<ul style="list-style-type: none"> <li>What is the proper procedure for job applications?</li> <li>What is a resume?</li> <li>What are some questions to anticipate in an interview?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to use time to its greatest effect</li> <li>Compare the pros and cons of campus jobs and off-campus employment</li> <li>Compare the pros and cons of living on-campus or off-campus</li> <li>Understand the importance of</li> </ul>	<ul style="list-style-type: none"> <li>Personal resume</li> <li>Practice interview techniques</li> <li>How to read apartment ads</li> </ul>	6-7/10	<ul style="list-style-type: none"> <li>Prepare a resume</li> <li>Prepare a letter of application</li> <li>Mock interviews</li> </ul>

			organizing important paperwork			
TROMBLEY – PERSONAL FINANCE	Understanding taxes	<ul style="list-style-type: none"> <li>• What is the IRS?</li> <li>• Why are there TAXES?</li> <li>• What is Social Security?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to prepare a 1040 EZ</li> <li>• Understand social security</li> </ul>	<ul style="list-style-type: none"> <li>• How to do their own simple tax return</li> </ul>	8-9/10	<ul style="list-style-type: none"> <li>• Prepare a 1040 EZ</li> </ul>
TROMBLEY – PERSONAL FINANCE	Legal Issues Facing Graduating Seniors	<ul style="list-style-type: none"> <li>• What rights do college students have?</li> <li>• What are the rights of a consumer using credit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their credit rights</li> <li>• Identify what debts can be dismissed through bankruptcy and which debts cannot be dismissed</li> <li>• Understand how identity theft occurs and the problems associated with identity theft</li> </ul>	<ul style="list-style-type: none"> <li>• Identify laws that protect students</li> <li>• Identify laws that protect consumers</li> </ul>	10/10	<ul style="list-style-type: none"> <li>• Research laws that protect students and consumers</li> </ul>