

COURSE TITLE AND NUMBER: 488 Research and Report Prep

LEVEL: 2 **CREDITS:** 5 **GRADE:** 10, 11, 12

PREREQUISITES: NONE

BASIC TEXT: There is no formal text used for instruction. The instructor creates most of the projects with ideas used from outside resources. Student handouts are utilized.

SUPPLEMENTAL READINGS: None

REQUIRED MATERIALS: Students are required to have a two pocket folder, their agenda book and writing utensil.

COURSE DESCRIPTION: Students will learn how to use the computer and the Internet to improve report creation and research skills. A general introduction to word processing will be included as well as instruction on the creation of multi-media reports and projects. In addition, students will be taught how to effectively use the Internet to find information that directly relates to academic topics. Search engines and effective strategies to refine facts found will be emphasized. This class is an excellent class for college bound students as well as students who wish to immediately enter the workplace. It gives students the opportunity to enhance their use of the Internet to research topics directly related to their academic classes.

MISSION RELATED GOALS: While using proper Internet research skills, this course will foster the development of communication and problem- solving skills. Students will use their higher order thinking skills to respond appropriately to a given situation or problem. Students will formulate a sequence of steps to arrive at and verify a reasonable solution to the problem.

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED: Students will communicate effectively and work towards a common goal while utilizing their problem solving skills to solve complex problems. The application of these expectations will allow students to contribute to the wider computer technology in a global society.

GENERAL PERFORMANCE OBJECTIVES: By the end of the course, students will be able to create professional looking and well-developed research projects. Students will be able to use the Internet to research information for class assignments.

MASSACHUSETTS FRAMEWORKS STANDARDS:

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

1.2 Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems.

1.4 Explain effective backup and recovery strategies.

1.5 Explain criteria for evaluating hardware and software appropriate for a given task (e.g., features, versions, capacity).

1.6 Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.)

1.7 Identify and assess the capabilities and limitations of emerging technologies.

1.8 Apply advanced formatting and page layout features when appropriate (e.g., columns templates, and styles) to improve the appearance of documents and materials.

1.9 Use editing features appropriately (e.g., track changes, insert comments).

1.27 Use search engines and online directories. Explain the differences among various search engines and how they rank results.

1.28 Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).

1.29 Describe good practices for password protection and authentication.

1.31 Identify career options in network technologies.

1.32 Identify technology tools (e.g. authoring tools) that can be used to create a multimedia product.

1.33 Use a variety of applications to plan, create, and edit multimedia products (e.g. slide presentations, videos, animation, and simulations).

1.34 Link information residing in different applications (e.g., linking a chart in a word-processing document to the spreadsheet where it was created).

1.35 Identify career options in multimedia and software development.

1.36 Distinguish between effective and ineffective Web site designs; explain the reasons.

1.37 Explain terminology related to Web page authoring (e.g. HTML, URL, links, browsers, plug-ins, Web servers).

1.41 Identify career options in Web design, development, and management.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.

- 2.1 Demonstrate compliance with the school's Acceptable Use Policy.
- 2.2 Explain issues related to the responsible use of technology (e.g., privacy, security).
- 2.3 Explain laws restricting the use of copyrighted materials.
- 2.4 Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.
- 2.5 Write correct in-text citations and reference lists for text and images gathered from electronic sources.
- 2.7 Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.
- 2.9 Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including Web sites.
- 2.10 Analyze the values and points of view that are presented in media messages.
- 2.12 Evaluate school and work environments in terms of ergonomic practices.
- 2.14 Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities).
- 2.15 Explain ways individuals can protect their technology systems and information from unethical users.

Standard 3. Demonstrate ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

- 3.1 Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.
- 3.2 Compare, evaluate, and select appropriate electronic resources to locate specific information.
- 3.3 Select the most appropriate search engines and directories for specific research tasks.
- 3.4 Search for information within an electronic source (e.g. using the find command).
- 3.6 Use a variety of media to present information for specific purposes (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.
- 3.7 Demonstrate how the use of various techniques and effects (e.g. reports, research papers, presentations, newsletters, Web sites, citing sources).

UNITS AND THEMES:

Unit	No. Weeks	Standards
Introduction to Internet and Doing Research on the Internet	1	1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
Search Engines	1	1.27, 1.28, 1.29, 1.31
Netiquette Passwords Clipart Evaluating Web Sites Plagiarism Citing Sources Legal Issues and the Internet Music Sharing on the Internet	4	2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.12, 2.14, 2.15
Research Highlighting Academic and Current Internet Topics Including:	13 weeks total	1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.41, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7
Health and Emotional Issues	½ week	
Ancient and American History/Women in History/ Blacks in History	2	
Supreme Court Trials and Legal Issues	1	
History of the Presidency and Accomplishments	1	
Biographies of People Who Changed the World	1	
On-Line Magazines	½ week	
Famous Writers, Artists, and Musicians	1	
Entrepreneurs	1	
Consumer Issues	1	
On-Line Libraries	½ week	
On-line dictionaries and encyclopedias	½ week	
Final Integrated Project encompassing all Basic Concepts Learned	2	
Review and Final Exam	1	

COURSE OUTLINE:

Introduction to the Internet
 Search Engines, Netiquette, Passwords, Clipart
 Evaluating Web Sites, Plagiarism
 Legal Issues and the Internet, Citing Sources Properly

Research Highlighting Academic and Current Internet News

Topics including:

Health and Emotional Issues

Geography

Ancient and American History/ Women in History/Blacks in History

Supreme Court and Legal Issues

History of Presidential Accomplishments/People who have Changed the World

On-Line Magazines

Famous Writers and Artists

On-line Libraries

Entrepreneurs

Consumer Issues

On-line dictionaries and encyclopedias

Final Integrated Project encompassing all Basic Concepts learned

Review and Final Exam

SUGGESTED INSTRUCTIONAL STRATEGIES:

- **Lecture**
- **Computer Typed Lessons**
- **Demonstration using TV or LCD**
- **Use a Variety of Questioning Techniques**
- **Student Presentations**
- **Variety of Assessment (written tests, teacher observation, peer editing, graded projects)**

SUGGESTED INTEGRATED ACTIVITIES: Students will create and design a lesson that could be used in one of their academic classes.

USE OF TECHNOLOGY: Lessons will be presented on the chalkboard as well as computer demonstrations and presentations, lectures and handouts will be used in order to address the various learning styles of the students.

ASSESSMENT TECHNIQUES:

Teacher observation of skills developed after the completion of concepts discussed and demonstrated.

Daily class work produced on computer

Practical Applications involving group and individual projects.

Class Participation

Attitude toward both work and others

Listening and following directions

Projects will be assessed using a project rubric as well as the school-wide rubric developed by the faculty of Tewksbury Memorial High School.