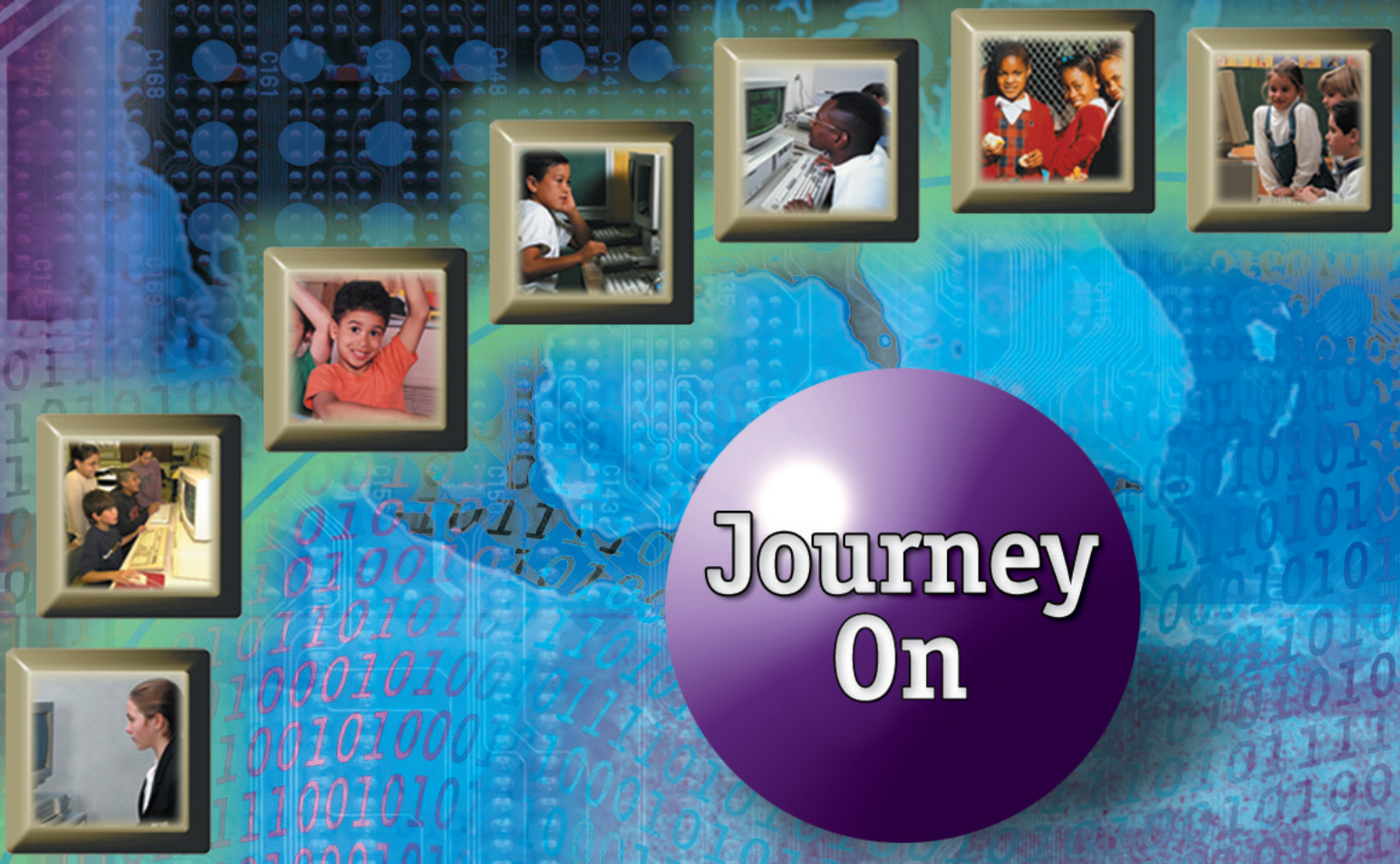
Prince Edward Island
CANADA

Department of Education



Journey On

Working Toward Communication and Information Technology Literacy

Grade 8

September 2006 Draft

Preface

The document, A Journey (1997), first introduced the general concept of integrating technology into the curriculum at the elementary level in Prince Edward Island. As stated in this earlier document, using information technology in the schools was considered new and largely uncharted territory. We continue a journey into an interesting world of communication and information tools for teaching and learning. Journey On Grades 1-3 (1999) provided a framework and lesson plans for teachers at the primary level to integrate communication and information technology in their classrooms. Journey On Grades 4-6 (September 2000) and the document, Journey On Grades 7-9 (September 2000), continued with the same framework and specific grade level lesson plans intended for teachers in elementary and intermediate schools.

Journey On (2006), provides grade specific curriculum outcomes that have been assigned to core curriculum subjects. This grade 8 document contains specific technology outcomes, instructional considerations, teaching suggestions - activities and assessment strategies, lesson plans, and links to other curriculum areas.

These documents will serve as a guide for teachers. Lesson plans suggest specific exercises for classroom use and will serve as a starting point from which teachers may develop and enhance their own ideas and competencies in the area of communication and information technology (CIT).

Acknowledgements

The Department of Education, Technology In Learning, gratefully acknowledges the suggestions, lesson plans, and other contributions made by Prince Edward Island students and educators. A special thank you is extended to the teachers who field tested the lesson plans and accompanying materials. This input was invaluable in making *Journey On* (2006) a useful teaching resource. The authors would also like to extend their appreciation to those individuals who provided feedback and editorial comments during the development of this document.

The communication and information technology committees were instrumental in providing input for the curriculum outcomes grades 1-12 framework on which Journey On (2006) is based. Past and present members of the committees are listed below:

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Contents

Introduction
- Purpose of Document 1
- Definitions: Technology, Technological Competence and Technological Literacy 2

Philosophy
- Technology Integration 4
- Advantages of Technology Integration 5

ABC's of Curriculum
- An Outcome-based Curriculum: Essential Graduations Learnings, and Specific and General Outcomes 6
- Other Features of the Curriculum 7
- Overview of APEF Outcomes in Core Curriculum Areas 8
- Effective Use of Communication and Information Technology within the Curriculum 10
- General Outcomes for Communication and Information Technology 12
- Specific Outcomes for Communication and Information Technology 14

How to Use this Document, Paper vs. On-line 25

Integration of Communication and Information Technology in Grade 8

- Computer Systems 28
- Social, Ethical and Health 34
- Internet 40
- Graphics 46
- Spreadsheets 50
- Word Processing 54
- Multimedia 56
- Database 60
- Telecommunications 66
- Web Authoring 72

Lesson Plan Index 81
Appendix 108
Computer Adaptations 110
Glossary 112

Vision

Technology education for Atlantic Canada fosters the development of all learners as technologically literate and capable citizens who can develop, implement, and communicate practical, innovative, and responsible technological solutions to problems.

Foundation for the Atlantic Canada Technology Education Curriulum, APEF, Pg. 5

Introduction

Purpose of Document

Journey On is a practical working guide which will provide educators and administrators at all levels, including schools, school boards/districts, and provincial departments, with a reference point for integrating communication and information technologies (CIT) into the Prince Edward Island school curriculum.

Journey On will be the basis for future decisions pertaining to human and physical CIT resources. These decisions will focus on personnel, professional development, instructional techniques, course development, student and teacher access to technology, and hardware and software purchases.

It is recognized that many disciplines have their own specialized technologies and technological processes. Students will have the opportunity to develop skills required to use these specialized technologies within the context of courses such as Computer Science, Science, Career Exploration, Visual Communication, Industrial Arts, and Home Economics. CIT differs from other technologies because of its vast and far reaching applications in all disciplines.

The purpose of *Journey On* is to focus on how CIT can be used from grade 1-12 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

Journey On:

- provides strategies and concrete suggestions for effective integration of communication and information technologies into the Prince Edward Island curriculum in a way that enhances learning
- identifies the communication and information technologies that we wish our students to use
- identifies the knowledge and skills that students need to develop to be considered technologically competent in communication and information technologies

Terminology

Technology

The broad definition of technology includes the tools and processes we use to alter our surroundings, perform a task, discover more about ourselves, and communicate. For the purpose of this document *technology* refers to the tools used to access, gather, process, and share information. These communication and information technologies (CIT) pertain to computers and their peripherals such as scanners, printers, digital cameras, projection devices, and videoconferencing equipment.

Technological Competence

The Atlantic Provinces Educational Foundation (APEF) defines technological competence as "the ability to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems independently." Individuals competent in information and communication technologies have specialized knowledge and skills that enable them to use technology to access, gather, process, and share information.

Technological Literacy

Technological literacy encompasses technological competence but refers to a higher level of understanding of technology. Individuals literate in the area of CIT think critically about information gained through the use of technology, the application of specific technologies, and the impact of technology on individuals and society when formulating decisions, opinions and courses of action. These individuals apply problem solving strategies and creative thinking skills to independently learn how to use new technologies, or circumvent problems associated with older technologies. CIT literate individuals demonstrate confidence and a positive attitude as they adapt and use technologies for a beneficial purpose.

Philosophy

The use of technology in our educational system is based upon a number of underlying beliefs:

- as educators in Prince Edward Island we are committed to provide for the development of children so that each may take a meaningful place in society
- literacy extends beyond the traditional concept of the ability to read and write print materials to encompass media and information literacy
- technological competence is a requirement for literacy and lifelong learning in today's world
- students today require knowledge, skills and attitudes for dealing with the rapid pace of change and growth of our knowledge base
- technology, when used appropriately, enhances student-centred learning and the teacher's role as a facilitator

Technology Integration

Integrating communication and information technologies into the curriculum is a preferred strategy for developing technologically literate learners. Integration occurs when the technology is used as a tool to achieve existing curricular learning outcomes within the context of a theme or subject. Technology knowledge and skills are not acquired separately in an integrated approach but in the context of learning activities intended to address various outcomes across the curriculum. Integration means that the use of technology as a teaching tool should not be limited to specialist teachers but applies to teachers in all curricular areas.

Advantages of Technology Integration

Integration of technology into the curriculum

- ensures that curriculum is the principle focus, rather than technology
- promotes the development of creative thinking, critical thinking, research, communication, and problem solving skills
- provides access to rich resources and learning experiences that can extend far beyond those offered in traditional classrooms
- motivates students to complete learning tasks and become more readily engaged in their own learning
- supports current research which suggests that people learn in a holistic fashion rather than in a compartmentalized manner
- supports contemporary approaches to education such as cooperative learning, constructivism, resource-based learning and individualized learning
- provides teachers with an additional means to address multiple learning styles
- provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills
- enables the students to acquire a better understanding of how to use technology in meaningful ways
- ensures that all students have the opportunity to develop technological competencies
- prepares students to select appropriate technologies to complete tasks
- provides teachers with an opportunity to model lifelong learning as students witness teachers learning and using new skills for a purpose

ABCs of curriculum

An Outcome-based Curriculum

An outcome-based curriculum is a student-centred design which focuses on expectations of the student as a result of learning. It ensures that each student is provided with the time and assistance to meet his/her potential.

> A learning outcome is the result of learning for the student, something that the student *will know, be able to do,* or *be like.*

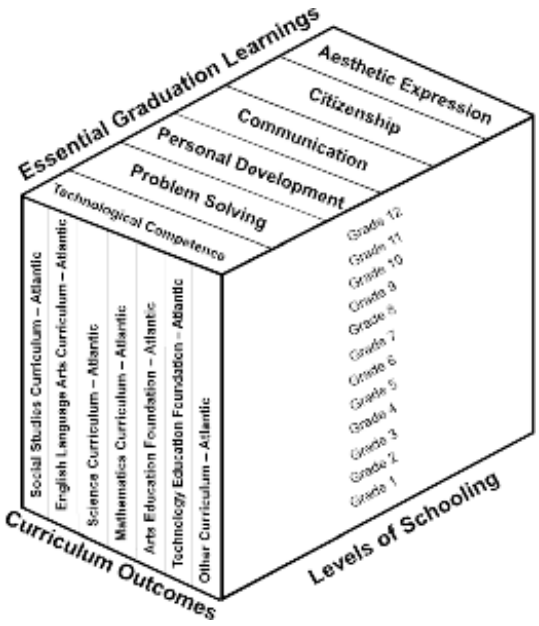
Essential Graduation Learnings (EGLs)

"The essential graduation learnings are statements that describe the knowledge, skills, and attitudes expected of all students who graduate from high school." (APEF/CAMET) These statements are the framework upon which curriculum for all subject areas is based. The six Essential Graduation Learnings include:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

General and Specific Curriculum Outcomes

General curriculum outcomes are statements that describe what students are expected to know in a curriculum area upon graduation. Specific outcomes are statements that identify what students should know and be able to do at a particular grade level. These are used to guide the teacher in planning day to day activities. Students demonstrate the essential graduation learnings through accomplishing the outcomes.



Other Features of the Curricula

In addition to the six essential graduation learnings, there are a number of underlying concepts and strategies which are interwoven into the 1-12 curricula of Prince Edward Island, and which influence methods of delivery and instruction.

Cooperative Learning and Group Work

Small and large group work provide students with the opportunity to develop language (communication skills) and social skills.

Creative Thinking

"Creative thinking deals with combining elements of reality in novel ways to formulate new perceptions, enriched concepts and new understandings" (Nature of Thinking)

Critical Thinking

Critical thinking involves the analysis of statements or arguments and an evaluation of their worth or validity. Critical thinking skills include identifying and validating sources; determining what is being said, relevancy, and point of view or perspective; detecting bias; recognizing persuasive techniques; and drawing logical, well-supported conclusions.

Diversity/Equity Education

Diversity education encourages the understanding of diversity within our society and promotes a commitment to equity by fostering an awareness and critical analysis of individual and systemic discrimination.

Resource-based learning

Resource-based learning is an educational approach that actively engages the students in carefully structured learning activities that use a wide range of resources, and emphasizes skills and strategies needed to achieve information literacy.

Learning Styles

The Theory of Multiple Intelligences suggests that all people learn differently, with eight identfied intelligences. It is essential that educators make students aware of their learning styles and teach using a variety of methods to provide students the opportunity to learn in a number of ways.

Essential Grad

Aesthetic Expression **Citizenship**
Personal Development

Language Arts

Speaking and Listening

Students will be expected to
- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
- communicate information and ideas effectively and clearly, and respond personally and critically
- interact with sensitivity and respect, considering the situation, audience, and purpose

Reading and Viewing

Students will be expected to
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts
- respond critically to a range of texts, applying their understanding of language, form, and genre

Writing and Other Ways of Representing

Students will be expected to
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and use their imaginations
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness

General Curri

Mathematics

Number Concepts/Number and Relationship Operations
- Students will demonstrate number sense and apply number theory concepts
- Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations

Patterns and Relationships
- Students will explore, recognize, represent and apply patterns and relationships, both informally and formally

Shape and Space
- Students will demonstrate an understanding of and apply concepts and skills associated with measurement
- Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships

Data Management and Probability
- Students will solve problems involving the collection, display and analysis of data

- Students will represent and solve problems involving uncertainty

Ot

Health, Music, Physical Education and Visual Arts
These guides contain general curriculum outcomes

uation Learnings

Technological Competence

Communication **Problem Solving**

culum Outcomes

Science

Science, technology, society, and the environment (STSE)

- Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology

Skills

- Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions

Knowledge

- Students will construct knowledge and understanding of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge

Attitudes

- Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment

her

curriculum guides exist on Prince Edward Island. and specific curriculum outcomes.

Social Studies

Citizenship, Power, and Governance

- Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship; and the origins, functions, and sources of power, authority, and governance

Culture and Diversity

- Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

Individuals, Societies, and Economic Decisions

- Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society

Interdependence

- Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally, and the implications for a sustainable future

People, Place, and Environment

- Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment

Time, Continuity, and Change

- Students will be expected to demonstrate an understanding of the past and how it affects the present and the future

Effective Use of Technology with

Language Arts

The Foundation for the Atlantic Canada English Language Arts Curriculum (1996) identifies technological advances in our society as a contributing factor to the revision of the concept of literacy. Literacy now encompasses print literacy, visual literacy, media literacy, and other literacies required to use technology in our culture. This APEF foundation guide suggests that students use a range of information retrieval, and information processing technologies to meet their own information needs. Specific examples of student experiences should include

- using a word processor to develop a piece of writing
- constructing simple databases and spreadsheets to organize information
- exploring the applications of interactive CD-ROM software
- using graphic communication software
- producing a variety of desk top publishing texts
- using multimedia
- using e-mail
- using listservs and web browsers
- using appropriate technologies to organize and create complex information with multiple textual and graphic sources
- distinguishing sources which are central, reliable and relevant among the vast number of choices offered by technologies

Adapted from APEF Foundation Guide for English Language Arts Curriculum (1996) page 40

Mathematics

The Foundation for the Atlantic Canada Mathematics Curriculum guide (1996) supports the recommendations of National Council of Teachers of Mathematics (NCTM) curriculum standards to use technology i) to enhance the teaching and learning of mathematics and ii) to relate school mathematics to the world in which students live through developing and interpreting mathematical models. APEF suggests that technology has altered the nature of what mathematics is important to learn and has made possible the development of new problems and innovative ways of investigating these problems. Specifically, it is recommended that technology should be used to

- explore situations with complicated numbers which previously would have been beyond their capabilities
- quickly and easily explore individual or groups of related computations or functions
- create and explore numeric and geometric situations for the purpose of developing conjectures
- perform simulations of situations which would otherwise be impossible to examine
- easily link different representations of the same information
- model situations mathematically
- observe the effects of simple changes in parameters or coefficients
- analyze, organize, and display data

Adapted from APEF Foundation Guide for Mathematics Curriculum (1996) page 39

in the Core Curriculum Areas

Science

The Foundation for the Atlantic Canada Science Curriculum guide (1998) states that technology can be used to facilitate the learning of science and recommends that technology should have a major role in the teaching and learning of science. APEF proposes the following guidelines for the implementation of technologies in the teaching and learning of science

- tutorial software should engage students in meaningful interactive dialogue and creatively employ graphs, sound, and simulations to promote acquisition of facts and skills, promote concept learning and enhance understanding
- simulation software should provide opportunities to explore concepts and models that are not readily accessible in the laboratory (e.g., those that require hazardous materials, unavailable equipment, or more time than is possible in real-time classroom.)
- analog-digital interface technology should be used to permit students to collect and analyse data as scientists do, and perform observations over long periods of time, enabling experiments that otherwise would be impractical
- databases and spreadsheets should be used to facilitate the analysis of data by organizing and visually displaying information
- networking among students and teachers should be encouraged to permit students to emulate the way scientists work and to reduce teacher isolation
- using tools such as the World Wide Web should be encouraged as it provides instant access to an incredible wealth of information on any imaginable topic

Adapted from APEF Foundation Guide for Science Curriculum (1998) page 44

Social Studies

The Foundation for the Atlantic Canada Social Studies (1998) recommends that technology have a major role in the teaching and learning of social studies but, that it enhance, not replace, essential social studies learning. APEF recognizes that Communication and Information Technologies have become important tools for the acquisition, analysis, presentation, and communication of data in ways that allow students to become more active participants in research and learning

- CD-ROMs and the Internet provide teachers and students with quicker and easier access to extensive and current information. Students and teachers should critically analyse such information to determine its validity, accuracy, bias, and interpretation
- students are enabled to directly employ inquiry skills by exposure to first hand information through direct e-mail conversations, student created Web sites, and listservs. These modes of communication provide connections to students and cultures from around the world.
- students can present their learnings to peers within their classroom and beyond in a wide variety of forms (graphics, maps, text, graphic organizers, Web sites, multimedia presentations, etc.) that fit their learning styles.
- technology can provide opportunity for students to become more actively involved in their learning by allowing students control of information gathering, processing, and presentation.

Adapted from APEF Foundation Guide for Social Studies(1998) page 40

Technology Curriculum Outcomes

GENERAL TECHNOLOGY OUTCOMES
(as per APEF Technology Foundation Document)

GTO A- Technology Problem Solving
Students will be expected to design, develop, evaluate, and articulate technological solutions.

GTO B- Technology Systems
Students will be expected to operate and manage technological systems.

GTO C- History and Evolution of Technology
Students will be expected to demonstrate an understanding of the history and evolution of technology and of its social and cultural implications.

GTO D- Technology and Careers
Students will be expected to demonstrate and understanding of current and evolving careers and of the influence of technology on the nature of work.

GTO E- Technological Responsibility
Students will be expected to demonstrate an understanding of the consequences of their technological choices.

Areas

1. **Computer Systems** - In general, a complete, working computer. The computer system includes not only the computer, but also any software, networking, and peripheral devices that are necessary to make the computer function. Every computer system, for example, requires an operating system such as Windows.

2. **Social, Ethical and Health** - General user guidelines for the responsible use of technology .

3. **Internet** - A global network connecting millions of computers. This network carries various information and services such as email, online chat, video, audio, web sites and other documents of the World Wide Web.

4. **Concept Maps** - Visual representations of relationships between ideas. Methods for grouping and organizing information. Visual learning allows new concepts to be more thoroughly and easily understood.

5. **Graphics** - Refers to display and manipulation of images (text, pictures and drawings)

6. **Spreadsheets** - A table of values (text, numeric, dates) or information arranged in rows and columns. Spreadsheets allow the computation of data with formulas and the creation of charts and graphs.

7. **Word Processing** - Using a computer to create, edit, and print documents. A word processor enables you to create a document, store it electronically, display it on a screen, modify it by entering commands and characters from the keyboard, and print it.

8. **Multimedia** -The use of computers to create and present several different media such as text, graphics, video, animation, and sound in an integrated way.

9. **Database** - A collection of data organized in such a way that a computer program can quickly select desired pieces of information from a search request. You can think of a database as an electronic filing system.

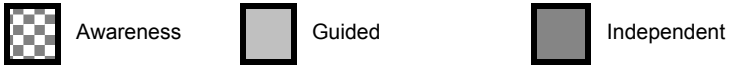
10. **Telecommunications** - Refers to all types of data transmission, from voice to video using a variety of media such as copper cable, fibre optics, satellites, wireless technology, etc.

11. **Web Authoring** - The act of developing a web site. Software is available that will generate the required HTML coding for the layout of the particular Web page.

Each skill area of the outcome continuum is identified by grade level and progress as follows:

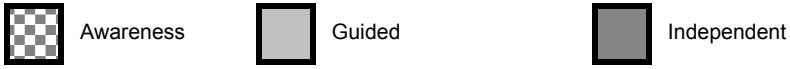
Awareness - the student is exposed to the technology as it is being used by others.
Guided - the student begins to use the technology with the help of others.
***Summative Assessment**- beyond this grade level, students will be expected to meet the outcome independently.
Independent - the student uses the technology without assistance.

Computer Systems



	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A1.1	make use of help features to independently find solutions to problems													
B1.1	login, open and close a program, open, save and close a file with mouse													
B1.2	demonstrate proper use of login numbers and names, set-up and change passwords, and be aware of implications of multiple logins													
B1.3	begin to work with more than one file open at once (multi-task)													
B1.4	differentiate between “Save” and “Save as...”													
B1.5	be able to identify the common windows components of a given software screen (eg. menu bar, button bar, cursor, insertion point)													
B1.6	have an understanding of file management (drives and folders, rename, select, move, copy, paste, delete, display format, backup, etc.)													
B1.7	understand how to display file properties													
B1.8	understand the difference between software and hardware													
B1.9	identify system specifications and be aware of compatibility issues between the hardware and the software (processor speed and type, RAM, hard drive size, optical drive, connection types, video card, sound card, monitor, network cards)													
B1.10	understand how and when to re-boot (warm boot vs cold boot)													
B1.11	describe networks, file servers, connections (wireless, line types and speeds)													
B1.12	demonstrate proper use of network printing, choose proper printer, recognizes process and purpose of Print Queues													
B1.13	identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clean a computer													
B1.14	identify SPAM, pop-up ads, spyware and other invasive software coding													
B1.15	modify and utilize master pages/templates													
B1.16	import and export files to other formats (.html, .pdf)													
C1.1	identify technologies that are found in everyday life													

Social, Ethical, and Health



	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A2.1	identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)													
B2.1	demonstrate proper touch keyboarding techniques (ie: home row, quick key strokes, proper reaches)													
C2.1	examine current Canadian law governing the use of technology													
D2.1	determine the technological requirements for specific career goals													
E2.1	respect equipment and other student's work													
E2.2	work co-operatively at work station													
E2.3	adhere to acceptable use agreement for work station/network/Internet													
E2.4	use electronic communication etiquette													
E2.5	adhere to rules of freeware, shareware and commercial ware													
E2.6	adhere to copyright and privacy laws, give credit to sources of information (MLA, APA)													
E2.7	identify ethical issues involved with Internet content, awareness of inappropriate use of technology													
E2.8	demonstrate caution before sending personal information over the internet													
E2.9	follow publishing etiquette (suitable language, no discrimination, etc.). Adhere to the guidelines for school web pages as outlined by PEI Department of Education.													

Internet

Awareness Guided Independent

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A3.1	demonstrate awareness of the Internet as a source of information													
A3.2	use various tools (search engines and directories) and strategies necessary to carry out research													
A3.3	obtain/download material (text, graphics, files) from Internet													
B3.1	Use the various browser navigation tools (back, forward, history)													
B3.2	manage bookmarks/favorites													
B3.3	distinguish among various file formats (file extensions), required plugins, file compression/decompression utilities													
C3.1	discuss ways in which the Internet is evolving													
E3.1	critically evaluate information and its source based on pre-determined criteria													

Concept Maps

Awareness Guided Independent

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A4.1	use brainstorming techniques to generate ideas													
A4.2	create a web (i.e.: literary, concept, character, word, Venn Diagrams, and timelines)													
A4.3	categorize ideas graphically													
A4.4	create links between ideas, re-link or delete links between ideas													
A4.5	elaborate on ideas (i.e. adding notes, annotations, etc.)													
B4.1	add fonts, graphics, sound, and colours to enhance ideas													
B4.2	create hyperlinks to files, web sites, or multimedia content													

Graphics

Awareness **Guided** **Independent**

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A5.1	create illustrations or graphics by using the various drawing tools													
A5.2	apply principles of design													
B5.1	demonstrate various object editing features (ie. select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, changing font and text size, colour or appearance, creating text blocks, change text wrap selection and other text manipulation functions)													
B5.2	carry out various object manipulations (ie. object alignment, creation of graphics in layers, grouping/un-grouping components of an image)													
B5.3	use other graphic creation tools (i.e. clone brush, colour replacements, effects and filters, hexidecimal (RGB and CMYK colour values)													
B5.4	convert various graphic formats between vector (ie: .png, .psp, .cdr) and bitmap images (ie: .wmf, .tif, .bmp, .gif, jpeg, .jpg), import a graphic file from another source													

Spreadsheets

Awareness Guided Independent

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A6.1	plan / design a spreadsheet to organize and tabulate data from various sources (to make a schedule, tally/score sheet, solve a mathematical word problem)													
A6.2	correct errors, modify or delete data in a cell													
A6.3	design own formulas incorporating functions {if SUM(B1..D1)>0, @SUM(B1..D1), 0} and absolute / relative cell references													
A6.4	use different types of graphs / charts (line, pie, bar) to visually represent data; label graph components (legend, title, x-y axis, colour, fill pattern)													
B6.1	identify spreadsheet components and terminology (rows and columns, cell addresses, data entry bar)													
B6.2	identify different types of cell data (text, numeric, function, date)													
B6.3	enter data into simple preexisting spreadsheets, auto fill data, data entry bar, sort data													
B6.4	edit spreadsheet layout (insert and delete rows or columns, select a range of cells, alter column widths and row heights, locking row and column headings, lock and unlock cell(s), fixed titles)													
B6.5	enter formulas to perform calculations across columns, rows, cells, move/copy data or formulas from one area of spreadsheet to another													
B6.6	format numbers (decimal places, currency, etc.), format text (font, colour, size)													
B6.7	create links [between notebooks (tabs or sheets), external files, graphs, charts, website]													

Word Processing

Awareness Guided Independent

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A7.1	create and edit data files and form documents to perform a merge													
A7.2	identify examples of desktop publishing (i.e. newspaper, catalogue, ads, brochure)													
B7.1	use a grade level appropriate wordprocessor to create and edit written work													
B7.2	locate characters on a keyboard and identify functions of word processing (ie. cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)													
B7.3	use editing tools to revise work (i.e. spell check, thesaurus, find and replace)													
B7.4	change font, size, colour, style (ie. bold, italics, underline, insert special characters, drop capitals)													
B7.5	format text (ie. justification, line spacing, outlines and bullets, text wrap)													
B7.6	format documents (ie. using margins, tab rulers, indents, page center, border, watermark)													
B7.7	insert a graphic and manipulate, (ie. resize, add borders and fill, create text art)													
B7.8	insert and format tables and text boxes (ie. lines, fill, columns, rows, borders, alignment)													
B7.9	format multi-page documents with headers, footers, page numbers, page breaks and keep text together function, change page orientation/size (ie. text presentation features)													
B7.10	insert automated features (ie. date and file stamp)													

Multimedia

Awareness Guided Independent

	Students are expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A8.1	apply planning strategies, (storyboards, scripts, graphic organizing, brainstorming)													
A8.2	create an age/grade appropriate slide show presentation that may contain one or more of the following objects (text, graphics, images, animations, audio and video)													
A8.3	describe situations where streaming video and audio is appropriate													
A8.4	create graphics, audio and video special effects (animation, virtual reality, panorama)													
A8.5	select appropriate medium to convey a message (be conscious of file size, formats and storage location)													
B8.1	navigate multimedia resources such as slide shows, online resources or CD rom interactive educational activities													
B8.2	use multimedia creation and editing tools (screen captures, scanner, sound recording, digital image editing software: still and video)													
B8.3	convert file formats for a particular application (.jpg, gif, .bmp, mp3, wav, avi, mpeg, mov, etc.)													
B8.4	use proper tools and procedures to enhance product quality. (Microphones, lighting, camera movement, instrumentation, teleprompters, assign various responsibilities to a production team.)													

Database

Awareness **Guided** **Independent**

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A9.1	use an existing database (CD ROM, Microcat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat)													
A9.2	perform searches on a database file using logical and Boolean operators (understands commands, scope, filters, and conditions)													
A9.3	design/plan a database to use as a method of organizing information													
A9.4	create and modify a form (add graphics, and error checking routines)													
A9.5	use databases to analyze data and look for trends													
B9.1	enter data into a pre-existing database, edit data, and use automated text													
B9.2	create fields and with variable field types (numeric, text, date) and properties (color, width, font, etc.)													
B9.3	restructure database (add / delete fields, change field width)													
B9.4	sort records alphabetically, numerically and by multiple fields													
B9.5	create a report from the entire database or selected records													
B9.6	create a report with automated summaries and calculations (understand logic, date and summary field types)													
B9.7	bring database information into a word processing environment ie: (Mail Merges)													
B9.8	distinguish between the two general types of database management systems (flat and relational)													
E9.1	examine functions and implications of database driven websites (ie: online purchasing, searching, and password secured sites)													

Telecommunications

Awareness Guided Independent

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
	Email:													
B10.1	send messages													
B10.2	open messages													
B10.3	manage mail/folders													
B10.4	manage address books													
B10.5	use distribution lists													
B10.6	send and open attachments													
B10.7	create signatures													
B10.8	apply filters and rules													
B10.9	use calendar features such as appointments, tasks, reminder notes/memos													
	E-Learning/Collaborative tools:													
	Students will be expected to:													
A10.1	collaborate using software: (ie. whiteboard, slideshow, application sharing, chat, messaging, send and receive files, photos, group file sharing, resource sharing (links), online content creation and sharing, assignment drop box, video and audio, discussion forums, journal.)													
B10.10	use the organizational features of collaborative tools such as scheduling, calendaring, and interactive syllabus													

Web Authoring

Awareness **Guided** **Independent**

	Students will be expected to:		1	2	3	4	5	6	7	8	9	10	11	12
A11.1	identify web page creation possibilities													
A11.2	create appropriate text and image file formats													
A11.3	create an interactive webpage. (online surveys, forms, interactive database, polls)													
B11.1	examine html tags													
B11.2	create a basic web page (may include backgrounds, images, hyperlinks, tables)													
B11.3	indicate where file or page is hosted (server, web server, hosting service)													
B11.4	apply website file management and transfer files to and from web servers (ftp), edit pages online													
B11.5	use special features (image maps, cascading style sheets, frames, rollovers, layers)													
B11.6	embed objects (audio, video, pdfs, animation, Flash, Java Script Applet,)													
E11.1	describe standards which guide web based publication (W3C accessibility guidelines)													

How to Use this Document

Paper Document

The first section of the document includes background material, definitions, philosophy, advantages of technology integration, an overview of the APEF curriculum, and grade 1-12 general outcomes for information and communication technologies.

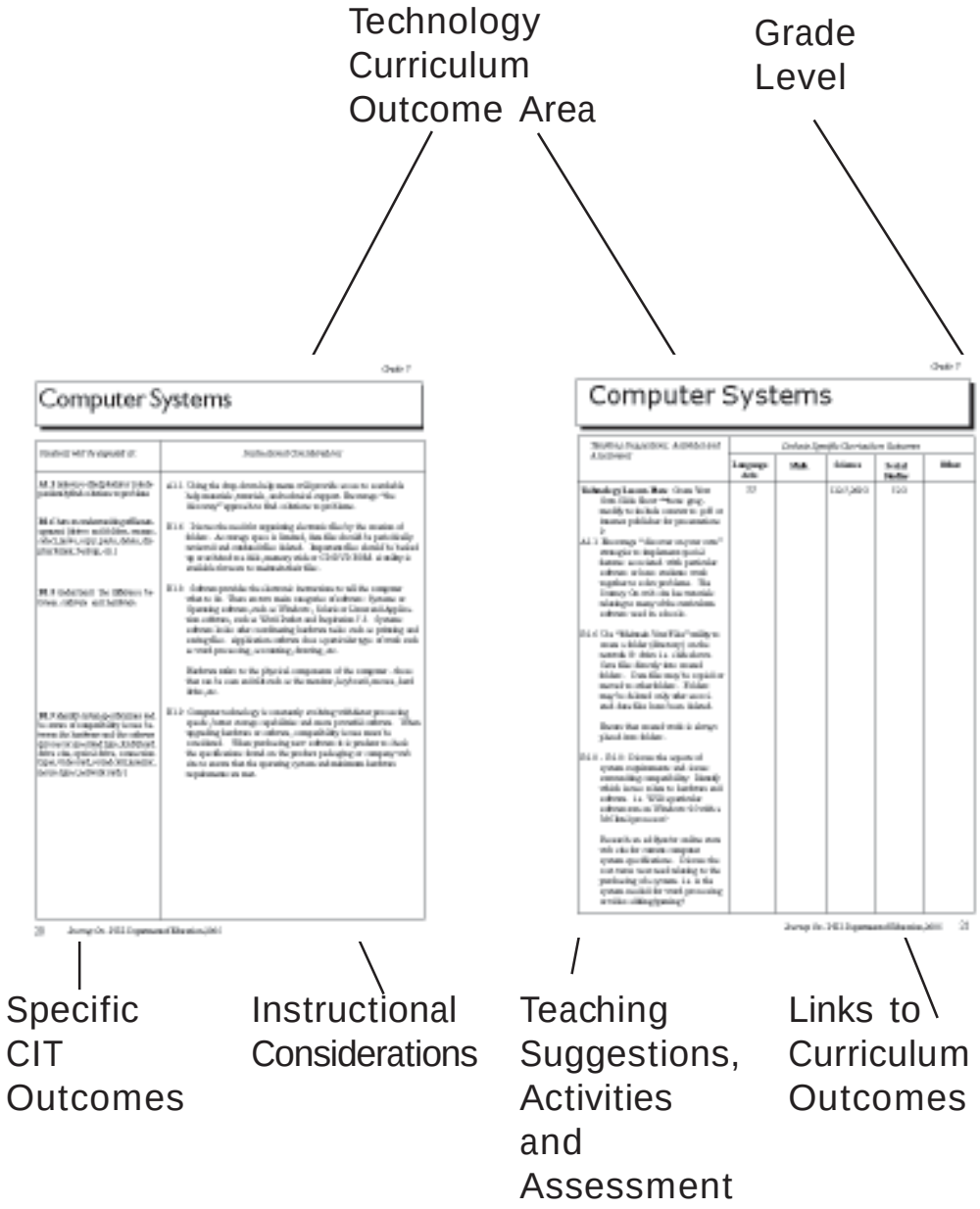
The remainder of the document addresses the level and defines specific knowledge and CIT skills expected of students as they work toward technology competency. Practical considerations are given for incorporating CIT into the curriculum and accompanying lesson plans. The information is presented in a two-page layout as outlined on the following pages.

On-line Document

An on-line version of this document will be developed. Having a document on-line has a number of advantages. It enables teachers to easily cross-reference material in the document with on-line help manuals and curriculum documents. It can encourage a greater level of collaboration among all educational partners. An on-line document can be easily revised and updated without having to copy and redistribute. It is our intent to revise, modify, and add new materials in the future only to the on-line version of *Journey On* (www.edu.pe.ca/journeyon).

Two Page-Layout

Four major sections are found on these pages as you go from left to right: 1) specific CIT outcomes, 2) instructional considerations, 3) teaching suggestions or names of grade specific lesson plans, and 4) links to curriculum outcomes. The applicable technology curriculum outcome area is found in a box at the top of each page along with the grade level.



Two Page-Layout in Detail

letter designation of general technology outcome — **A 5 . 1** — indicates first skill in subdivision

refers to fifth area for this grade level under technology general outcome A

Specific Outcomes
- are steps towards accomplishing the general technology outcomes and lettered as subdivisions of GTOs

Grade 7

Computer Systems

Students will be expected to:	*Instructional Considerations*
A1.1 make use of help features to independently find solutions to problems	A1.1 Using the drop-down help menu will p… help materials, tutorials, and technical… discovery" approach to find solutions…
B1.6 have an understanding of file management (drives and folders, rename, select, move, copy, paste, delete, display format, backup, etc.)	B1.6 Discuss the need for organizing electr… folders. As storage space is limited, d… reviewed and outdated files deleted. I… up or archived to a disk, memory stick or CD/DVD ROM. A utility is available for users to maintain their files.
B1.8 understand the difference between software and hardware	B1.8 Software provides the electronic instructions to tell the computer what to do. There are two main categories of software: Systems or Operating software, such as Windows, Solaris or Linux and Applica…

Instructional Considerations
- useful information for teachers on terminology and/or purpose and background of specific technologies

Teaching Suggestions, Activities and Assessment
- readiness considerations
- may be suggestions for activities or name of lesson plan

…aluate and select information using…

Teaching Suggestions and Activities	*Links to Specific Curriculum Outc…*		
	Language Arts	**Math**	**Science**
Grade 2 **Language Arts Theme**: *New Perspectives* **Lesson Plan**: *Through a Bug's Eyes*	**A1, A3, A4, D1, D3 E1, E1.3, E1.5 G1, G1.1, G2, G2.1, G2.2, G3, G3.1**		
Grade 3 **Language Arts Theme**: *Vanishing Animals* **Internet Sites**:	**A1, A3, A4 D1, D3 E1, E1.3, E1.4, E1.5 G1, G1.1, G2, G2.1, G2.2, G3, G3.1 H2, I1, J5**		

Links to Curriculum Outcomes
- letters and numbers representing curriculum outcomes as defined in other APEF (CAMET) documents

Computer Systems

Students will be expected to:	*Instructional Considerations*
A1.1 make use of help features to independently find solutions to problems (Independent)	A1.1 Using the drop-down help menu will provide access to searchable help materials, tutorials, and technical support. Encourage "the discovery" approach to find solutions to problems.
B1.7 understand how to display file properties (Guided*)	B1.7 Files have properties such as associated program, physical location, size, date created, last modified and accessed, and attributes. Associated program indicates the program with which the file may be opened. Physical location refers to the drive and folder where the file is stored. Attributes are security settings such as read-only, hidden and archive that the user may change. Access to file properties, using right mouse click, for student and teacher level accounts is restricted. On occasion, an email will be received with an attachment with an association property that the computer does not recognize. A dialogue box will appear asking the user to "open", "save" or "view". If "open" is selected the user will be asked to select the appropriate program. This information is then added to the files' property.

Computer Systems

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***So, You want to be a Techie...?* pg.104** Outcomes (Guided) B1.7, B1.9,B1.11, B1.13, B1.14, B3.3, C2.1, D2.1	1.2, 3.4, 10.3, 10.5	**F8, F9**			
A1.1 Encourage "discover on your own" strategies to implement special features associated with particular software or have students work together to solve problems. The Journey On web site has tutorials relating to many of the curriculum software used in schools.					
B1.7 Explain situations where a read-only or hidden file attribute would be useful. Read-only is used for a final copy of a document or for templates that further changes should not be made. Read-only will prevent files from being accidentally deleted. Hidden files may be used, for example, to provide security for confidential information stored on CD/DVD or other removeable storage media.					

Computer Systems

Students will be expected to:	*Instructional Considerations*
B1.9 identify system specifications and be aware of compatibility issues between the hardware and the software (Guided)	B1.9 Computer technology is constantly evolving with faster processing speeds, better storage capabilities and more powerful software. When upgrading hardware or software, compatibility issues must be considered. When purchasing new software it is prudent to check the specifications found on the product packaging or company web site to ensure that the operating system and minimum hardware requirements are met (processor speed and type, RAM, hard drive size, optical drive, connection types, video card, sound card, monitor, mouse types, network cards).
B1.11 describe networks, file servers, connections (Guided)	B1.11 A network is the connection of two or more computers to share files, software, printing and other resources. Classroom computers connected within a school is referred to as a local area network (LAN). All schools are connected together in a wide area network (WAN). Within the school, computers are connected with category 5 twisted pair copper wires and linked through hubs and switches. Among schools a variety of communication technologies may be used. Fibre optic lines are rented from telecommunication providers where line speeds such as 10, 100 megabit or 1 gigabit per second capacities may be purchased, depending upon need. Schools outside the fibre optic service area may be connected using Symmetric Digital Subscriber Line (SDSL) which is a technology similar to a home high speed connection. Where several schools are in line-of-sight, wireless transmission may be used.

Computer Systems

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B1.9: Discuss the aspects of system requirements and issues surrounding compatibility. Identify which issues relate to hardware and software. i.e. Will a particular software run on Windows 95 with a 386 Intel processor? Research an ad flyer/or online store web site for current computer system specifications. Discuss the cost verus user need relating to the purchasing of a system. i.e. is the system needed for word processing or video editing/ gaming? B1.11 Discuss careers in the networking communications field. Identify job descriptions, educational requirements and salary levels. What skills and equipment would be required to network two computers together at home? (Research this from the Internet, ask someone who has done this, invite a guest speaker, etc.)					

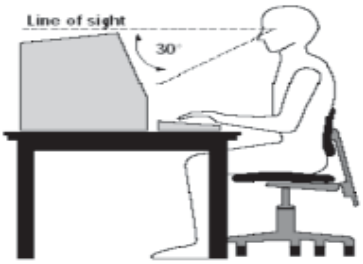
Computer Systems

Students will be expected to:	*Instructional Considerations*
B1.13 identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clean a computer (Guided)	B1.13 Programs designed to damage the data on a computer or disrupt its use fall into one of the following categories: Virus: a program that spreads from computer to computer by attaching itself to an executable file. When this file is activated the virus supplies instructions to the computer. These instructions can range from a mere nuisance (eg. a message on your monitor) to the very destructive (eg. erasing the hard drive). Worm: a program that is written in segments and spawns copies of itself in the computer's memory until eventually it causes a crash. Trojan horse: a program disguised as a game or useful application but when executed destroys information on the computer, or gives access or control of the computer to another. Care must be exercised when installing files or opening e-mail. The best methods for prevention are: (a) to only accept programs from reliable sources and (b) to install a reputable virus checker on the system which scans all imported data files, diskettes and CD's for possible viruses.
B1.14 identify SPAM, pop-up ads, spyware and other invasive software coding (Guided)	B1.14 Spyware is coding that transmits information to external parties about a users' browsing habits. Spyware and popup screens may also take control of the users browser and automatically redirect to an unwanted website.
B1.16 import and export files to other formats (Independent)	B1.16 Many programs allow the exporting of files to other formats. Word Perfect files, for example, may be converted to portable document format (.pdf). This allows users who do not have the Word Perfect program to view the file with a free reader program from Adobe Systems. Word Perfect files may also be exported into hypertext markup language (.html) format so that they may be read using a web browser. The import feature allows data created in one program to be opened and manipulated in another program. The method and file formats used will vary from program to program.

Computer Systems

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B1.13 Ensure that files transferred from home are virus checked. School email attachments are automatically scanned for viruses. Precautions must be taken at home when using private email services such as Yahoo or Hotmail which may not scan attached files. Private email services must not be accessed in school. B1.14 Should spyware or popups occur, delete the offending popup. If the computer continues to automatically visit the offending page, consider having the computer re-imaged. Should a site be considered a threat or contain unacceptable information contact the helpdesk. Help the user refine search terms. B1.16 Demonstrate the conversion of a completed slide show to .pdf or web compatible format so that people who do not have Presentations 9 can view the content. Adobe Reader is a free software that is used to view .pdf files. It is available on school networks or it may be downloaded from the Internet. Web compatible formats allow the show to be viewed with a web browser.					

Social, Ethical and Health

Students will be expected to:	*Instructional Considerations*
A2.1 identify aspects of an ergonomic workstation (Guided*)	A2.1 Ergonomics or the relationship between people and their work is a science with a growing body of evidence. Applying ergonomics by adjusting your chair, work surface, monitor, keyboard, mouse, lighting and modifying your work habits with lifting techniques all have reduced the risk of injury at our workplaces. Furthermore, it increases productivity. (Occupational Health and Safety Manual, Draft 2004) Teaching students to position themselves properly at the computer and using good posture is essential to prevent the future development of serious injury.  To prevent eye strain, encourage students to look away from the screen every few minutes to rest their eyes. Stretching and shaking their hands at regular intervals are also good habits.
B2.1 demonstrate proper touch keyboarding techniques (Guided*)	B2.1 Typists must practice using proper fingering and home row position. Encourage students to use the piano position (arms at right angles and wrists flat) when they can. Initially, students will key very slowly using proper keyboarding techniques (i.e.: home row, quick keystrokes, proper reaches). After practice students will be able to key more quickly than they can write with pen or pencil.

Social, Ethical and Health

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan:					
***From One Place to Another* pg.95** Outcomes (Guided) A2.1, B2.1, A3.2, A3.3, B5.3, C2.1, D2.1, E2.6, E3.1				**8.2.2, 8.2.3**	
An Heroic Tale pg.100	4.1, 9.3, 10.3, 10.5				
An Electronic Discussion pg.101	4.5, 8.1, 8.2, 10.3				
So, You want to be a Techie...? pg.104	1.2, 3.4, 10.3, 10.5	F8,F9			
A2.1 Visit Options Incorporated (http://www.oiweb.com/ergo/workstation-setup.html) or use a search engine to find guidelines for workstation setup, proper posture and stretching routines. Remind users of the importance of following these guidelines. Adherence to the above principles may be incorporated into an assessment strategy. See appendix for a diagram of an ergonomic workstation. (Occupational Health and Safety Manual, Draft 2004) Discuss and model good posture and work habits required to reduce the risks of computer associated injury. Observe position at the computer and provide feedback to users. Create a checklist or rubric for assessment.					
B2.1 Adhereance to the proper touch keyboarding techniques. Software permits monitoring of student progress.					

Social, Ethical and Health

Students will be expected to:	***Instructional Considerations***
C2.1 examine current Canadian law governing the use of technology (Guided)	C2.1 Many changes to Canadian laws governing technology use are "reactive" in nature as new technology and applications are developed. Extensions to laws have been made related to Electronic Contracts; Copyright; Trademarks; Internet Consumer Protection; Internet Advertising; Personal Information Protection; Criminal Law and Securities Law.
D2.1 determine the technological requirements for specific career goals (Guided)	D2.1 Technology competence is identified as an "Essential Skill" by Human Resources and Skills Development Canada. Statistics Canada has identified technology skills as important as numeracy and literacy to career success. Earning potential of persons possessing numercy, literacy, and technological skills is five fold higher than those who have equivalent numeracy and literacy skills. *(Murray, T. Scott. Statistics Canada. A Presentation To Cabinet, Charlottetown, PE. January 28, 2005)*
E2.5 adhere to rules of freeware, shareware and commercial ware (Independent)	E2.5 Programs that are available on the Internet may be easily attainable but are not always free (Also remember that these programs can be the most common source of computer viruses). Software programs referred to as freeware are free. Often there are limitations to the term "free"and these are usually defined in a "read me" file that comes with the program or appears before you download it. Shareware, on the other hand is NOT free. It is often very inexpensive, but to use it, you are required to send the authors a fee.

Social, Ethical and Health

Teaching Suggestions, Activities and Assessment	***Links to Specific Curriculum Outcomes***				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
C2.1 Visit sites such as IT.Can Web resources (http://www.it-can.ca/en/resources.html). Discuss a particular area of law that required revision because of advances in technology. Debate the merit of these changes made to Canadian law. D2.1 Visit http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp and determine technical (computer use) requirements of careers in particular areas i.e. tourism, hospitality, travel. List at least ten ways technology is used in the selected career. E2.5 Visit a download site such as www.tucows.com and note the classification of software available. Discuss possible reasons for some software having no cost while others are quite expensive.					

Social, Ethical and Health

Students will be expected to:	*Instructional Considerations*
E2.6 adhere to copyright and privacy laws, give credit to sources of information (Guided*)	E2.6 Most materials on the Internet are copyright protected. Ideas or quotes must be properly cited and authors' permission must be obtained for the use of graphics or images taken from online sources. The following illustrations and examples have been obtained from University online publications citing the Modern Language Association (MLA) and the American Psychological Association (APA) publication manuals. MLA - Humanities Style: (format for Internet journal publication) Generic format: Author(s). "Title of Article." Title of Journal Volume. Issue (Year): Pages/Paragraphs. Date of Access <electronic address>. Specific example: Stach, Michael. "Introduction to Blogs and Blogging." Tech Learning. 24. 9 (2004): 23 pars. 10 March, 2005 <http://www.techlearning.com/story/showArticle.jhtml?articleID=18400984> APA - Style: (format for Internet journal publication) Generic format: Author, A. (Date of publication). Title of article. Title of journal, volume number (issue number if available). Retrieved month day, year, from http://Web address Specific example: Stach, Michael (2004). Introduction to Blogs and Blogging. *Tech Learning 24 (9)*. Retrieved March 10, 2005 from http://www.techlearning.com/story/showArticle.jhtml?articleID=18400984
E2.9 follow publishing etiquette. Adhere to the guidelines for school web pages as outlined by PEI Department of Education. (Guided)	E2.9 The Journey On website (http://www.edu.pe.ca/journeyon/tech_support_pages/GuidelinesforSchoolWebPages.html) provides many suggestions and guidelines for online publishing. Note that pictures and full student names should never appear together in an online document. Parental release forms must be signed for student names, pictures or works to appear in an online document. Release forms may be downloaded from the Journey On site. Etiquette refers to suitable language, no discrimination, etc.

Social, Ethical and Health

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
E2.6 Cite references to web sites used to locate information using the MLA style.					
E2.9 Discuss with students the criteria for publishing content and have them apply these standards. Ensure that all published work meets the "Guidelines For School Web Pages" from the Journey On website.					

Internet

Students will be expected to:	*Instructional Considerations*
A3.2 use various tools and strategies necessary to carry out research (Guided)	A3.2 Regardless whether one searches a database, the Internet, a digital encyclopedia or similar digital containers of information, the quality of information will be contingent upon the formulation of the query. This observation gives rise to the consideration that "new age intelligence" does not depend upon the knowledge of a particular piece of information but instead depends upon the skill with which one can obtain required information. The tools(search engines and directories) and/or strategies employed in a query will depend upon the source of information (Internet, database, etc.) Boolean operators (AND, OR, NOT, AND NOT and for the Internet: ADJ, and NEAR) are common to each. In databases, queries often require the use of Logic operators, such as: less than (<), greater than (>), less or equal (<=), greater or equal (<=), not equal (<>), and equal (=). Utilize the various Help features of Internet search engines. Search engines may differ among each other in the way a query must be formulated. For example, a number of search engines require Booleans to be written in capitals.
A3.3 obtain/download material from Internet (Guided)	A3.3 Material (text, graphics, files) may copied and pasted, downloaded to the users computer, or "captured" with a screen capture feature of a graphics program from the Internet. Be aware of copyright issues when doing this.

Internet

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***From One Place to Another* pg.95** Outcomes (Guided) A2.1, B2.1, A3.2, A3.3, B5.3, C2.1, D2.1, E2.6, E3.1				**8.2.2,8.2.3**	
Where have all the Fish Gone? pg.98			210-4, 210-6, 311-8		
A3.2 Search engines, such as Google, Yahooligans, and Ask Jeeves will provide links to sites. Key the search term, such as *World War I*, *Canadian Fishery or Immigration.* Possible links to thousands of sites related to each word will be returned. Narrow the search by determining key words closely related to your chosen topic and place quotation marks around these i.e. "Immigration to Canada". Look in the search engine results for ideas on other search terms i.e. nineteenth century, pier 21, etc.					

Internet

Students will be expected to:	*Instructional Considerations*
B3.3 distinguish among various file formats, required plug-ins, file compression/decompression utilities (Guided)	B3.3 When downloading or accessing remote files, users must be familar with conventions used with that particular file format (file extension). The software program with which the file was created must be located on the user's computer. Many software vendors will provide a viewer or browser "plug-in" which extend the capability of the user to view creations formatted with their particular software applications eg. Powerpoint, Shockwave, Flash, Quicktime, etc. In addition,vendors may use a file compression/decompression utility (codec) so that files can be made smaller when sending over the Internet. Once the file has been transferred to the user's computer it is decompressed or "expanded" when viewed.
C3.1 Discuss ways in which the Internet is evolving (Independent)	C3.1 The Internet is evolving in regards to line speeds utilized, services available, laws governing, and numbers of users. Voice Over IP technology allows data lines to be used as telephone links. Higher speed lines are making it possible for telephone companies to deliver cable TV services to their customers. Peer-to-peer file sharing utilities, such as Napster, have become more regulated or are becoming pay-for-service businesses. E-Bay (online auctioning) is one of the largest electronic businesses on the Internet. Products such as blogs, instant messaging and wikis are becoming available and their features and options change over time. Large companies, such as Google and Yahoo, provide a variety of Internet services to their clients ie. searching, email, gaming, news, newsgroups, imaging, blogging, web site hosting, etc. More citizens are conducting business with government and banking institutions over the Internet. Online and distance education programs are flourishing as businesses and individuals realize the importance of "life-long" learning.

Internet

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B3.3 Search for a topic related file on the Internet containing the extension .pdf This file will automatically open with Adobe Acrobat Reader on school computers. Research the .pdf format to explain why the author chose to save the file in this manner. C3.1 For each of the following categories (i.e. personal, business, entertainment) brainstorm evolving/novel uses of the Internet. Make predictions regarding services/ uses of the Internet ten years from now. What are some of the features that make these sites attractive to the user? (design, interactivity, searchability, colour, name, services provided, etc.)					

Internet

Students will be expected to:	*Instructional Considerations*
E3.1 critically evaluate information and its source based on pre-determined criteria (Guided)	E3.1 The validity of information contained in a particular web site may be evaluated by critically examining several factors. Dalhousie University Library provides a summary and evaluation checklist at http://www.library.dal.ca/how/criteval.htm that breaks the evaluation process into the following six general areas: (Sue Hunter, 1999) • Authority or creditials of the author. Has he/she written other articles? Is he/she educated or have experience in the area? Is the author writing for an organization, such as a university or government? • Purpose. Who is the intended audience? eg. adults, toddlers or teens? Is the site trying to persuade or sell something? Is there a hidden agenda or bias? • Coverage. Is information factual, detailed and presented in its full and proper context? Does the presentation seem to make sense? • Currency. Is the site up-to-date and references recent research or facts on the topic? • Objectivity. Is material presented with balanced and fair arguments? Is there consistency in that arguments do not contradict one another? • Accuracy. Is the information provided in the site corroborated or supported in other sources? Is a bibliography provided? Should a weakness be found in any one of the above areas, the reader should be careful about relying on information found on that particular site. Stress that anyone can easily create a professional looking web site without it being edited or supported by factual information. There are many "fringe groups" who use the Internet to convey their "message" or "view of the world" to an unsuspecting public.

Internet

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
E3.1 Vist the Media Awareness Network site to critically assess the validity of online resources. (http://www.media-awareness.ca/english/teachers/wa_teachers /fact_or_folly_ teachers/index.cfm) Search for sites which contain fictitious information using terms such as "critical literacy", "fact or fiction", "online", in a search string. Teachers should preview selected sites carefully, and provide the URL of pertinent pages. Using the criteria found under "Instructional Considerations", judge the validity of these sites.					

Graphics

Students will be expected to:	*Instructional Considerations*
A5.2 apply principles of design (Guided*)	A5.2 The appearance of a document can be greatly influenced by the font, text size and layout of the text as well as the choice of graphics and the layout of the graphics on the page. There are certain basic rules of effective page design which are easy to implement and which can have a huge impact on the appearance of the final product. For a document, use a consistent font size and style for body text. Titles can be from a different font family and larger in size. It is advisable to use no more than three font styles per document.
B5.2 carry out various object manipulations (Independent)	B5.2 Graphics programs allow the creation of images and their manipulation. Superimposing a grid on the image allows the user to determine the exact dimensions of any image component. The units of measurements are often pixels but can easily be changed to millimeters, centimeters, inches or points. One of the greatest breakthroughs in graphics design is the possibility to create an image in layers. This method allows the modification (editing, changing of colours and size, placement, etc) of each individual layer without affecting any other component in the image. Moreover, the order of the layers can be easily re-arranged and a layer that was a background in one completed image may become the foreground in the next.
B5.3 use other graphic creation tools (Guided)	B5.3 Creators must consider the medium being used when designing web pages, print publications, etc. Special tools (i.e. clone brush, color replacements, effects, and filters) allow the selection of formats that are particular to the final product. For example, RGB (Red, Green, Blue) format is used to view colour on a computer screen with the use of light. CMYK (Cyan, Magenta, Yellow and Black) are pigment colours that provide all colour combinations in printed publications. Not all colours that may be produced in RGB on the computer screen can be reproduced using pigments when printing.

Graphics

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan:					
Home Sweet Home pg.106 Outcomes (Guided)A3.2, A3.3, A5.2, B5.3, E3.1 (Awareness) B5.4			**210-4, 210-6, 311-8**		
An Heroic Tale pg.100	4.1, 9.3, 10.3, 10.5				
From One Place to Another pg.95				8.2.2, 8.2.3	
A5.2 Prepare an assessment rubric relating to guidelines for graphics as follows: graphic selection, incorporates visual elements, fonts clear, text colour and background agree, consistency, spelling, etc.					
B5.2 Build a graphic by adding objects to separate layers. Should a number of similar items be added to one layer, align objects by selecting them and using the automated alignment feature. Observe that objects in completed graphic are aligned.					
B5.3 Use "dropper tool" to match foreground color to an area of the image. "Clone brush" one area of the image to another to remove unwanted objects.					

Graphics

Students will be expected to:	*Instructional Considerations*
B5.4 convert various graphic formats between vector and bitmap images, import a graphic file from another source (Awareness)	B5.4 Vector-based images (i.e: .png, .psp, .cdr) are created as distinct objects recorded as mathematical formulae. Each shape is combined to form a graphic ie. a house. The user can add, remove, and modify individual pieces of the image (such as the roof of the house). Images may be resized without the loss of resolution and the file size will remain relatively constant. Bitmap (Raster) images (i.e: .wmf, .tif, .bmp,.gif, .jpeg, .jpg) are created as a series of small dots called pixels. To visualize this, imagine drawing a picture on graph paper by colouring in each individual square. If you draw a house in bitmap format, all of the shapes used to create the house become one shape composed of many small squares. The result is that it is more difficult for the user to modify individual components of an image. The computer must track each individual pixel and record its colour information and location. As a result, bitmap images are very large. As the user increases the image size, the file size becomes much larger. Resolution will also deteriorate as the image is increased in size. Programs such as Front Page and Word Perfect allow the user to resize images. Users must be aware that the displayed size changes but that the actual file size remains unaffected. For example, large files that are used in .html documents will result in wasted resources in that the file must be stored on the server and will also result in longer wait times for images to be viewed. Always use a graphics program to resize images. Image editing software can be used to open and convert images to the format necessary for a particular application. Many graphic file formats are developed privately and are copyright protected. For example, .psp is a format that is used by Paint Shop Pro. For these files to be used in other applications, they must be converted to a format recognized by the specific application where it will be used. ie. .jpg for Internet pictures, .gif for Internet graphics, .bmp for bitmap, etc.

Graphics

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	Math	Science	Social Studies	Other
B5.4 Convert the completed graphic from its native format (eg. .psp) to one that is compatible with the program being used (eg. .jpg). This is done by selecting the .jpg "file type" with the "Save As" command from within Paintshop Pro. It is good practice to maintain the .psp file and create another in the desired format. All formatting and layers are kept in the .psp file which allows the graphic to be easily changed. Files that are converted to another format have all effects merged together into one graphic.					

Spreadsheets

Students will be expected to:	*Instructional Considerations*
A6.2 correct errors, modify or delete data in a cell (Independent)	A6.2 Spreadsheets simply the task of calculating by immediately recalculating when data is modified. Emphasize the importance of entering data correctly and estimating the expected result. This is a necessary skill to detect an incorrectly entered formula.
B6.2 identify different types of cell data (Guided*)	B6.2 It is important to have an understanding of the various types of data which can be stored and manipulated using a spreadsheet. Numbers, text, dates and times, or formulas may be entered into a cell. Each type of data has a distinct purpose and advantage. Numeric: Consists of the numbers 0 through 9, and the minus sign (-) for negative numbers. Numeric data may be sorted, or it can be used for calculations or to produce charts. Dates and Times: Consists of dates entered as numbers (for example, 8/24/95) and times entered as numbers in either 24-hour clock format (for example, 17:20) or 12-hour clock format (5:20 PM). Dates and times may be sorted and different formats selected. Text: Consists of all letters, numbers, and symbols. Text may be sorted alphabetically, but calculations can not be performed. Formula: Consists of a set of instructions that the spreadsheet follows to produce a value for a cell. i.e. =sum(A1..A10) will provide a total of all numbers in cells A1 to A10 in the current cell (the cell where the formula is entered)
B6.4 edit spreadsheet layout (Independent)	B6.4 Once the spreadsheet is created in draft form there will be many occasions for revision. These types of editing changes are easily carried out with AppleWorks but it is important for students to understand the implications of these changes. Any formulas or calculations carried out on the inserted/deleted rows or columns will be effected by these revisions. Cells may be added or deleted in a spreadsheet by clicking on "Calculate/Insert or Delete cells" and selecting the necessary range of cells to move. Column widths and row heights may be altered. Cells may be locked or unlocked.

Spreadsheets

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***Floating Fluids pg.91*** Outcomes (Guided) B6.2, B6.5			**208-2, 208-6, 307-11**		
Plot the Points pg.82		F4, F7			
A6.2 To delete an entry click on the cell to activate and tap the "delete key". To add data, click to activate the cell. Data will appear in the formula bar. Press enter to place the data in the cell.					
B6.2 Enter three dates into a spreadsheet i.e. birthdays, special events, holidays. Change the display format of selected dates. Sort dates by ascending or descending order.					
Enter 10 numbers in consecutive cells. Use the "auto sum" (appleworks) or "quick sum" (Quattro Pro)					
Demonstrate that formulas may be placed as =A1+A2+A3 or as a function =sum(A1..A3) [In Quattro Pro @sum(A1..A3) is used]					
B6.4 When data becomes too large for the cell, simply drag the cell border to the right. Alternatively, select "format" from the pulldown menu and "column width" or "row height" option to adjust all cells in the spreadsheet. To insert a column or row select "calculate" from the pulldown menu and "insert cells" option. (Appleworks)					

Spreadsheets

Students will be expected to:	*Instructional Considerations*
B6.5 enter formulas to perform calculations across columns, rows, cells, move/copy data or formulas from one area of spreadsheet to another (Guided*)	B6.5 Formulas may calculate down columns or across rows and may be entered manually or a "speed sum" feature may be envoked from the task bar. Formulas may also be replicated for cells where similar results are required. When this is done the formula will adjust automatically for the new cell. i.e. a formula =sum(A1..A10) replicated from cell A11 to B11 will automatically change to =sum(B1..B10) Formulas may also be copied and pasted from one cell to another.

Spreadsheets

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B6.5 Randomly enter two columns of five numbers each. Create a formula using "auto sum" to add the first column. Copy and paste that formula to sum the second column. "Auto sum" the total of row 1 in cell C 1. Select C 1 to C 6 with the mouse and "Calculate" from the pull-down menu and "Fill Down" option. Formulas should appear in the empty cells and should have updated themselves to reflect the address of the cells to their left. Note: A tutorial on Appleworks (Clarisworks) spreadsheets exists on the Journey On website at: http://www.edu.pe.ca/journeyon/tech_support_pages/help_manual/ssheet/default.html					

Word Processing

Students will be expected to:	*Instructional Considerations*
B7.8 insert and format tables and text boxes (Independent)	B7.8 The presentation of data may be enhanced by placing it into a table. Individual cells in the table may contain their own formatting attributes. Text may be aligned, border lines added or removed, thickness adjusted and pattern, colour or shading added. The entire table may be resized and moved around within the document.
B7.9 format multipage documents with headers, footers, page numbers, page breaks, and keep text together function, change page orientation/size (Guided*)	B7.9 Headers, footers and page numbers may be formatted to appear automatically on each page. A page break is a code that places the insertion point at the top of the next unused page without needing to use many "enter" commands. Page breaks may be inserted with the use of the [ctrl] + [enter key] in Word Perfect and using the "Format" pull-down menu and "Page Break" in Appleworks. By convention, writers are not to place one line of a paragraph by itself on a following page or separate headings from corresponding text. "Keep Text Together" allows the user to specify how many lines of a paragraph may be placed between the bottom of one page and the top of the next. In Word Perfect, select the text that must remain together and click "Format" and "Keep Text Together" and "Widows and Orphans" to specify how many lines maybe left at the bottom or top of a page.
B7.10 insert automated features (Independent)	B7.10 A date and/or time code may be inserted in a document so that the current date and/or time is obtained from the computer system. The folder and file name of a document (and other information) may be automatically placed on that document through the use of a "file stamp". Select "Insert" from the pull-down menu and "other" from the sub-menu.

Word Processing

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***An Heroic Tale pg.100*** Outcomes A3.2, A3.3, A5.2,A11.2,B7.9, B11.2, B11.3, B11.4, B11.6, E2.9	**4.1, 9.3, 10.3, 10.5**				
World War 2, A Veteran's Perspective pg.97				8.3.2, 8.3.3	
B7.8 Display data in a table. Borders may be turned off when this information is placed in a report so that the data will appear to belong to the body of the document.					
B7.9 Demonstrate how to insert headers, footers and page numbers. Explain why the "Keep Text Together" feature would be used. Set this feature to allow no less than two lines to appear alone at the top or bottom of a page.					
B7.10 Include page numbers and a header in multiple page documents.					

Multimedia

Students will be expected to:	*Instructional Considerations*
A8.1 apply planning strategies (Independent)	A8.1 Time devoted to pre-production planning with paper and pen or software tools (story boards, scripts, graphic organizing, brainstorming) will result in a better quality product and save time in the long run. Should group work be involved in the production process, this planning will help to organize and coordinate individual activities.
A8.3 describe situations where streaming video and audio is appropriate (Guided)	A8.3 Multimedia files may be viewed by downloading or streaming them from the Internet. "Downloading" involves placing a hyperlink on a web site whereby the whole file is downloaded to the users computer before it becomes viewable. This may involve a long wait depending on the file size and line speed. "Streaming" allows the media to commence playing after partial download and is appropriate for very large files. There are several formats for the creation of streaming video (Windows Media, Macromedia, Real Media, Quicktime, MPEG-4) Streaming is also used in the delivery of "live events" through web casting.
A8.4 create graphics, audio and video special effects (Awareness)	A8.4 Digital cameras have the capacity to create digital stills with special effects and short audio/video segments. Network software has the capacity to create animations and video clips (i.e. Paintshop Pro [Animation Shop], Corel Presentations, Movie Maker [XP]).

Multimedia

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***World War 2, A Veteran's Perspective pg.97*** Outcomes(Guided) A8.3, A8.5, B7.9, B8.2, B8.3, E2.6				**8.3.2, 8.3.3**	
A8.1 Use concept mapping software to aid in brainstorming or to prepare a rough storyboard sequence. Use rough hand-drawn comic-strip-type sketches to plan detailed shot and scene sequences. Individuals tend to want to skip over the planning stage but it is essential to the success of this assignment. Present plan for approval.					
A8.3 Visit the Department of Veteran Affairs website (http://www.vac-acc.gc.ca/remembers/) to view streaming videos of Canadian War Verteran accounts. Visit the Kidzonline multimedia and lesson plan resource (http://www.kidzonline.com) to view streaming and downloadable video resources.					
A8.4 Locate animated content from the Internet. Discuss how the use of graphics, audio and video special effects enhance the presentation and support the "message".					

Multimedia

Students will be expected to:	*Instructional Considerations*
A8.5 select appropriate medium to convey a message (Guided)	A8.5 Select a medium to convey the message. Text is used to present a poem. Audio would be appropriate for providing emphasis or a dialect for the poem. Still images would be added to the text or the audio to provide a particular atmosphere. Video may be used to relate the poem to real life situations. Animation may be used to illustrate the poem in ways that would be impossible in real life. Not only must the medium (file size, formats, storage location) be considered, but also the intended audience.
B8.2 use multimedia creation and editing tools (Guided)	B8.2 Hardware resources such as digital cameras (that can capture still as well as video/audio footage), video cameras, web cams, microphones, and scanners are reasonably priced and widely available. Graphics programs allow the user to capture screen shots from the computer monitor, edit digital pictures, create animations and combine graphics and text. Video/audio editing capability is available on Windows XP computers. Home computer systems are now being marketed with multimedia features and software that appeal to the multimedia consumer.
B8.3 convert file formats for a particular application (Guided*)	B8.3 Multimedia technologies have been developed by a number of companies and have evolved over time. Therefore, there is not one file format or standard for the different multimedia components. Software utilities allow for conversion of the more widely used applications from one format to another (i.e: .jpg, .gif, .bmp, .mp3, .wav, .avi, .mpeg, etc). This allows users to view multimedia content that has been created in another format with their specific software and hardware configuration. File formats may need to be converted to allow for presentation in a particular media such as on a web site or on a CD/DVD.
B8.4 use proper tools and procedures to enhance product quality (Awareness)	B8.4 Skill in multimedia development will continue to evolve as equipment becomes available at lower grade levels and in the home. The experiences of individual group members (and expertise of other colleagues in the school) must be taken full advantage of to create quality multimedia content.

Multimedia

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
A8.5 Justify the medium chosen for multimedia content. B8.2 Review one or more of the following multimedia creation tools to support an activity. Use Paintshop Pro to capture a screen image. A microphone may be used to create a 30 second audio file with Inspiration 7.5. Scan a source document, modifying dimensions. Take a digital photograph or video and edit it. B8.3 Completed media must be compatible with the equipment available to the intended audience. Test media early in project cycle to anticipate any challenges. B8.4 Encourage alternative assignment options that promote creativity and problem solving through the use of "new media".					

Database

Students will be expected to:	*Instructional Considerations*
A9.2 perform searches on a database file using logical and Boolean operators (Guided*)	A9.2 The primary purpose of any database file is to store information so that it can be retrieved quickly and accurately. A database query can range from the simple (eg. Show all the records which are located in Charlottetown) to the complex (eg. Show all the records located in Charlottetown, who are younger than 35 and are females). The second example demonstrates the use of logic operators (less than, less or equal than, greater than, greater or equal than, not equal and equal) as well as the use of Boolean operators (AND, OR, NOT, AND NOT).
A9.3 design/plan a database to use as a method of organizing information (Guided*)	A9.3 When planning a database keep in mind the type of information that is to be extracted when the database is complete. The creation of the fields and the type of fields used will influence the information that can be extracted later. For example in the creation of an address book, fields would be created for a name, address, telephone number, and email address. Fields must be included which will allow for the entry of such information. It is also important to create fields that contain only one bit of information rather than several. For example, should the user want to sort the records by last name s/he will need two fields for the name - first and last name.
A9.4 create and modify a form (Guided*)	A9.4 Appleworks adds fields to a form and allows the user to specify the type of data that will be placed in a particular field i.e. text, number, date, calculation, etc. Error checking routines may be built into the field by selecting "pop up menu", "radio button" or "check box" allowing the user to select only from within a data range. Data may be entered into the database using the "form view" or "list view" from the layout pull-down menu after the fields have been created. The form may be customized under the "layout" menu by moving the field labels and names. Graphics and colour may be added to the form or fields. Fields may be added or deleted from a form at any time. Should a field be added to an established database, the user must revisit all records to update the data for the new field. Data must be entered consistently and accurately for later data retrieval. If spelling errors occur, search strategies will not be reliable. Some databases have features that help reduce the occurrance of errors such as drop-down menu choices i.e. Mr., Mrs., Ms. or a rule that will check to make sure that data is not outside a certain range i.e. age is not over 100.

Database

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plans: ***Student Census pg.84*** Outcomes(Guided) A9.2, A9.3, A9.4, A9.5, B9.2, B9.3, B9.4, B9.5 A9.2 Visit a search engine such as Altavista (www.altavista.com). This is a very large database. Practice searching for statistics for PEI using Boolean operators in the "advanced search" area. eg. pei "lobster OR shellfish", pei tourism NOT guide, pei AND rockets (note that using "quotations" is the same as using AND to limit a search) A9.3 A database provides a way to record information about a subject i.e. CD or hockey card collection. Brainstorm possible fields. Choose that will be required to provide useful information about a collection. Identify the field types necessary. A9.4 Create the data input form for the activity in A9.3. Add a graphic relating to the selected activity, a title such as "My CD Collection" and colours for the field data entry box. Identify fields for which drop-down or error checking routines may be applied. i.e.: pull-down menu for genre and error checking for date falling within 1900-2005 range, "field cannot be empty" or "field must be unique" i.e.: catalogue number		**F6, F8, G4**			

Database

Students will be expected to:	*Instructional Considerations*
A9.4 create and modify a form ... continued (Guided*)	A9.4 Terminology: All data about a particular topic is known as a file or database (i.e. all books); data is grouped into records (all data concerning one book); records are divided into fields (individual pieces of data about a book i.e. title, author, etc).
A9.5 use databases to analyze data and look for trends (Guided*)	A9.5 A school student management system (Trevlac) is an example of a large database. Users may obtain various pieces of information from this tool. For instance, attendance reports may be produced by number of absentees such as 5 days, 10 days, etc. or by class. The database may also provide the classes that each student is enrolled in, the classes taught by a particular teacher or the individual students taught by a teacher. Databases created in Appleworks use similar query techniques. Layouts may be created that contain specified fields. Records may be sorted into ascending or descending order. Particular records may be searched through the "find", "match records" or "omit" features. See the Journey On online tutorial relating to Appleworks databases (http://www.edu.pe.ca/journeyon/tech_support_pages/help_manual/database/default.html)
B9.2 create fields and with variable field types and properties (Guided*)	B9.2 Appleworks allows the user to specify the type of data that will be placed in a particular field i.e. text, number, date, calculation, etc. The label text for a field i.e. font, colour, size and for the input box may be changed separately through the "layout" screen.
B9.3 restructure database (Guided*)	B9.3 Fields may be added or deleted from a form at any time. Should a field be added to an established database, the user must revisit all records to update the data for the new field. Should a field be deleted all associated data for that field stored in the database is erased.
B9.4 sort records alphabetically, numerically and by multiple fields (Guided*)	B9.4 In the address book example, the records may be sorted by "last name" as key one. Should two people have the same last names a second key "first name" sort can be specified. For a numeric sort to be accurate, the field type must be defined as numeric when it was created.

Database

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
A9.5 Refer to the lesson plan "Student Census". Review the chosen fields for this database. Under "Suggestions For Further Activities" a number of questions are provided. Use these as an assessment or as a resource to brainstorm further questions/trends. B9.2 Assign field types to match the data that will be placed in the fields i.e. First Name, Date of Birth, Age. Change text colour and font. Provide any prompts for the user as to the format in which data should be entered. B9.3 Add a new field to the lesson plan database ie: e-mail address; Remove a field from the database. B9.4 Once students have entered data records for the lesson plan activity demonstrate multiple field sorting with the following examples: sort the data by age, last name, first name and middle initial. sort the data by city, favorite activity, last name.					

Database

Students will be expected to:	*Instructional Considerations*
B9.5 create a report from the entire database or selected records (Guided*)	B9.5 Users may create a report from the database. These reports will contain parts of the information arranged in some particular fashion. To create a report, a layout containing the necessary fields is prepared. Once this layout has been created, and sort and match criteria specified, the report can be printed in this format. Alternatively, the information can be cut and pasted into another wordprocessor as part of a larger written report or presentation.
B9.6 create a report with automated summaries and calculations (Awareness)	B9.5 A database may be used to track the receipts issued for a school fundraiser such as citrus sales. A report may be generated with specific fields i.e. seller, customer, product, amount and reciept number. A field may be selected to group information in the report with summaries, such as seller in alphabetical order with automated summaries for product and amount columns. e.g. all orders taken by seller A are listed followed by totals for product and amount, Seller B is listed next, etc. At the end of the report, final total summaries may be calculated. Grouping information in this manner would be useful for determining top sellers for prizes or to provide sellers a listing of customers for which they must deliver orders.
E9.1 examine functions and implications of database driven websites (Independent)	E9.1 Database software is the most widely used business application. It is used to track inventory, customer information, supplier information, sales and banking data, etc. Electronic commerce (e-business) has required that databases be connected to Internet web sites to provide specific information to customers or to collect information from them. Special Internet security features must be built into these online database systems to prevent identity theft, fraud and to protect credit card transactions.

Database

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B9.5 Create a report from the data in the lesson plan. Create a new layout and select the fields for the second sort from B9.4 - city, favorite activity and last name. From the pull-down menu select "Layout" - "New Layout" - "Columnar Report". Enter a name for the report i.e. Favorite Activity. Set the field order as city, favorite activity and last name. To sort the records for this report select "Organize" - "Sort Records". Move the city, favorite activity and last name field names into the sort order box and specify ascending or descending. Click OK. Observe progress and check that records are in specified sort order. Specify records to be included in the report by selecting "Organize" - "Show All Records" and "Layout" - "Find" and specify the field data you would like i.e. key the name of the community where you live. Only the records from that community will be displayed. B9.6 Discuss various ways data may be organized/summarized to provide useful information. E9.1 Visit an online business site such as Veseys Seeds (http://www.veseys.com) and search for a product. Identify the features that are associated with a database application. Examine the information requested from online customers. Debate if all pieces of information are justified.					

Telecommunications

Students will be expected to:	*Instructional Considerations*
A10.1 collaborate using software (Guided)	A10.1 Within the classroom, collaborative tools (i.e. whiteboard, slideshow, application sharing, chat, messaging, send and receive files, photos, group file sharing, resource sharing (links), online content creation and sharing, assignment drop box, video and audio, discussion forums, journal.) make it possible for students and teachers to work together in a virtual workspace. This is particularly useful when students are involved in groupwork outside of class time and live a distance apart. These tools may also make it possible for students with illness to stay in touch with peers and class activities. Establishing connections with classrooms in different parts of Canada or the world can be a powerful tool for the classroom teacher in all subject areas. Student assignments take on another level of authenticity when they are shared with other classes via telecommunications. Every student is issued a web accessible email account. With use their abilities will evolve and they will make more use of this tool for collaboration.
B10.3 manage mail folders (Independent)	B10.3 Mail messages that a user may want to save for future reference may be organized into separate folders. i.e. friends, projects, teacher, family, etc. Storage space is limited, therefore, users must periodically review mail messages and delete those that are no longer useful.
B10.4 manage address books (Independent)	B10.4 An address book maintains the email addresses of correspondents. When composing new mail messages, the address book may be accessed to provide the correct user. All students and teachers will be listed in the main address book area. Multiple personal address books may be created and outside or frequently used addresses may be added. i.e. friends, family, project group, team, etc.
B10.5 use distribution lists (Independent)	B10.5 A distribution list allows a user to send a single message to many recipients without having to type individual addresses. i.e. the teacher may want to send the same message to everyone in a particular class. To create a distribution list, the user adds individual addresses and saves the "group" with an identifiable name. eg. grade 8 class. This distribution list or "group" is saved in a particular address book.

Telecommunications

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***An Electronic Discussion pg.101*** Outcomes A10.1, B10.9, E2.9 A10.1 Use of collaborative tools expands the resources available to the classroom. The teacher and students can communicate with each other regarding questions from discussion in class. Teachers can model the information process by accessing online experts. This demonstrates that teachers, just like students, do not have all the answers but have the skills to find out. During an author study, students may correspond with the author by e-mail. Questions concerning the publication could be directed to the author and the response reported. B10.3 Create folders to organize received email. Transfer mail messages into created folders. B10.4 Create an address book for classmates. Add individual addresses to this book. B10.5 Divide students into small groups. Each student create a distribution list for the members in their group. Save the distribution list in the address book created in B10.4 with an indentifiable name. Send a message to all members in the group by placing the distribution list name in the TO: field from the address book.	**4.5, 8.1, 8.2, 10.3**				

Telecommunications

Students will be expected to:	*Instructional Considerations*
B10.6 send and open attachments (Independent)	B10.6 Files may be sent "attached" along with an email. There are file size restrictions on attachments sent through providers such as Sympatico. Should an attachment exceed the limit the email will be undeliverable. The school email system scans and filters email for viruses. Any suspect files will be filtered and deleted. Program and other files with particular extensions are automatically filtered. (For a complete listing of these file extensions please see http://www.edu.pe.ca/sats/standards/update/blocked_attachments.pdf) Emails with attachments that are stored in the inbox or a mail folder take up mailbox storage space. Attachments should be saved to a local drive location and the email deleted.
B10.7 create signatures (Independent)	B10.7 A signature is an automatic message that is placed at the bottom of a sent email. In business, signature information will often contain the company name, individuals' name, phone/cell/ fax numbers, email address, mailing address, web site URL, etc.
B10.8 apply filters and rules (Independent)	B10.8 A rule defines a set of conditions and actions to be performed when an email meets those conditions. For example, email from a particular source may be identified in a rule and sent direclty to the trash or a particular email folder. (instead of being displayed in the inbox). A filter allows for the searching of an email by a number of criteria. This is useful when a large number of emails exist or the user forgets in which folder the email was placed.

Telecommunications

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B10.6 Assignments to the teacher may be passed in via email with attachments. This is very useful when a student has been absent from school for a period of time. Make sure that the students are aware of file size as there are restrictions on attachment file size. If there is a list of Internet links that the teacher wants the students to have, these may be placed in a word perfect document and sent to the students as an email attachment. B10.7 Any email correspondence sent to the teacher from the student should contain a signature. B10.8 Create an email folder called "Rules". Set up a rule to automatically redirect mail from a classmate to this folder. To utilitize the filter feature email messages must be present. Discuss the usefulness of this feature.					

Telecommunications

Students will be expected to:	*Instructional Considerations*
B10.9 use calendar features such as appointments, tasks, reminder notes/ memos (Guided*)	B10.9 Encourage users to maintain the dates for tests, assignments, meetings and upcoming events in their electronic calendars. Some calendars allow appointments, tasks and reminder notes to be sent to others. The receiving person must "accept" or "reject" this electronic communications.
B10.10 use the organizational features of collaborative tools such as scheduling, calendaring, and interactive syllabus (Awareness)	B10.10 Online content management systems rely on specific instructions linking content to activities and completion dates (interactive syllabus). These tools ensure that activities are performed in sequence and are not overlooked. They allow larger activities to be subdivided into smaller, manageable parts.

Telecommunications

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B10.9 Model the use of appointments, tasks or reminder notes. These may be sent to others. B10.10 Ensure that timelines and instructions for assignment are complete. Post assignments / homework on the school web page. E-mail assignments/instructions (.pdf files are useful for attachments) Carbon copy parents.					

Web Authoring

Students will be expected to:	*Instructional Considerations*
A11.2 create appropriate text and image file formats (Guided)	A11.2 Use a maximum of two fonts. Use one font for text passages and one for accents such as titles, buttons, etc. Use common fonts on web pages as speciality fonts are replaced when viewed on the users' computer. Designers can provide the font for download, however, they must be aware of copyright for the fonts. Most people will leave a site rather than download the font as it takes time and they often are concerned about downloading files. A second consideration is that each installed font will consume computer memory. Gif, .png and .jpeg are the main graphics file formats for web publishing. To reduce download times, use the smallest graphic size possible (file size not physical size) Use .jpeg for graphics (photographs, art, images with shadows and shading). Use .gif for graphics with a few colours and transparency.

Web Authoring

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
Technology Lesson Plan: ***An Heroic Tale pg.100*** Outcomes(Guided) A3.2, A3.3, A5.2, A11.2, B7.9, B11.2, B11.3, B11.4, B11.6, E2.9	**4.1, 9.3, 10.3, 10.5**			8.3.3, 8.3.4	
A11.2 Identify criteria and create a rubric or checklist to critique sites for effective/ non-effective use of media. Save a graphic file in various formats and note the size vs image quality. The image property dialogue box of some software programs provides information on file size. Web editors will give an estimated download time for entire web pages. Create text in a graphics program (eg.Paintshop Pro) and save as a .gif file. Insert this into a web editor, such as Front Page Express, for use as a heading. Save as an .html file and view in a browser.					

Web Authoring

Students will be expected to:	*Instructional Considerations*
A11.3 create an interactive webpage (Awareness)	A11.3 Interactive components of webpages require databases and server side scripting which are unavailable to students. However, there are various online companies that offer free services that may be incorporated into a static website. i.e. polls, surveys, web counters, guest books, etc.
B11.1 examine html tags (Awareness)	B11.1 While web editors are easy to use and automate many web page construction tasks there are times when a knowledge of html coding is helpful for trouble shooting and customizing pages. Web page editors allow pages to be displayed in webpage and html views.
B11.2 create a basic web page using a WYSIWYG editor (Guided)	B11.2 "What you see is what you get" web editors are much like a word processor that will display to the screen exactly the way it is keyed. They automate many functions, such as linking, inserting graphics and making tables, which results in huge time savings.
B11.3 indicate where file or page is hosted (Guided)	B11.3 The anatomy of a URL demonstrates the entire site structure. The initial section after http:// is the server address (eg. www.edu.pe.ca) Folders and subfolders are separated by a backslash (www.edu.pe .ca/ journeyon/). Individual files finish the URL with a file extension (eg. .htm, .asp, .php, .jpg, .avi, etc.) www.edu.pe.ca/journeyon/pd.htm Files are initially created and the structure is maintained locally on the users' computer system. This structure is transferred to a web file server. The web file server is owned by the department of education, but they pay a fee to the Internet Service Provider (ISP) to connect to the Internet.

Web Authoring

Teaching Suggestions, Activities and Assessment	***Links to Specific Curriculum Outcomes***				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
A11.3 Search for free interactive online tools using such terms as *online polls interactive web page tools* to find online companies providing these services. Incorporate the required coding necessary to embed the selected interactive tool within the web page. B11.1 Web editors allow the user to view the html coding. Create a table and view the resulting code. Discuss the characteristics of html coding. Locate further information on particular .html tags by referring to an online source or tutorial. International standards for web page development can be found on the World Wide Web Consortium (W3C) page at http://www.w3c.org B11.2 Create a basic webpage relating to a curriculum topic. Provide criteria. B11.3 Draw the file structure, using Inspiration 7.5, for the following URL: http://www.edu.pe.ca/ journeyon/ pro_d_pages/frontpage/ class_webpage_exercise.htm The structure of a web URL is [server], [folder], [subfolder], [file]. The server address (www.edu.pe.ca) would be found at the top level of an organizational chart structure.					

Web Authoring

Students will be expected to:	*Instructional Considerations*
B11.4 apply website file management and transfer files to and from web servers, edit pages online (Guided)	B11.4 Web Site Structure consists of one main images/graphics folder. In this folder images which are re-used throughout the website are stored. The main file, which should always reside in the root folder, will be named index.htm. Subfolders are built from a category, department or project. Subfolders should contain separate folders for graphics, video or audio. Files are initially created and the structure is maintained locally on the users' computer system. This structure is transferred to a file server by using File Transfer Protocol (FTP). Some web page editors allow the user to edit files directly on the remote server.
B11.5 use special features (Awareness)	B11.5 Image maps are a combination of image and HTML coding. The code creates "hot spots" on the image which may be linked to files or web pages. Often hot spots are used as navigation elements in web pages. Should this be done, the designer must include an alternative navigation bar in case the image map does not work with a particular browser. Large images can be "sliced" into smaller portions held together by an invisible table. Each part of the image loads at the same time and encourages the visitor to remain as the image is revealed. Elements of the image can be used to link to files, webpages, popups, etc. similar to a hot spot. A Cascading Style Sheet may be defined and placed in the header of an HTML document to automatically apply formatting to the page ie. spacing, font, colour, etc. Frames break the page into areas that load from separate HTML files. A disadvantage of using frames is that a page cannot be printed as displayed. Rollovers and mouseovers may be programmed using script or automatically through the use of a web editor such as Front Page or Dreamweaver. Layering techniques are used to overlap images or other elements on a web page.

Web Authoring

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B11.4 General File Management Skill Review. Demonstrate how to store a file, copy, paste, move, and delete. Brainstorm the content for a webpage project. Outline the main ideas within a written down file structure consisting of appropriate files, names, and subfolders. B11.5 View examples of websites that have a combination of sliced images and hot spots. Determine where the hot spots are and where the slices are. Critique a web site created with hot spots: Recognize and describe the hot spots. Identify the function of the hot spot. Does the site provide a text based navigation? Evaluate the effectivenesss of these special features. Examples of special graphic features may often be found in news, weather, arts and government sponsored websites. Here are some current examples: Royal Academy of Arts: www.royalacademy.org.uk/ CBC news: www.cbc.ca/local/ Weather: www.weatheroffice.ec.gc.ca/canada_e.html					

Web Authoring

Students will be expected to:	*Instructional Considerations*
B11.6 embed objects (Guided)	B11.6 An embedded object is multimedia content or simply a file (.pdf) created with one application and placed into a webpage with HTML coding. Embedding the object, ensures that the object retains its original format. Video that is included on a site must include information about its size so that users can decide whether or not they want to wait the time required to view the media. Provide a link to a plugin source for a downloadable file (e.g. Quicktime). Never incorporate the automatic downloading of a video/audio file into the loading of a page. Audio must be produced on the best quality sound equipment the user can obtain. Reeves and Nass (1996) found that users will tolerate poor video but are very affected by poor audio. Care must be taken not to overload the user with competing visual and audio information. People have difficulty reading text and listening to unrelated audio at the same time.

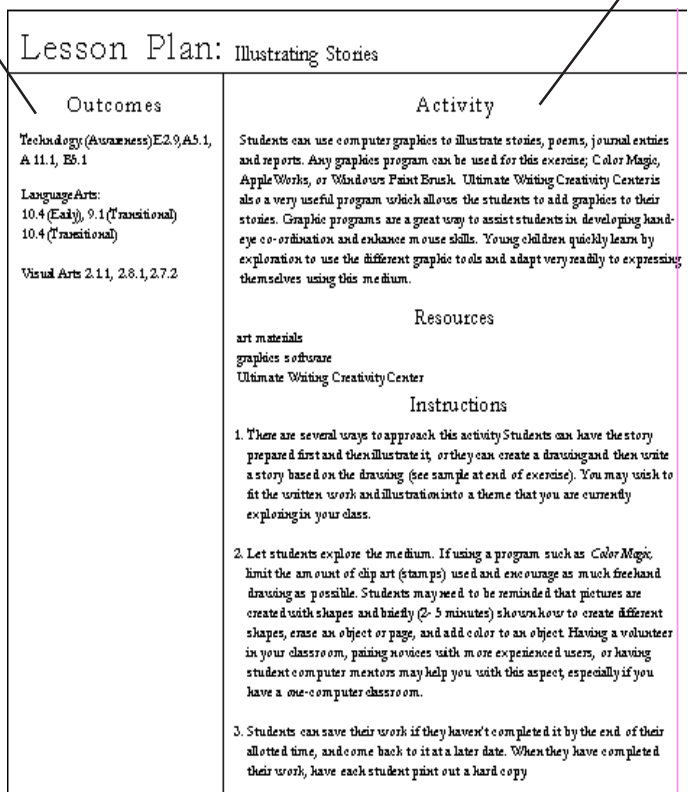
Web Authoring

Teaching Suggestions, Activities and Assessment	*Links to Specific Curriculum Outcomes*				
	Language Arts	**Math**	**Science**	**Social Studies**	**Other**
B11.6 Search for free java applets from the Internet for displaying stylized text, images, and video. Download the selected .zip file, uncompress and insert original works. Embed or link audio, video, animation or data files (.pdf, .wpd, etc.). Remember to describe the contents of the linked files as well as their file size.					

Lesson Plan Layout

Curriculum Outcomes

Activity Resources, Instructions and Suggestions



Lesson Plan: Illustrating Stories

Outcomes

Technology (Awareness) E2.9, A5.1, A 11.1, E5.1

Language Arts:
10.4 (Early), 9.1 (Transitional)
10.4 (Transitional)

Visual Arts 2.1.1, 2.8.1, 2.7.2

Activity

Students can use computer graphics to illustrate stories, poems, journal entries and reports. Any graphics program can be used for this exercise; Color Magic, AppleWorks, or Windows Paint Brush. Ultimate Writing Creativity Center is also a very useful program which allows the students to add graphics to their stories. Graphic programs are a great way to assist students in developing hand-eye co-ordination and enhance mouse skills. Young children quickly learn by exploration to use the different graphic tools and adapt very readily to expressing themselves using this medium.

Resources

art materials
graphics software
Ultimate Writing Creativity Center

Instructions

1. There are several ways to approach this activity. Students can have the story prepared first and then illustrate it, or they can create a drawing and then write a story based on the drawing (see sample at end of exercise). You may wish to fit the written work and illustration into a theme that you are currently exploring in your class.

2. Let students explore the medium. If using a program such as *Color Magic*, limit the amount of clip art (stamps) used and encourage as much freehand drawing as possible. Students may need to be reminded that pictures are created with shapes and briefly (2- 5 minutes) shown how to create different shapes, erase an object or page, and add color to an object. Having a volunteer in your classroom, pairing novices with more experienced users, or having student computer mentors may help you with this aspect, especially if you have a one-computer classroom.

3. Students can save their work if they haven't completed it by the end of their allotted time, and come back to it at a later date. When they have completed their work, have each student print out a hard copy

Lesson Plan Index

Plot the Points 82

Student Census 84

Floating Fluid 91

From One Place to Another. 95

World War 2 A Veteran's Perspective 97

Where have all the Fish Gone ? 98

An Heroic Tale 100

Elecronic Discussion 101

So, You want to be a Techie ? 104

Home Sweet Home 106

Lesson Plan: Plot The Points

Outcomes

Technology: B6.2

Math: F4, F7

Activity

In this activity students will plot data which they will use to generate a scatter plot graph.

Resources

Appleworks Spreadsheet
Files: ptsdata.cwk, ptsgraph.cwk

Instructions

In this activity students will plot the data which compares the length of time it takes them to run 100 metres to the distance that they can achieve doing the long jump. They will plot this data on a graph. Imaginary data for this activity has been provided below on the assumption that the faster a person can run, the further this person will be able to jump in the long jump. A teacher could actually do this activity with the class to gather real data.

1. **Creating or Retrieving the Data**

Option 1: Manual Data Entry

Enter the following data into a spreadsheet in this format. (See directions for Appleworks on the following page)

Students	100m (sec)	Long Jump(m)
1	11	3.5
2	13	2.7
3	14	2.5
4	12	3.7
5	12.5	3.7
6	16	1.9
7	14	2.0
8	15	1.5
9	15	1.5
10	11.5	3.0
11	10.5	3.8
12	15	1.9
13	16	1.4
14	12	1.6
15	13.5	2.5
16	12	3.4
17	17	1.7
18	15	1.6
19	11	3.2
20	12	3.8

Lesson Plan: Plot The Points

Other Activities

Further graphing ideas where students must choose how to setup the data in a spreadsheet and then choose the best graph to display this data, can be found in the APEF Mathematics Curriculum guides for the various Intermediate grade levels.

Instructions *(continued)*

To Enter Option 1 Data in AppleWorks:

Open AppleWorks.
In the **New Document** window click on **Spreadsheet**. (If the **New Document** window does not appear, click on **File/New**).
Cell A1 will be outlined which means that it is ready for data.
Using the cursor movement keys (arrows), move to the necessary cells and enter the information which appears to the left, including the titles.
To enter data - go to the proper cell and then click in the **Data Entry** window. (This is the white space just below the menu bar). Type your data and hit the
Enter key. The data will appear in the cell that was selected. In this case, you will be using numeric data. Other types of data such as text may be used for different activities.
Enter the data for the other cells, using the cursor movement keys (arrows) to go to the required cells when necessary.
To edit entries, click on the cell to be edited, make the change in the data entry window and hit **Enter**.
Save your file with the name **ptsdata.cwk**

Option 2: File with Data Already Entered
To do this in AppleWorks:
Click on **File/Open**.
Make sure you are in the g: drive.
Click on the file **ptsdata.cwk** and click on OK.

2. Creating the Graph
Create a graph which plots this data. To do this in AppleWorks follow the instructions below:
Select **Column B and C** (select means to click and drag with the mouse).
With the appropriate data selected, click on **Options/Make Chart...**
In the **Chart Options** window, choose either **Bar, Scatter, Pie or X/Y Scatter** graph and click on **OK**.
A graph will appear on the screen. It is a graphic object and it is now selected because there are four small black boxes (handles) surrounding it.

To **size** the graph, click directly on one of the black handles and drag.
To **move** the graph, click anywhere on the graph and drag the mouse.
To **delete** the graph, click anywhere on the graph and hit the delete key.

At this point students will have to decide which graph best depicts the data. To do this students will have to create one graph, delete this graph and then reselect the data and create another graph. Once they have seen the various graphs they can decide which one best suits their purposes.

Lesson Plan: Student Census

Outcomes

Technology: A9.2, A9.3, A9.4, A9.5, B9.2, B9.3, B9.4, B9.5

Math: F6, F8,G4

Activity

In this lesson, students will collect data from their peers and store the information in a database. As students manage the information they should come to realize the usefulness of a database as a tool to manage large amounts of information in an efficient and accurate manner. Teachers should allow the students to construct the database from scratch. Teachers should note that if this activity is done in Grade 7 and then again in Grade 8 or 9, the Census Information Form at the back of the lesson should be changed, or students should be made to collect other data of some kind altogether. In this way the activity will be modified for use at all Intermediate grade levels.

Resources

E-Mail
Class list of e-mail addresses
Files:
Student file: censstud.cwk
Teacher file: censteac.cwk (Contains data for 10 imaginary students)
Each student should have at least 25 paper copies of the Student Census sheet found on the last page of this lesson plan

Instructions

Vast amounts of information can be very difficult to manage and analyze using traditional methods. With the advent of microcomputers and software programs (databases), this task can be greatly simplified and less time consuming. Students should quickly realise the usefulness of databases once they start to work with the data they have collected. Once students have mastered the basic concepts of data management, they should start to recognise applications in the real world. In this lesson we will have a look at collecting student information and how it can be entered, stored, sorted, analyzed, and presented.

Teachers should make a copy of the form onto which the students can record their information. Students should enter information for a minimum of 25 people. These can be people in their class but would not have to be limited to classmates. Students can record their information on the paper forms and then enter the information into the database as they have access to the computer lab.
Please see the last page of this lesson plan for a copy of this form for students.
Have students create the database from scratch and then enter information.

Suggested database fields are shown on the next page. In view of privacy concerns, teachers may wish to make changes to some or all of the fields.

Lesson Plan: Student Census

Instructions *(continued)*

First Name
Middle Name
Last Name
Date of Birth (date field)
Age (number field)
Were you born in Canada?
Were you born in PEI?
Street Address
City
Postal Code
Number of people who live at this address (number)
Number of brothers (number)
Number of sisters (number)
Right or left handed
Hair color
Name of Elementary School attended
How do you usually come to school?
Favorite subject
Favorite activity
Favorite Sport
Stats on Sports

Database Creation in AppleWorks

Open AppleWorks and click on **File/New** (Cancel the **Welcome** window if it appears).
In the **New Document** window, click on **Database**.
In the **Name** field of the **Define Fields** window, enter the name for the first field and then press **Enter**.
Repeat this step for each of the field names listed to the left. (All fields are text fields except for the fields with the brackets after them. In order to carry out effective searches etc., later, the computer must know what type of data it is sorting or searching. Thus the need for different field types. For the fields with brackets, make sure to make the appropriate choice of field type before hitting **Enter**.

Once field names have been entered, several of the field names have to be modified in order to make data entry easier and more consistent.

eg: For the field "Were you born in Canada?" the answer will be either yes or no. This field can be set up in such a way that the user who enters the data can be given a choice of either yes or no and these will be the only possibilities for this field. Using this method, only this specific data or key words will be entered into this field and this will make subsequent searching for specific information much simpler.

Follow the instructions that follow to modify the fields in the suggested way.

Lesson Plan: Student Census

Instructions *(continued)*

Click on **Layout/Define fields**.
In the **Define fields** window click on the field to be modified. (The first one to be modified is "Were you born in Canada?")
Click on the **Field Type dropdown menu**.
This will give you options as to the type of field that you would like. In this case, you may choose to have **Radio Buttons**. Click on **Create** , then add the items. **Item 1** would be **yes** and **item 2** would be **no**.
Click on **Done** and then on **OK** and then on **Done**. This will bring you back to the actual database. To verify the changes that you made, click on the empty space where you will enter data for the "Were you born in Canada field". As soon as you click on this you will have clickable buttons with a choice of Yes or No.
If you wish to have a popup menu, simply follow the above instructions and choose **Popup Menu**.
Fields which can have a popup menu list and data for the popup menu list:

Were you born in Canada?.....Yes and No
Were you born in PEI?.....Yes and No
Province.....AB, BC, MB, NB, NF, NT, NS, ON, PE, QC, SK, YT
Right or left handed.....Right handed and Left handed
Name of Elementary School attended..... See Note below **

**This is a partial list of all Island Elementary Schools. Have the students use these names to create a partial drop down list for this field. Once they have the hang of how to create a drop down list, use the student file called censstud.cwk This has all the school names already entered.
Alberton Elementary
Amherst Cove Consolidated
Athena Consolidated
Belfast Consolidated
Bloomfield Elementary
Cardigan Consolidated
Central Queens Elementary

How do you usually come to school?.....Car, bus, walk, bicycle, other

Favorite subject?..... Language Arts, Mathematics, Science, Social Studies, Physical Education, Health, Music, Art, French

Favorite Activity?..... Sports, watching TV, reading,riding my bike, travelling

Lesson Plan: Student Census

Instructions *(continued)*

Once students have completed the creation of the database, they can make use of the file called **censstud.cwk**. This is a file with the database already created. Students can use the paper **Student Census** forms which they used earlier to collect data, to enter the data into the data base. To enter data into the data base follow the instructions below:

Entering Data into the Database

Click on the first field where the data will be entered.
Note: If the entire record turns black, click where you think the empty field outline is. When you find it the fields will appear. Another way to eliminate the black is to hold the CTRL key and click anywhere.
Start typing the data just as in a word processor.
Use **Tab** to move to the next field. (Enter will not work as this only increases the size of the field).
In a field with a drop down box, double click on the entry of choice.
To make a correction, click on the field in question, type the corrections and hit tab. To delete the entry, select the entire entry and hit the **Delete** key.
When the all fields are completed click on **Edit/New Record** (Shortcut here is **CTRL-R**) This will give you an empty record and you can start the second record entry.
Once you have several records you can navigate from record to record using the small booklet icon at the top left of the screen. Click on the top page and you move up one record. The bottom page moves you down one record. You can also click and drag on the slider to move up or down in the database. The number of records and the current record are displayed to the bottom of this booklet icon.

Once students have entered data records, there are many different ways for the students to view and manipulate the data. For the purposes of this lesson plan we will organize the data in one particular way. Students will then be able to manipulate the data in other ways to respond to questions about the data.

Let's say that the teacher wants to know how many people have more than 3 people living at that particular address and the teacher wants to have these people listed in alphabetical order by last name. Information on sorting and creating reports is given on the next page of this document. For more information on this and other functions, see the following site:
http://www.edu.pe.ca/journeyon/tech_support_pages/help_manual/database/default.html

Lesson Plan: Student Census

Instructions *(continued)*

Displaying, Sorting and Filtering Data

Creating a New Layout

We will first create a new layout in which we will show only the required fields (First Name, Last Name and Number of people who live at this address).

Click on **Layout/New Layout...**
In the **New Layout** window first give the layout a name. This name should reflect what the layout will present. Call it **>3 people at address**. In the **Type** section click on **Columnar Report** and click on **OK**.
In the **Set Field Order** window, click on the **First Name** field and then on **Move**, then click on **Last Name** and click on **Move**, and finally, click on **Number of people who live at this address** and click on **Move** once more.
Click on **OK** when completed.

Sorting the Layout

Let's say that we want the records sorted in alphabetical order by last name.

Click on **Organize/Sort Records...**
In the **Sort Records** window, click on **Last Name** and then on **Move** and then on **OK**
The records will now be sorted by last name.

Filtering the Layout

Now we want to filter for only those records which have more than 3 people living at that address.

Click on **Layout/Find**
In the field for "Number of people at this address" type **>3** to indicate all records with a number greater than 3 in this field.
Click on the Find from **All** button to the left of the screen.
All records with more than 3 in this field will appear.
To show all records again, click on **Organize/Show all records**.

Lesson Plan: Student Census

Activity Suggestions

Have students go through the following activities by creating new layouts and then sorting and filtering the information by using the following suggested boolean operators in such a way as to find the appropriate information.

1. Create a layout which displays only the names of students (last name first)and organizes the names in alphabetical order by last name.
2. Create a layout which displays the names of the students (last name first) and also their age. Arrange the students from oldest to youngest.
3. Create a layout which displays the names of the students (last name first) and also their age. Filter students so you show only those students over certain ages. Eg: all students over 10 years of age, then over 12 years of age, etc.
4. Find all the students who were born in Canada. Arrange these students in alphabetical order by last name.
5. Find all students who were not born in Canada. Arrange these students in alphabetical order by last name
6. Find all the students who were born in Prince Edward Island. Arrange these students in alphabetical order by last name.
7. Find all students who were not born in Prince Edward Island. Arrange these students in alphabetical order by last name.
8. Find all the students who live in the largest community in your school area. Arrange these students in alphabetical order by last name.
9. Find all the people who have more than 2 people living at their address.
10. Find all the people who have more than 2 people living at their address and who also have more than one brother.
11. Find all the people who walk to school and have Language Arts as their favorite subject.
12. Find all the people who are right handed.
13. Find all the people who are over 10 years of age and have sports as a favorite activity.
14. Develop other questions which can be answered using the database. What are some questions which you cannot answer using this database? How could you change the database to be able to answer these questions?

Lesson Plan: Student Census

Suggestion:
In view of privacy concerns with regards to student information, teachers may wish to have students populate the fields with fictitious names and addresses.

STUDENT CENSUS

Name _____
First Middle Last

Date of Birth _____ Age _____
Month Day Year

Were you born in Canada? (Check one) ☐ Yes ☐ No

Were you born in P.E.I.? (Check one) ☐ Yes ☐ No

Address _____

_____
City/Town/Community Province Postal Code

Number of people who live at this address? _____

Number of brothers _____ Number of sisters _____

Check one: ☐ Right-handed ☐ Left-handed

Name of elementary school(s) attended _____

How do you usually come to school? (Check one)

☐ car ☐ bus ☐ walk ☐ bicycle ☐ other

Circle your favorite subject:

Language Arts Mathematics Science Social Studies

Physical Education Health Music Art French

What is your favorite activity?

Sports Watching TV Reading Riding my bicycle

Traveling Other: _____

Lesson Plan: Floating Fluid

Outcomes

Technology: B6.2, B6.5

Science: 208-2, 208-6, 307-11

Activity

Students will measure mass,volume and calculate density. In this activity, students will enter the data into a spreadsheet and do the calculations to find the density by using this tool.

Resources

Science Resource materials:
beaker, balance, graduate cylinder, alcohol, oil, water, anti-freeze
Appleworks spreadsheet software:
Journey On Activity File: density.cwk

Instructions

In the following experiment, students will discover how mass and volume can help one determine density.
Problem: How can measurements of mass and volume determine the density of a substance?
Materials: 500ml beaker (or 500ml measuring cup), balance, 500ml (per test) of each of the following substances: water, oil, antifreeze, alcohol, graph paper for each student

1. Students should make predictions about which substance will be the most dense and which will be the least dense. Record these predictions into your notebooks and explain your reasoning. The class can then be divided into 4 groups and each group will test one of the substances. The larger groups can also be subdivided so as to provide more than one trial for each substance. Use the data table on the next page to record your answers.

Lesson Plan: Floating Fluid

	A	B	C	D	E
1	Substance Tested				
2					
3	Volume (ml)	Mass of Beaker only (g)	Mass of beaker and substance (g)	Mass of substance only (g)	Ratio of mass to volume (g/ml) Density
4	100				
5	200				
6	300				
7	400				

2. Measure the mass of the empty beaker. Record this value in column B of your table.
3. Put 100ml of your substance into the beaker. It is important that this amount be measured accurately.
4. Measure the mass of the beaker plus the substance. Record this amount in the column C in your table.
5. Subtract the mass of the beaker (column B) from the mass of the beaker and the substance together (column C). Record the difference in column D (This will be the mass of the substance only).
6. Repeat steps 3 to 5 four more times, adding 100 ml of your substance each time to what is already in the beaker. (The last time, you will be measuring 500 ml).
7. The mass-to-volume ratio is the relationship between mass and volume and this is expressed as a quantity of the mass divided by its volume. To find the mass-to-volume ratio for each amount of each substance, divide the mass (column D) by the volume (column A). Show your calculations and results in column E.
8. When each group has finished, your teacher will display a set of class results for all the substances in a summary chart with the following headings:

Substance	Mass (g)	Volume (ml)	Mass to volume ratio (g/ml) Density
Alcohol			
Water			
Oil			
Anti-freeze			

Lesson Plan: Floating Fluid

Re-creating the Table from the Previous Page using Appleworks

1. Open Appleworks.Click on File/New and in the New Document window click on Spreadsheet.
2. Click in the cell into which you wish to enter data and then click in the Data Entry Window and type the data for the cell. Hit enter and the data will be entered. Repeat this step until you have created the empty table that you need to enter data. Do not enter actual data yet.
3. To increase column or row sizes, move the pointer over the column or row indicator at the top or left side of the spreadsheet. When you move over the line which separates columns or rows, the pointer becomes a 2 headed arrow. With this 2 headed arrow, click and drag the line until the column or row is the height or width necessary.

Creating Extra Data Tables to Enter Data.

To create the extra tables we will simply copy and paste the empty table as many times as necessary.

1. Click and release the mouse in cell a1. Click a second time in this cell and drag the mouse to cell e7. The entire empty table should now be selected.
2. Click on Edit/Copy.
3. Click in Cell a9.
4. Click on Edit/Paste. The empty table will reappear at the new location.
5. Repeat the above step for cells a17, a25, a33, and for more cells if required.

Entering Formulas to do Calculations.

We have to calculate the mass of the substance only (g)

1. Click in cell d4
2. In the Data Entry Window type an = sign. This indicates that the data will be a formula. 3.Follow the = sign with c4-b4. The entire formula will look like this =c4-b4. Hit enter. The correct number should display in cell d4.
4. Click and release in cell d4. Now click again and drag to cell d7. All these cells should now be selected.
5. Click on Calculate/Fill down. This will copy the formula to these cells and the correct numbers should appear in the cells.
6. Repeat the above steps for each table for which the students have data.

Calculation of the Density for Column E

The density can also be calculated using a formula.

1. Enter a formula into cell e4 to do this calculation. Then use the above steps to copy this formula to other appropriate cells.

For each substance there could be three or four groups which collected data for that substance. To average the results of all the groups a new table could be added to the right of the other tables. (Teachers please see the file called density.cwk for an example of how this will look). Then, using the AVG function, find the average for the data of all the tests.These averages will be displayed in the new table and can be submitted to the teacher for inclusion in the class table of data.

Lesson Plan: Floating Fluid

Calculating the Averages for all the Test Results

1.Using the select and cut and paste method, create a new table to the right of the other tables.
2.Once this table has been created, delete the data (from this table only) from the cells which contain data.
3.Click in cell h4. (Please note that this corresponds with the example file but depending on the setup of your individual spreadsheet this may not necessarily correspond to your coordinates).
4.In the Data Entry Window type = to indicate a formula.
5.Click on Edit/Paste Function From the Paste Function window, click on Average and then on OK.
6.Click on the cells which contain the numbers that must be averaged. b4, b12, b20, b28, b36 . (Please note that this corresponds with the example file but depending on the setup of your individual spreadsheet this may not necessarily correspond to your coordinates).
The formula in the data entry window will require some editing to make it work. By clicking in the cells you get plus signs in the formula. You must replace these plus signs with commas. Also, delete the number, number at the end of the formula. Your formula should look something like the following when complete. =AVERAGE(B4,B12,B20,B28,B36)
7. Hit Enter and the average of the numbers in those cells will appear in cell h4

To Copy this Formula to the other Cells do the Following

1.Click and release the mouse on cell h4.
2.Click once again in cell h4 and then drag to cell k7. This will select all the data cells.
3.Click on Calculate/Fill down and then click once more on Calculate/Fill Right. This will give you all the correct averages.

Creating a Graph to Display the Data

In order to properly graph the data and have the graph properly labelled, the data in column d must be placed beside the data in column a.
1.Click in the column indicator to select all of column b.
2.Click on Calculate/Insert Cells. This will create an empty column for other data.
3.Click on the column indicator to select all of column d.
4.While holding down the ctrl+alt keys, click in cell b1. The data for Density should now be in column b.
5.Select the data to be graphed by clicking and releasing in cell a2.
6.Now click and drag from a2 to b5
7.Click on Options/Make Chart
8.In the Chart Options window, choose the default graph which is the Bar Graph. Click on OK and the graph will appear.
The graph is a graphic object and as such can be moved and sized.

Lesson Plan: From One Place to Another

Outcomes

Technology:(Guided) A2.1, B2.1, A3.2, A3.3, B5.3, C2.1, D2.1, E2.6, E3.1

Social Studies: 8/9.2.2, 8.2.3

Suggestions for other Activities

Research reasons for immigration today. What are the factors involved. Compare these with the reasons for immigration in the past.
Also, research some of the reasons why people move from one area of Canada to the other. Are these reasons strictly economic, cultural? How useful has technology been to allow people more access to information about an area before they make the decision to move? What were the sources of information in the past?

Activity

In this activity, students will do a research project to attempt to determine why people might immigrate from a specific geographical area to another of similar geographic features.They will work in groups of three people and each student will be responsible for certain aspects of the research.

Resources

Internet
Word Processor such as: Appleworks, Word Perfect
Graphics program such as Paint Shop Pro

Instructions

Canada, and in particular, the Atlantic Provinces received a high percentage of immigrants from Great Britain before the turn of the 20th century. Divide the class into groups of 2-4 students. The groups will choose an area of the Atlantic Provinces to research immigrant patterns. As an introduction, the teacher may want to discuss common characteristics of "islanders" or "maritimers".
The choices are:
1. Newfoundland-Labrador
2. Prince Edward Island
3. Cape Breton Island-mainland Nova Scotia
4. Isles de Madeleines
5. St. Pierre et Miquelon
6. New Brunswick

Students could begin the project by researching the origins of their own last name. This should take them to a country of origin.
A good place to start would be the following Government of Canada website: http://www.cp-pc.ca/english/index.html
Also, the site "Yahooligans" provides links to "child friendly" sites. http://www.yahooligans.com.
As always, be sure to critically evaluate web sites and adhere to the law when it comes to citing sources and appropriate use of technology.
Use the graphics program for creating components such as flags, maps, cover page. Use the various tools such as effects and filters, color replacements, etc. to enhance your graphics.
A tutorial on Paintshop Pro may be found at the following site: http://www.edu.pe.ca/journeyon/pro_d_pages/using_psp/using_psp6/index.htm
Using a word processor, a report would include the following sections:
reasons for migration(economy, incentives, laws, etc).
reasons for choice of destination (geographical, relatives living there, chance, shipwreck, etc).
Teachers should also ensure that the students are using proper posture, hand position. A model for ergonomics is included in the appendix of this document.
Students at the Intermediate grades also have access to typing tutor software. This software should be used to reinforce proper touch keyboarding techniques.

Lesson Plan: From One Place to Another

Following is an example of an assessment rubric that teachers could use.

Individual attended all work periods			
Individual planned and participated in the presentation of the group work			
Individual cooperated with others in the group			
Individual accepted responsibility for properly completing the work			
Individual made good use of CIT			
Individual encouraged others to participate and helped others in the group to learn			
Individual helped the group stay on topic to complete the tasks			

Lesson Plan: World War 2 A Veteran's Perspective

Outcomes

Technology: (Guided) A8.3, A8.5, B7.9, B8.2, B8.3, E2.6

Social Studies: 8.3.2, 8.3.3

Activity

In this activity, students will compare and contrast information obtained from Veterans of World War 2. Students will analyze information given in pre-recorded interviews. Students will then report similarities, and differences that each veteran experienced.

Resources

CD of recorded veteran interviews
Word Processor: Appleworks, Word Perfect
Corel Presentations
Paintshop Pro

Instructions

All schools will have been given a copy of the Veteran Interview cd. To allow easier access to this resource, it should be placed on the "M" drive in the student folder. The videos are in .wmv format and the audio is in .wma format. These files can be opened by software currently available in schools. In this way, all students may be able to access the necessary files. For a tutorial on how to place files on the "M" drive, please visit the following site:
http://www.edu.pe.ca/journeyon/tech_support_pages/stchelp/maintain_files/index.htm
Teachers and students should be aware of the copyright and privacy laws that govern the use of information. When using the information from this cd, be sure to give credit for its source. In the following activity, MLA or APA styles may be used for crediting sources.
Students will choose to view at least 4 of the interviews. The interviews can be viewed with the Windows Media utility available in all schools. Teachers may choose to play these interviews using an LCD projector in class or students may play them individually. If available, teachers may wish to use headsets.
Students can replay the chosen interviews, at the same time, transcribing the interview and noting key points. For example, age of enlistment, branch of service (army, navy, air force, mechant marine), where they served (Europe, North Africa, Pacific, Asia), individual experiences, etc.
Students will then write a report using a word processor with proper formatting(headers, footers, page numbers, etc) on the similarities and differences in the experiences of each veteran.
As an alternative, students would create a slideshow presentation on their findings. Students may wish to take one of the interviews and insert it directly into the presentation. In order to do this, a file must have a particular extension such as .wma (audio) or .wmv (video).There are certain media files that Presentations will not allow such as mp3 (audio). If a student wishes to convert files from .wav to mp3, for example, there is a program available to schools called Audacity. Students may record their voices and export as either .wav or mp3. Stills from the interview cd, or images taken from the internet can be "captured" using Paintshop Pro and inserted into Corel Presentations. Visit the following site for a tutorial:
http://www.edu.pe.ca/journeyon/pro_d_pages/CRSlideShow_9/index.htm

Lesson Plan: Where have all the Fish Gone?

Outcomes

Technology: A3.2, A3.3, B6.2, E3.1

Science: 210-4, 210-6, 311-8

Social Studies: 8/9.5.1

Activity

In this activity, students will research the factors that have contributed to the decline of the fishery in Atlantic Canada. Students will be expected to choose from a list of topics for which they will research specific information and create a report on their findings. The report should also include the economic impact resulting from this decline.

Resources

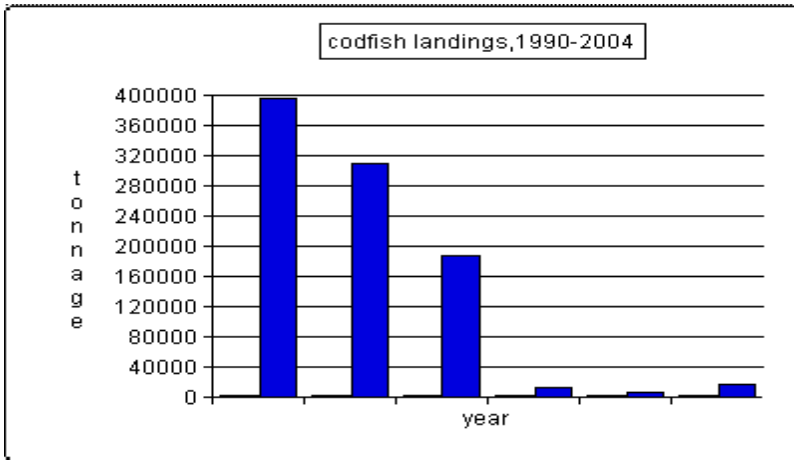
Internet
Word Processor
Appleworks spreadsheet

Instructions

Students will further investigate biotic and abiotic factors that have contributed to the decline of the fishing industry and the resulting economic impact on the Atlantic coast of Canada. Using the Internet as a resource, information on the following can be found:
overfishing by both domestic and foreign fleets
evolution of fishing gear
change in water temperature
effects of seal population
influences of ocean currents

Statistics on commercial landings of fish on Canada's East Coast can be found at the following Department of Fisheries and Oceans site at:
http://www.dfo-mpo.gc.ca/communic/Statistics/commercial/landings/seafisheries/index_e.htm
During the viewing of this site, questions should be asked as to the validity of the information. Who designed the site, and for what purpose?

The chart created below illustrates an example of how statistics from DFO website may be graphed using Appleworks spreadsheet. Students will interpolate and extrapolate information from the graph.



Lesson Plan: Where have all the Fish Gone?

By using the fish data as an example, students will be able to make predictions on the sustainability of other natural resources such as oil, forestry, mining. Based on what has happened to the fishing industry, can the same thing be in store for these other resources? Similar information can be graphed using Appleworks spreadsheet.

By using a seach engine such as Yahooligans(www.yahooligans.com) and typing in "oil", many sites will be found on the topic. The following questions could be used as a guide for information.

Where is oil found in greatest abundance?

When may it run out? What factors might be responsible?

Is there any way that the current trends can be reversed?

What needs to be done in order to sustain our resources?

Lesson Plan: An Heroic Tale

Outcomes

Technology:(Guided) A3.2, A3.3, A5.2, A11.2, B7.9, B11.2, B11.3, B11.4, B11.6, E2.9

Language Arts: 4.1, 9.3, 10.3, 10.5

Social Studies: 8.3.3, 8.3.4

Activity

In this activity, students will create a story about an heroic adventure and illustrate the story with various graphics or embedded objects. The class will then publish their project on the school web page.

Resources

Word Processor
Internet
Web page editor such as Front Page Express

Instructions

Using the Language Arts theme on Heroic Adventures, students will choose a hero or an event as the basis for their project.
Alternatively, students could addresss Social Studies outcomes by researching a hero from World War 2.
Students will further research their topic by using the various Internet search engines that are available. An example could be Yahooligans (www.yahooligans.com)
Students will write their story text in Word Perfect using proper formatting such as headers, footers, page numbers, etc.They will add a graphic.(currently, the "R" drive contains a good number of word perfect clipart graphics).
For a tutorial on Word Perfect, visit the following site:
http://www.edu.pe.ca/journeyon/pro_d_pages/corel.htm

Teachers may assess this written work by using a rubric using criteria such as: grammar, spelling, content, amount of research/sources, formatting(letter size, page numbers, headers, footers, etc).
Using Front Page Express, students will create a web page from their word perfect text. To avoid duplication, students may simply copy and paste their original onto Front Page Express.
For a tutorial on Front Page Express, visit the following site:
http://www.edu.pe.ca/journeyon/pro_d_pages/frontpage.htm
To enhance the web page, students will add graphics either from a file, or if you have permssion, from the Internet.
Movie clips that relate to the topic may also be embedded into the web page.
Students and teachers must also follow the guidlines for web pages as outlined by the P.E.I. Department of Education. These guidlines may be found at the following site:
http://www.edu.pe.ca/journeyon/tech_support_pages/GuidelinesforSchoolWebPages.html

The web page may be assessed using the following criteria:
1. Text and image files are appropriate size and correctly formatted (contain correct file extension)
2. Principals of design followed (background and text complement, graphics neatly placed, hyperlinks easily found)
3. Basic knowledge of how to upload page and where it is hosted
4. Has 2 or more embedded objects (clipart, movie, animated graphics, etc)
5. Title and content of page clearly understood

Lesson Plan: Electronic Discussion

Outcomes

Technology:(Guided) A10.1, B10.9, E2.9

Language Arts: 4.5, 8.1, 8.2, 10.3

Activity

To explore the theme of "Changes" in the Grade 8 Language Arts Multi-Source unit, students will engage in an electronic discussion to gain an understanding of the impact of change in their local communities and in their own lives. The sources of information for their discussion could range from their communities' history, economic life, and culture.
By virtue of the fact that their discussion is electronic, means the way that people communicate is changing. It also gives a voice to all in the class.

Resources

Atutor collaborative software

Instructions

Atutor is a closed password protected software that enables students and teachers to engage in threaded discussion, and collaborate by sharing resources.
Teachers create the classes and issue a login-password to students. Access to the discussion forum is strictly monitored. Threaded discussion is recorded.
To access Atutor, go to the following URL:
http://atutor.edu.pe.ca/atutor/login.php
As a new user, you will be asked to register for an account. Fill in the required information and register. Atutor accounts are maintained by the Department of Education. Provide a username and a password. Your username should be the same as your Groupwise user account.(eg. jrteacher) Make sure that you use a password that you will remember.
When you login, there is a tab that indicates "create course". Here is where you will create the space for you and your students.
Make sure that you contact the manager of the site (in this case, a Department of Education Technology Specialist) to be assigned an Instructor Level Account.
When you create a course, it will appear on the Start Page. This will make it easy for your students to find their space.
When students have logged in and selected your "course", there is an area that you as a teacher may create. In this area, there are a number of choices of activities that you may want to add. There is the discussion forum, chat, links, tests and surveys, etc. Each teacher may personalize their own "course". For the purpose of this lesson, you may just want to allow students into the discussion forum.

Lesson Plan: Electronic Discussion

Following is an example of how you would set up a discussion forum.

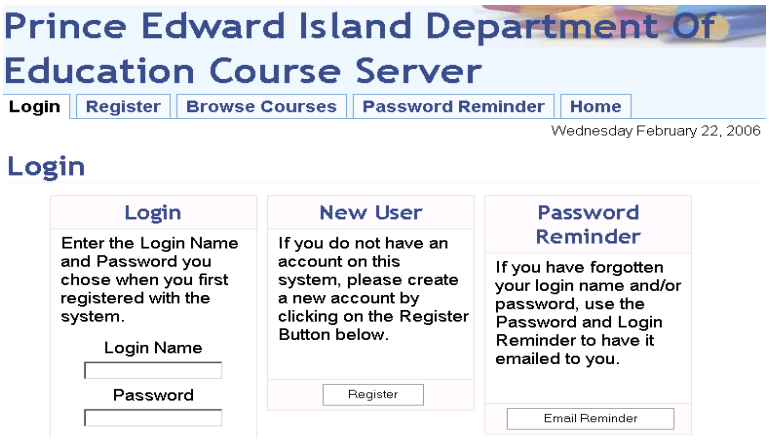
1. Select topic for discussion. For example, the first day might be on a community's history. Students would be limited to this subject. The next time, it would be culture, or economy. This way the students would be focussed on one topic at a time.

2. Allow students time to research each topic. In this way, they will have information to post. Timelines could be established so that a student has to first do some research and then do a posting.

3. Students will read all class postings and respond to at least 2. Make sure that all students receive a response. A schedule for each of these activities may be posted on the "Start Page" of the course. Also, the calendar features of Netmail (for students) may be utilized.

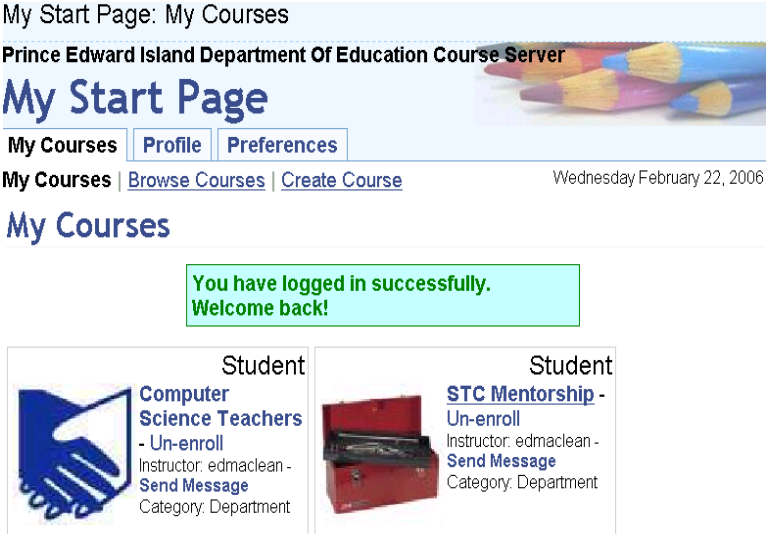
For a tutorial on how to use calendar features, visit the following site:
http://www.edu.pe.ca/journeyon/pro_d_pages/gw_web/features.html

Featured below is an illustration of the login screen for Atutor.

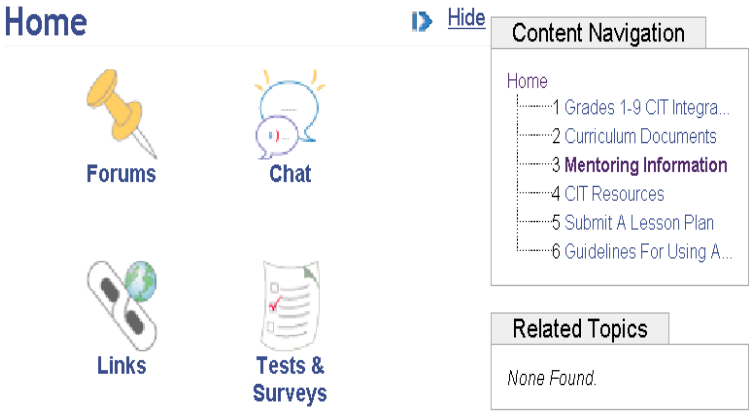


Lesson Plan: Electronic Discussion

The Start Page is indicated with courses created along with the option of creating and browsing a course.



This is what the course workspace would look like. Students simply click on the icons. Teachers may choose which icons the students have access to. Through the "Manage" tool, go to "Forums" and "create Forums". Also through the "Manage" tool, click on "Student Tools" and assign only the discussion forum.



Lesson Plan: So, You want to be a Techie...?

Outcomes

Technology: B1.7, B1.9,B1.11, B1.13, B1.14, B3.3, C2.1, D2.1

Language Arts: 1.2, 3.4, 10.3, 10.5

Math: F8,F9

Activity

The purpose of this activity is to investigate some of the opportunities, pitfalls and responsibilities that go with using Communication Information Technology.

Resources

Computer hardware and software
Internet

Instructions

In order to better understand what is meant by "using the computer", here are a number of scenarios that the students may use in a role-play activity.
Scenario 1: You have been hired as a part-time sales clerk at a technology store. A customer has come in and starts asking questions about computers. The customer knows very little about computers and wants to know about the Internet, RAM and other technology. The customer also wants the best deal for the money.
The scenario can be changed to a customer that wants a computer for gaming, downloading music, etc.
Scenario 2: Your friend has offered to sell you his/her old computer at what they say is a cheap price. What is it that you have to look for ?(in terms of specifications) What would you like this computer to be able to do?
Before you engage in the role-play activity, students will have to research the following:

1. What is hardware/software? Have students bring in an empty box from a software purchase. Discuss the use of the software, and hardware requirements that are listed on the box cover. What role did the graphic have on the decision to purchase the software? Have the students record the hardware/software requirements on a spreadsheet or database.

2. What is network? Search the term "ARPANET" or "history of the Internet".

3. What is spam/virus? Discuss what happens when a virus attacks a computer and what may be done to prevent this from happening.

4. Why do I need to know file properties and extensions? To access the list of blocked file extensions for groupwise/netmail, visit the following site:
http://www.edu.pe.ca/sats/standards/update/blocked_attachments.pdf
More and more students are downloading music from the internet, discuss the legal and economic implications of doing this.

5. What are some of the career opportunities available in CIT?(Software programmers, online travel agencies, computer technicians, e-commerce, etc.)
Statistics Canada has information on various careers with their salaries.A good place to start would be Statistics Canada's Youth Oriented Site "E-STAT" at:
http://www.statcan.ca/english/Estat/licence.htm
Collect and display in a spreadsheet, the levels of education and related salary.

Lesson Plan: So, You want to be a Techie...?

6. What training do I need? Visit sites such as Holland College to investigate the requirements for careers in technology: http://www.hollandc.pe.ca/

In terms of assessment, the teacher will assess on the type of questions asked during the role-play and whether they were answered to satisfaction. These questions will come from the information gathered during the research. Other questions will be raised, for example, is a clerk at a technology store a "dead-end" job?

Lesson Plan: Home Sweet Home

Outcomes

Technology:(Guided) A3.2, A3.3, A5.2, B5.3 E3.1
(Awareness) B5.4

Science: 210-4, 210-6, 311-8

Activity

In this activity, students will research various organisms to discover the habitat in which it lives and its interdependence; on what does the organism depend for survival and what other organisms depend on it for survival?

Resources

Inspiration 7.5
Internet

In groups of two, students will choose one particular organism to research. They will use a template to record their information or they can design their own diagram using Inspiration 7.5. For information on how to create a diagram , visit the following website:
http://www.edu.pe.ca/journeyon/pro_d_pages/Using_Inspiration/inspiration7.htm

1. Choose one organism that you would like to research.

2. Using the Inspiration 7.5 program with a template, or a diagram of your own creation, put the name of your organism of choice in the box created for this.

3. Using the Internet as a resource, answer the following questions about your organism and put your findings in the diagram. Note that if you are using a graphic from the Internet, be sure that it is in a usable format for example .jpg or .gif. Also ensure that you have obtained permission to use the graphic as many graphics on the web are copyright.

Where does your chosen organism live?
Is your chosen organism a plant or animal?
Does the organism have value for humans? Explain why or why not.
What does your organism eat to survive?
What other organisms depend on this organism for food?

4. Now fill in the rest of the diagram indicating the various organisms on which your organism of choice relies for survival and in-turn, which organisms rely on your organism of choice for their survival.
Students should try to make use of various fonts, font sizes, styles and colors to enhance the appearance of the diagram.
Students should also indicate, in the references section, where they got their information.

5. Print your completed diagram for the teacher.

Lesson Plan: Home Sweet Home

Suggestion for Assessment

The following link contains a rubric that may be used to assess the activity:

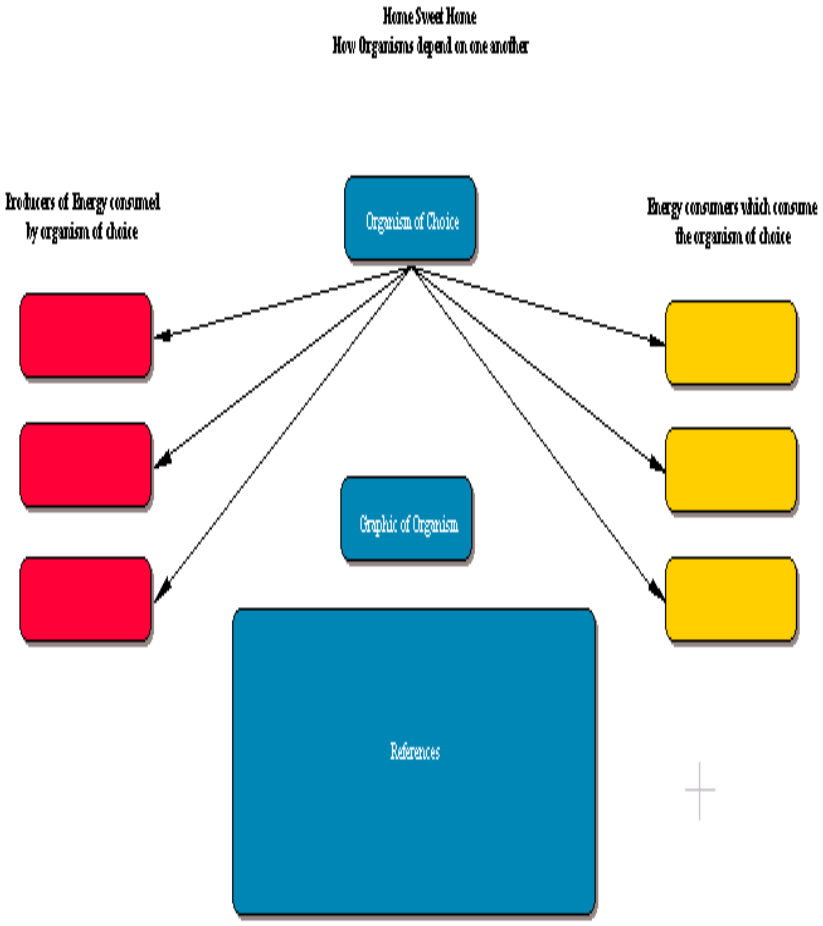
http://www.edu.pe.ca/journeyon/resources_pages/lesson_plans/Lesson_Plans_7-9/Home_Sweet_Home/Homesweet_evaluation.html

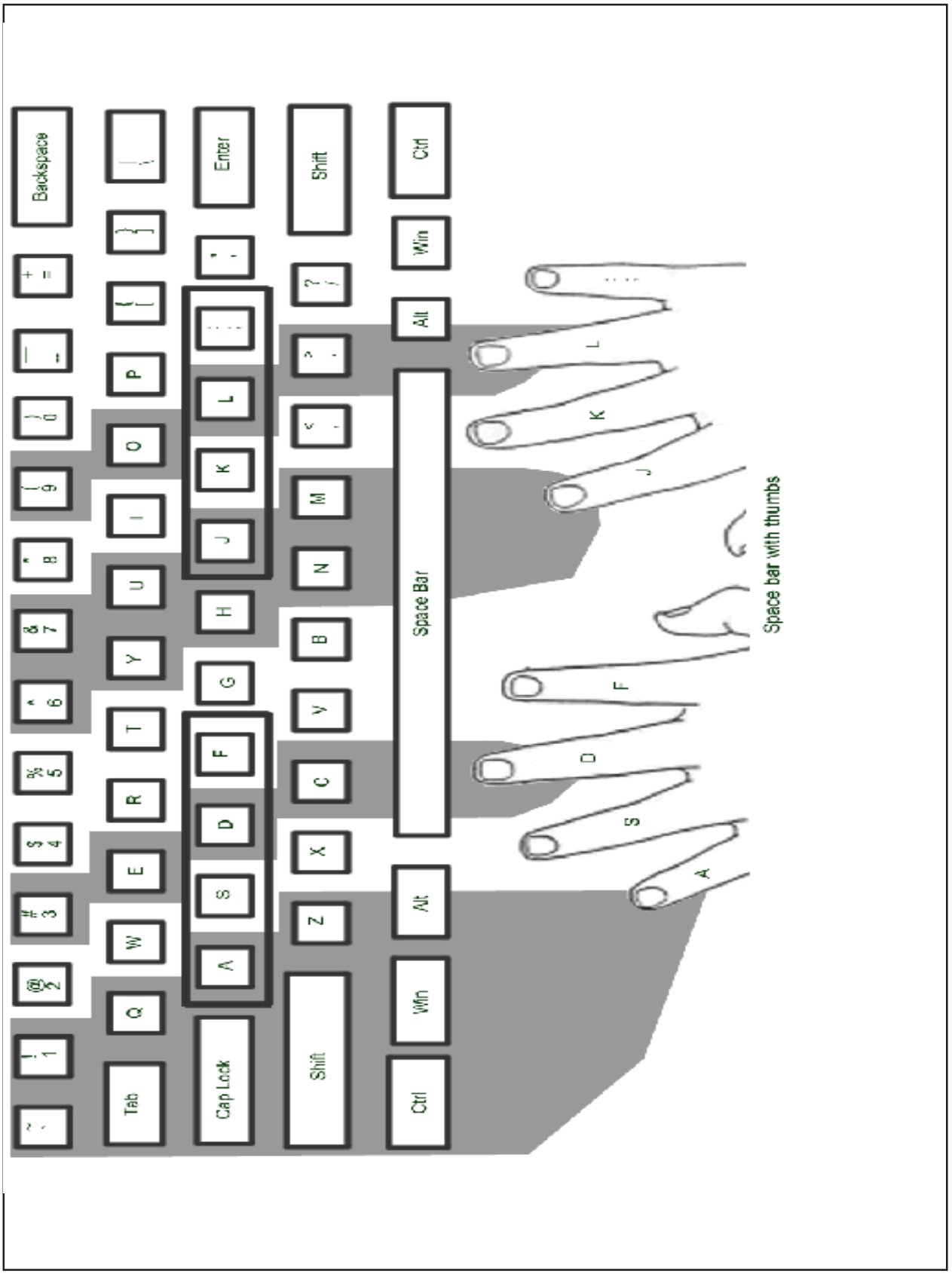
Using Inspiration 7.5, students may also create a food chain or food web to illustrate the concept of Interdependency and relationships of organisms.

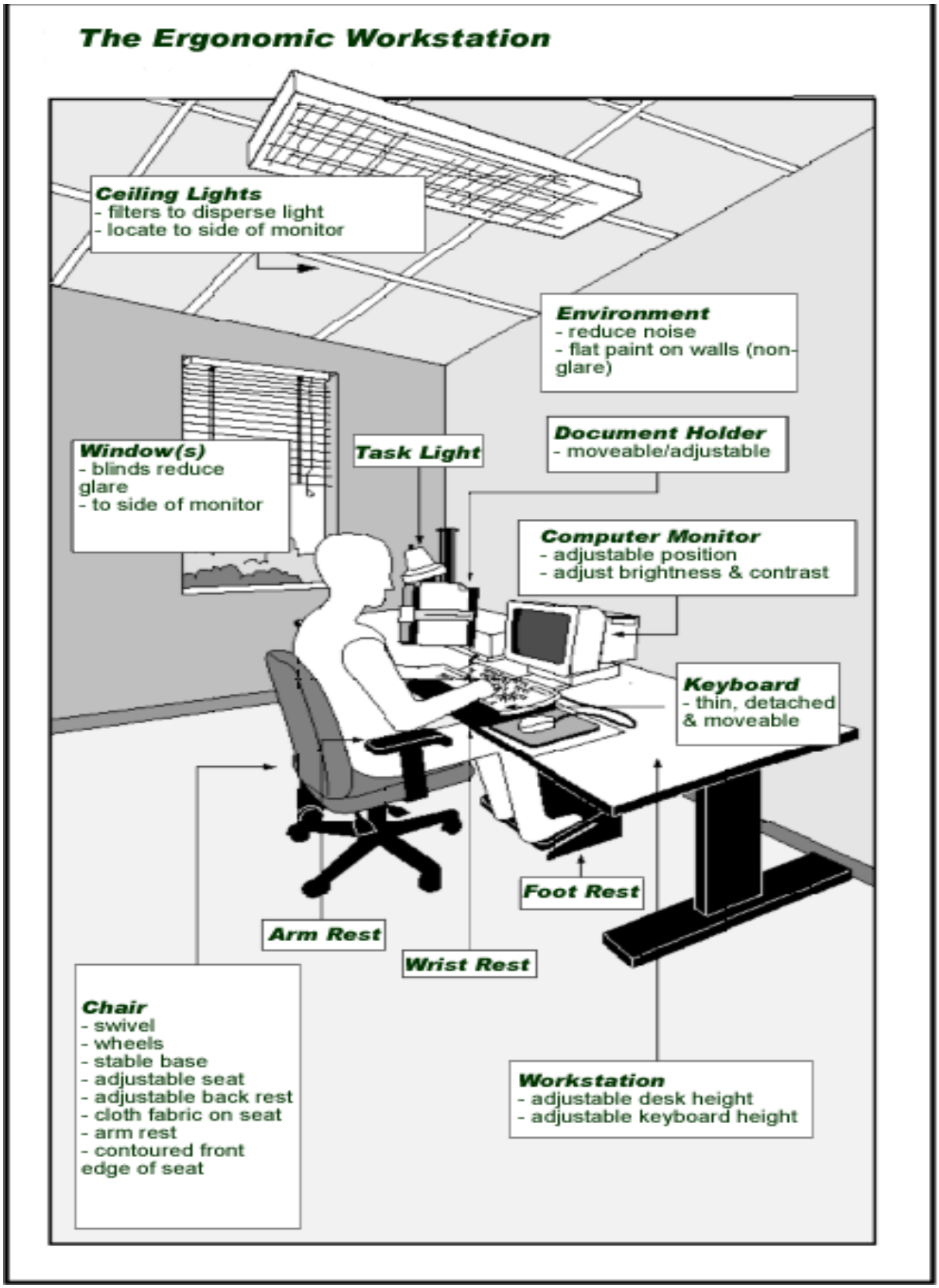
Suggested Organisms for Research

Salt Water Organisms
- Cod
- Halibut
- Harbor Seal
- Harp Seal
- Herring
- Lobster
- Mackerel
- Mussel
- Oysters
- Plankton
- Tuna
- Whales

Fresh Water Organisms
- Algae
- Bowfin
- Caddis Fly
- Eel
- Frog
- Lamprey
- Leech
- Midge
- Minnow
- Perch
- Trout
- Water Beetle




Backspace
Enter
Shift
Ctrl
Win
Alt
Space Bar
Space bar with thumbs


The Ergonomic Workstation
Ceiling Lights
- filters to disperse light
- locate to side of monitor
Environment
- reduce noise
- flat paint on walls (non-glare)
Window(s)
- blinds reduce glare
- to side of monitor
Task Light
Document Holder
- moveable/adjustable
Computer Monitor
- adjustable position
- adjust brightness & contrast
Keyboard
- thin, detached & moveable
Foot Rest
Arm Rest
Wrist Rest
Chair
- swivel
- wheels
- stable base
- adjustable seat
- adjustable back rest
- cloth fabric on seat
- arm rest
- contoured front edge of seat
Workstation
- adjustable desk height
- adjustable keyboard height

WHAT CAN I DO TO ADAPT THE COMPUTER TO MEET THE NEEDS OF ALL STUDENTS?

Listed below are some quick, easy, no cost strategies that teachers can use to make the computer more accessible to students of all needs. Most of the suggestions below are options that are available through Windows, the computer's operating system. Teachers may request the assistance of the School Technical Contact or your school's technician to implement these strategies. The following strategies have been divided into four areas for clarification; however, they may apply to many situations.

Most of the strategies listed below are available on Windows XP, while only some of them are available on Windows 98. In Windows XP, the strategies can be activated through the Accessibility Wizard (Start-Programs-Accessories-Accessibility-Accessibility Wizard). In Windows 98, they can be activated through the Control Panel: the Mouse, Keyboard and Display icons

It is important to note that if any of the following strategies are implemented on a particular computer, these settings will be enabled for all users of that computer.

Visual

• Windows Magnifier -Windows XP

• Increase size of monitor (17 inch or larger)

• Lower the screen resolution (ex. 800 x 600) - Windows XP and 98

• Enlarge icons - Windows XP and 98

• Enlarge the mouse, change its color, and assign mouse pointer trails - Windows XP and 98

• Change the speed of the mouse pointer - Windows XP and 98

• Slow down the cursor blink rate - Windows XP and 98

• Customize the size of font on desktop and menu bars - Windows XP

• Maximize the window to fill the screen - Windows XP and 98

• Customize the colour of screen, font and window title bars - Windows XP and 98

• Increase the size of the scroll bars and window borders - Windows XP

Hearing

• Display captions for speech and sounds - Windows XP

• Play sounds when you press CAPS lock, NUM lock or SCROLL lock. - Windows XP

• Make sure all students are facing you when giving instructions in the computer lab

• Use of personal headphones

Mobility

- Changing the response rate of the keyboard so that letters will not be repeated if the student holds down too long on a key - Windows XP and 98

- Ensure that the mouse is on the appropriate side of the computer depending on the dominant hand of the student. For left handed users, change the left and right mouse click buttons so that it matches with the students left hand. - Windows XP and 98

- On Screen keyboard - Windows XP

- Use sticky keys - this enables a user to press key combinations like CTRL+ALT+DEL that usually have to be held down at the same time to press them one keystroke at a time. - Windows XP

- Use keystrokes to perform mouse functions ie. use the numeric keypad to move the mouse up and down and to the left and right. - Windows XP

Other

- Develop peer support programs or buddy systems that involve classmates helping classmates, students with disabilities can play role of helper as well.

- Colour code the keyboard using small dot stickers. For example, right of centre is green, left of centre is red. Small stickers can be placed on the back of the student's hand, corresponding to the side of the keyboard.

- Use a slant board to position the keyboard (1" or 2" binders can be used as slant boards)

- Seat the student facing the computer monitor with keyboard and computer monitor at the appropriate height.

- Identify specific function keys such as Spacebar, Enter, Backspace, Tab and Shift, etc. with coloured dot stickers to highlight their position on the keyboard.

- Some software such as Ultimate Writing and Creativity Center, Inspiration 7.5, Understanding Numeration, ATutor have accessibility features. Check the help section of these programs to determine how to access available.

Glossary

Abbycat: PEI Public library database system

Absolute: a cell reference that remains constant in a formula. Dollar signs are used to force the spreadsheet to keep the cell reference in a formula the same when it is copied. (i.e. when the formula =A6/B6 is copied the numerator A6 will change to A7, A8, etc. while the denominator B6 will stay the same)

APA: abbreviation of American Psychological Association. The APA standard is used for quoting references for the sciences.

Applet: An application, written in Java, that can run inside a web page but is not limited by the functionality of HTML. Java applet and Java script differ that a Java applet needs to be downloaded. Java script is incorporated in a web page with HTML tags.

Application sharing: a program that is installed on the server computer which allow all computers on the network to have access to that software.

Assignment drop box: a mechanism for uploading electronic assignment files for an instructor using an online content management system such as WebCT or ATutor.

Attachment: file that is attached to an email

Auto fill data: spreadsheet feature that will complete a series of entries such as the "days of the week" or "months of the year". (i.e. enter January, February and select the corresponding cells with the mouse and select "auto fill". The remaining 10 months will be automatically entered)

Automated text: database input form feature that will automatically fill a field with a predetermined value (i.e. current year, telephone area code, etc.)

Background: display behind graphics and text on a web page. A background can be a colour or a tiled graphic.

Bitmap: pixel (picture element) representation of a graphic. The image is made by small dots (pixels) of different colors.

Bookmark (Favorite): a saved link to a specific place on the Internet.

Boolean operators: logic system that returns "true or false", "yes or no", "AND", "OR", "NOT". These terms are used to set parameters for searching.

Browser: a program that accesses and displays files and other data available on the Internet and other networks. (i.e. Internet Explorer, Netscape)

Bullets: a symbol appearing before items in a list.

Button bar: a bar of graphical buttons found in a program that contain "short cuts" for commonly used tasks.

Cascading style sheet (CSS): a feature of HTML that allows users to create style templates (sheets) that specifies how different text elements (paragraphs, headings, hyperlinks, etc.) appear throughout a website.

Cell address: coordinate of a cell. It is represented by a letter and a number such as A2

Cell: the area in a spreadsheet where rows and columns intersect. Data and formulas are placed in cells. Cells are identified by the alphabetical column and numeric row i.e. A1

Clone brush: a graphics tool used to copy all or part of an image.

CMYK: a subtractive color model used in color printing. This color model is based on mixing pigments of cyan, magenta, yellow and black in order to make other colors.

CODEC: abbreviation for COmpression/DECompression. Software or hardware that compresses and decompresses audio and video data streams into smaller sizes while maintaining the quality. (.wmv, .ra, SVCD, MPEG, mp3, etc.)

Cold boot: powering off the computer completely and restarting it.

Column: vertical section of a spreadsheet, identified by a letter

Commercial ware: commercial software which requires purchase and registration.

Compatibility: whether or not hardware or software will work on a computer.

Compression: process of encoding data, video, or audio in order to reduce its size (.zip, .jpg).

Connection line type: how a computer is linked to a network (i.e. T3, modem, DSL, etc.)

Connection speed: the speed of information transfer among networked devices.

Cursor (Pointer): the symbol used to represent the movement of the mouse. (i.e. arrow)

Data entry bar: space in the spreadsheet to enter the cell data or formulas.

Database report: data from fields specified in a search query sorted into a particular order. Calculations and formatting may be applied to the reports generated.

Database: collection of structured, searchable electronic data (i.e. search engines are data bases)

Decompression: process of decoding or reading encoded data.

Desktop publishing: combination of text, images and graphics to produce publications such as newsletters, posters and brochures

Display format: the way the files and folders are being displayed in the windows (i.e. thumbnails, icons, details, etc.)

Distribution list: a list of email addresses that are grouped together so that one email message may be sent to all members of the group. (i.e. all students in a class, all teachers on a particular committee)

Download / Upload: refers to the transfer of information between computers. The person/computer sending the information refers to the transfer as an upload, while the person/computer receiving the information refers to it as a download.

Drive: name that refer to a storage location such as C:, G:, or A:

Dynex: PEI (French) school library database system

Effect: graphical manipulation that applies special effects to objects (i.e. chrome, neon).

Embed object: objects (audio, video, animation, etc.) that load with the HTML tags when the page is visited. Those items will be downloaded and run automatically

Ergonomic: workplace designed for maximum comfort, efficiency, safety, and ease of use.

Error checking routine: features in a database input form that checks to see that entered data corresponds to some pre-defined criteria (i.e. ticket number must fall within the range of 1-500, and no two records may have the same ticket number)

Export: to transfer information to another format for use in a different program.

Field types: identifies the type of information that is to be entered into a field in a database (i.e. date, numeric, text)

Fields: different categories in a database (i.e. first name, middle initial, last name, street)

File extension: alphanumeric characters located after the period at the end of a filename. This identifies the type of software than can open the file. (i.e. .mp3, .wpd, .gif, .html, etc.)

File management: process of organizing files into folders and sub-folders and selecting storage medium (i.e. hard disk, floppy disk, CD)

File properties: detailed information on the file. (i.e. size, date, extension)

File size: storage space taken by a file in the computer system (i.e. kilobytes - kb, megabytes - mb, gigabytes - gb)

Filter (graphic): graphical manipulation that applies special effects to images (i.e. blur, sharpen).

Filters: search criteria that allow particular emails to be located. Filters may be set with "rules" that provide directions on tasks to perform with selected emails.

Fixed/locked titles: feature in spreadsheet program to keep certain cells showing (i.e. headings) while scrolling

Flash: developed by Macromedia, Flash is a software used to create web content that interacts with the users by providing animations, audio, games, etc.

Flat database: is a single database table structure (i.e. Appleworks, MS-Works) Searches can be performed within this table but it is not capable of organizing complex applications.

Folder (Directory): an electronic storage area that can contain a group of files and/or other directories.

Font: the style of text characters. (Times New Roman, Arial, Garamond, etc.)

Footer: text placed automatically at the bottom of each page in a document

Frame: a webpage that has separate divisions (windows) within the web browser. The content for each frame area comes from a different .html file.

Freeware: software distributed by the creator free of charge under certain conditions.

Functions: pre-defined mathematical rules that are available in spreadsheet programs i.e. mean, round, standard deviation, exponents, payment amount, etc.

Graphics in layers: objects placed over other objects to create one image. This allows for easier editing and manipulation.

Group file sharing: a specific network folder that a workgroup member can share

Grouping: creating one single object made up of several other objects. This allows for resizing the object as a whole.

Hardware: all physical parts of a computer (i.e. monitor, mouse, keyboard, etc.).

Header: text placed automatically at the top of each page in a document

Hexadecimal: a numbering system with base of 16 includes only the digits 0 through 9 and the letters A, B, C, D, E, and F. Used to identify large numbers accurately i.e. identify colors, network addresses.

Hosting service: service that companies provide to store data on their server

HTML tags: Hypertext Markup Language tags are instructions within brackets < > that tell the web browser how to display the page information.

Image map: an alternative navigational structure whereby an image on a webpage has "programmed coordinates" that allow the user to navigate the site intuitively, using the mouse.

Import: to bring in external information

Insertion point: the insertion point is where the next character typed from the keyboard will appear. (i.e. "I beam")

Interactive syllabus: an electronic course outline

Java Script: a scripting language developed by Netscape to enhance the capability of HTML language

Justification: adjustment of text to ensure that margins will align throughout the document (i.e. left, center, right)

Layer: visualized as electronic "transparencies" which allow users to display and manipulate information separately.

Link (Hyperlink): a clickable link to another file (i.e. web page).

Lock cell: locking a cell will prevent any changes on its content. It doesn't hide the content of the cell.

Logical operators: used to compare variables such as greater (>) greater or equal (>=), equal (==), less or equal (<=) and less (<).

Macro: a group of repeated commands that are recorded and saved for later use.

Mail merge: a word processing feature that allows a user to create a "data records" database to record information about a number of people, and a form letter template. Based upon a search criteria, names, addresses and other recorded data are combined with fields found in the form letter. Completed forms may be displayed on the screen or sent directly to a printer.

Menu bar: a horizontal bar at the top of a window, below the title bar, that contains drop-down menus.

Microcat: PEI (English) school library database system

MLA: abbreviation of Modern Language Association. The MLA standard is used for quoting references for the humanities.

Multimedia: the use of several media to convey information (text, audio, graphics, animation, video).

Multiple logins: simultaneously logging into multiple computers on the same network using the same username.

Network: a communication system connecting two or more computers.

Notebook: another name for an individual spreadsheet.

Object alignment: positioning of an object with respect to other objects.

Panorama: a series of picture "stitched" together using software to create a picture wider than what the camera is normally capable of capturing. Some panorama can offer user a 360 degree view.

Plug-in: an auxiliary program that works within a browser to enhance its capability. The plug-in can be a third party product. (adobe reader for .pdf, Real Audio, Shockwave, etc.)

Pop-up ads: a form of online advertising that open a new window automatically to display advertisements.

Principles of design: five universally recognized principles are contrast, unity, pattern, movement, and rhythm. Used in combination these principles create a esthetically pleasing product.

Print queues: set of printing tasks waiting to be processed.

Publishing etiquette: acceptable guidelines for publishing. (i.e. non-biased, inclusive language).

Record: all fields relating to one "object" in a database (i.e. all information regarding one student)

Relational database: is the creation of multiple tables linked to each other through a common "key" such as a customer number. (i.e. a travel agency may have customer contact information in one table, airline reservations in a second, hotel and car reservations in a third. If any piece of information changes only one table needs to be updated.)

Relative: a cell reference that will automatically update itself in a formula when it is copied. (i.e. a formula =A6/B6 will update itself to =A7/B7, =A8/B8, etc. as it is copied downward in a column)

Rename: change the name of the file or folder to another name.

RGB: a color model that utilizes the additive model in which red, green, and blue light are combined in various ways to create other colors (i.e. pixels on a computer monitor). Colours created on the computer monitor sometimes may not be able to be reproduced when printed.

Rollover (mouse over): a "change of state" when the mouse is positioned above an object.(i.e. colour changes, cursor changes, image changes)

Row: horizontal section of a spreadsheet, identified by a number

Rule: a task to perform on emails that meet a particular criteria. (i.e. send a return message for all incoming emails, such as "on vacation until ..", delete message from particular sources, or automatically place mail in a particular folder)

Save as: same as "Save" but allows user to save a copy of current file under a new name or location.

Save: permanently record data to a storage medium such as a floppy disk or hard disk.

Screen capture: saving a portion of the current screen as an image file to be inserted into a document. Paintshop Pro includes a screen capture utility.

Search engine: a program designed to help find information on the Internet. (i.e. Google, Ask Jeeves, Yahooligans)

Server: the central computer in a network. (i.e. contains shared data, programs, etc.)

Shareware: trial version of any commercial software.(i.e 30 days) Shareware is also known as demoware, trialware and many other names.

Signature: text added automatically at the end of an email (i.e. name, position, return address, phone/fax number, email address)

Software: program or application that runs on a computer.

SPAM: acronym of the words: Stupid Pointless Annoying Messages. These messages are often advertising emails sent out massively on the internet.

Spreadsheet: a grid which helps you organize data in rows and columns. Calculations may be performed by inserting formulas. Charts or graphs may be generated from the data.

Spyware: computer software that gathers and reports information about the computer usage without the user's knowledge or consent.

Streaming video and audio: refers to a technique of transferring media over the Internet to the user's computer so that it is available without having to download the whole file. The media will begin to play once a predetermined amount of data is transferred to the computer "buffer"

Tab rulers: guides found in word processors allowing the user to graphically set and delete tab indents

Template (Master page): a model page that provides a basic structure for adding content

Text art: tool found in Word Perfect that allows the user to create text in 2D and 3D formats in a variety of shapes

Text wrap: word processing feature that automatically places the text on the next line

Touch keyboarding: the ability to type without looking at the keyboard.

Un-grouping: separating objects that were previously grouped.

Unlock cell: this allows modification be to performed on cells that were previously "locked"

Vector: mathematical representation of a graphic. The image is made from mathematical equations that represent the curves, lines, area, color, etc. This form of representation allows for small file sizes while maintaining detail when increasing picture size.

Virtual reality: an artificial environment created with computer technology

Virus: a virus is a program or piece of code that causes an unexpected, usually negative, event.

W3C accessibility guidelines: World Wide Web Consortium organization that provides standards for web page creation. These include accessibility issues (challenged users, slow line speeds, older processing equipment) and equipment compatibility.

Warm boot: restarting the computer using reset button, Ctrl+Alt+Del, etc.

Watermark: a graphic or text appearing in the background of a page (i.e. the word "Draft" or a graphic of a soldier in a Remembrance Day poem)

Web Server: a computer that stores data (i.e.: web sites) for the world wide web

Whiteboard: a whiteboard is a shared electronic workspace. Each participant can add text, make drawings or paste pictures on the whiteboard. Other participants can immediately see the result on their workstation.

Wireless connection: connection to another device without physically connecting a wire.

WYSIWYG: Acronym for"What You See Is What You Get". WYSIWYG is used to describe applications that let you see what documents will look like