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C O R R E L A T E D T O

Mississippi Curriculum Framework for Information and
Communication Technology I

PEARSON

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MISSISSIPPI CURRICULUM FRAMEWORK FOR INFORMATION AND COMMUNICATION TECHNOLOGY I	LEARNING COMPUTERS AND TECHNOLOGY © 2008
Unit 1: Orientation and Ethics	
Competency 1: Identify course expectations, school policies, program policies, and safety procedures related to Information and Communication Technology (ICT).	
Suggested Objectives:	
a. Give a brief overview of the course. Explain to students what ICT is, why it is important, and how it will be delivered.	
b. Preview the school handbook, the technology acceptable use policy, and all other safety procedures for classroom level and building level.	
c. Preview course objectives and program policies.	
d. Discuss IC3 certification expectations.	
e. Provide an overview of career pathways and careers related to each pathway.	
Competency 2: Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work.	
Suggested Objectives:	
a. Identify forces that shape personality development including personality traits, heredity, and environment.	
b. Complete a learning styles inventory.	
c. Develop a report on how personality traits affect teamwork and leadership skills.	
d. Write an autobiography.	
Competency 3: Develop leadership skills.	
Suggested Objectives:	
a. Describe the qualities of an effective leader including positive attitude, image, decision-making skills, communication skills, and knowledge.	
b. Identify opportunities in the local community that develop leadership skills.	
c. Dramatize effective leadership skills.	
d. Practice effective leadership skills.	
Competency 4: Compare and contrast career pathways at the state level, national level, and global level.	
Suggested Objectives:	
a. Research interests using an interest checklist.	
b. Evaluate personal interests and aptitudes as related to career pathways.	SE: 423
c. Research career pathways at the state, national, and global levels.	

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d. Create a chart or other graphic organizer that compares and contrasts career pathways at each level.	
Competency 5: Exercise sound reasoning in understanding and making complex choices about working in teams.	
Suggested Objectives:	
a. Demonstrate an appreciation and respect for diversity.	
b. Apply the components of good teamwork including team dynamics, status of team growth, and working through team problems.	
Competency 6: Understand the ethical, cultural, and societal issues related to technology.	
Suggested Objectives:	
a. Discuss ethics in relation to computer use.	SE: Student CD-ROM/Computer Literacy Course: 252-253
b. Discuss ethics in the educational environment.	
c. Discuss ethics in the occupational environment.	
Competency 7: Practice the responsible use of technology systems, information, and software.	
Suggested Objectives:	
a. Identify ways to safeguard against computer viruses, worms, Trojan horses, and spoofing.	SE: Student CD-ROM/Computer Literacy Course: 256- 258
b. Discuss techniques to prevent unauthorized computer access and use.	SE: Student CD-ROM/Computer Literacy Course: 114, 225, 261
c. Identify safeguards against hardware theft and vandalism.	
d. Explain the ways software manufacturers protect against software piracy.	
e. Define encryption, and explain why it is necessary.	
f. Recognize issues related to information accuracy, rights, and conduct.	
g. Research issues surrounding information privacy.	
Competency 8: Research social, ethical, and human issues related to technology and careers.	
Suggested Objectives:	
a. Identify how computers are used in different areas of work, school, and home.	
b. Identify the risk of using computer hardware and software.	
c. Identify how to use the Internet safely, legally, and responsibly.	SE: Student CD-ROM/Computer Literacy Course: 220-249

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Unit 2: Basic Operations, Network, and Technology Concepts	
Competency 1: Demonstrate a sound understanding of the nature and operation of technology systems.	
Suggested Objectives:	
a. Identify emerging, current, and obsolete technologies.	
b. Define and illustrate current terminology associated with computers.	SE: Student CD-ROM/Computer Literacy Course: Throughout
c. Identify types of computers, how they process information, and how individual computers interact with other computing systems and devices.	
d. Identify the function of computer hardware components.	SE: Student CD-ROM/Computer Literacy Course: 8-11
e. Identify what an operating system is and how it works (Input, processing, storage, and output cycle), and solve common problems related to operating systems.	SE: Student CD-ROM/Computer Literacy Course: 19-30, 32-45, 47-57
f. Research accessibility issues related to information technology.	
g. Identify factors that go into an individual or organizational decision on how to purchase computer equipment.	
h. Identify how to maintain computer equipment and solve common problems relating to computer hardware.	
Competency 2: Demonstrate proficiency in the setup of a computer system.	
Suggested Objectives:	
a. Demonstrate precautions and care when working with computers, printers, storage devices, and other accessories.	
b. Discuss and demonstrate setting up and adjusting a simple computer system.	
c. Identify how to change system settings and install and remove software.	SE: Student CD-ROM/Computer Literacy Course: 65-66

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Competency 3: Operate basic computer applications.	
Suggested Objectives:	
a. Demonstrate a mastery of terminology related to computer applications.	SE: 1, 18, 23, 26, 31, 34, 37, 41, 47, 53, 58, 65, 76, 81, 85, 89, 94, 101, 107, 112, 116, 123, 133, 138, 146, 153, 157, 165, 172, 178, 184, 190, 192, 208, 213, 218, 223, 226, 232, 242, 246, 249, 251, 255, 262, 266, 269, 273, 278, 284, 286, 291, 293, 297, 308, 315, 320, 324, 327, 331, 337, 342, 347, 353, 356, 359, 364, 368, 372, 378, 384, 393, 398, 405, 410, 415, 419, 442, 446, 449, 456, 460, 465, 470, 478, 482, 488, 498, 502, 506, 514, 520, 525, 544, 552, 555, 561, 565, 571, 575, 586, 592, 596, 600, 604, 612, 617, 622, 629, 633, 639, 643, 653, 660, 668, 684, 692, 695
b. Manipulate and control the Windows desktop, files, and disk.	SE: 11
c. Manipulate a window by using menus, icons, and the keyboard shortcut.	SE: 10-17, 20-21, 24-25, 28-29, 32, 35, 38-39, 43, 49-50, 54-55, 59, 67, 78-79, 83, 87, 91, 96-99, 103-104, 113-114, 118-120, 126-127, 134, 141-144, 148-150, 154-155, 160-163, 167-168, 173-174, 180-181, 186, 191, 194-195, 210-211, 214-215, 219-220, 224, 227, 233, 244, 247-248, 250, 253, 257-258, 264, 267, 274, 280-281, 287, 292, 295, 299-300, 310-313, 317-318, 321-322, 325, 328, 332-333, 338, 343, 349-351, 354, 357, 360-361, 365-366, 369-370, 374, 380-381, 385, 394, 401-403, 407-408, 411-413, 416-417, 420, 443-444, 447, 452-454, 457- 458, 461, 466, 473-474, 480, 484-485, 491-496, 499-500, 503, 508- 509, 516-518, 521-522, 526, 547-550, 552-553, 556-557, 562, 566, 572, 576-577, 588-590, 593, 597-598, 601, 605-606, 615-616, 620-621, 625-627, 530-531, 636-637, 641, 645, 656-657, 662-664, 670-671, 688-689, 693, 697-700, 706
d. Create a file management system.	
e. Distinguish between system software and application software.	SE: Student CD-ROM/Computer Literacy Course: 12-14, 47-57, 60-63
f. Identify how software and hardware work together to perform computing tasks.	
g. Identify how software is developed and upgraded.	
h. Identify different types of software, general concepts related to software categories, and the tasks to which each type of software is most suited or not suited.	SE: 3; Student CD-ROM/Computer Literacy Course: 60-63

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Mississippi Curriculum Framework for Information and
Communication Technology I

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Competency 4: Exercise sound reasoning in understanding and making complex choices about working with information technology and people with disabilities.	
Suggested Objectives:	
a. Demonstrate an appreciation and respect for diversity. Apply the components of good teamwork including team dynamics, states of team growth, and working through team problems.	
Unit 3: Technology Communication and Research Tools	
Competency 1: Explain telecommunication applications.	
Suggested Objectives:	
a. Define terminology associated with telecommunications.	SE: Student CD-ROM/Computer Literacy Course: 171-185
b. Describe the different services available on the Internet.	SE: Student CD-ROM/Computer Literacy Course: 228-233
c. Review "appropriate use" policies related to telecommunications.	
d. Identify different types of information sources on the Internet.	
e. Use a Web browsing application.	SE: 59, 124, 127, 233, 325, 420, 503, 566, 601, 669, 696, 707; Student CD-ROM/Computer Literacy Course: 240-243
f. Search the Internet for information.	SE: 59, 124, 127, 233, 325, 420, 503, 566, 601, 669, 696, 707
g. Introduce students to the Blackboard Web site if you have not done so already.	
Competency 2: Utilize applications of telecommunications.	
Suggested Objectives:	
a. Identify how electronic mail works.	SE: Student CD-ROM/Computer Literacy Course: 203- 211
b. Identify and follow how to use an electronic mail application.	SE: 23, 25, 41-42, 51, 123-127, 129-130, 192-194, 201, 506-507, 511
c. Identify the appropriate use of electronic mail and netiquette.	
d. Send and receive electronic mail messages.	SE: 23, 25, 41-42, 51, 123-127, 129-130, 192-194, 201, 506-507, 511; Student CD-ROM/Computer Literacy Course: 203- 211
e. Use an address book.	SE: Student CD-ROM/Computer Literacy Course: 205, 208, 210
f. Organize and search for electronic mail messages.	
Competency 3: Publish and interact with peers, experts, and other audiences using telecommunications.	
Suggested Objectives:	
a. Post information to a discussion board.	

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Communication Technology I

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b. Join and participate in the ICT student listserv.	
c. Use an appropriate, supervised chat room to communicate with peers, experts, and other approved audiences.	
d. Use electronic collaborative learning.	
Competency 4: Understand technology used to locate, evaluate, and collect information from a variety of sources.	
Suggested Objectives:	
a. Understand basic terminology related to locating, evaluating, and collecting information from a variety of sources.	SE: 59, 124, 127, 233, 325, 420, 503, 566, 601, 669, 696, 707
b. Create a Web Page evaluation tool.	
Competency 5: Utilize technology to locate, evaluate, and collect information from a variety of sources.	
Suggested Objectives:	
a. Use technology tools to process data and report results.	SE: 21, 25, 29-30, 32- 33, 35-36, 39, 43-44, 45-46, 51, 55, 59-60, 61-64, 67-74, 80, 84, 88, 92, 99, 105, 108, 110, 114, 120-121, 127-133, 135, 144-145, 150-151, 156, 163, 169, 174-177, 182, 187, 191, 195-206, 212, 216, 221, 224-225, 227-228, 230-231, 233-240, 245, 248, 250, 254, 258-261, 265, 268, 270-271, 275-276, 281, 285, 287-290, 292, 296, 301-306, 313, 318, 322- 323, 325-326, 329, 334, 338-339, 343, 345, 351-352, 355, 357- 358, 362, 366, 370, 375, 382, 385-396, 403-404, 408- 409, 414, 417-418, 421, 423-440, 445, 447, 455, 458, 462-463, 467-469, 475-477, 481, 485-486, 496-497, 500-501, 504-505, 510-513, 518-519, 523, 526-542, 550, 553, 557-560, 563-564, 567-570, 573-574, 577-584, 591, 594, 598-599, 601-603, 607-609, 616, 621, 628, 632, 638, 642, 646-652, 658, 665, 672-682, 689, 693-694, 700-704, 707-708

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Mississippi Curriculum Framework for Information and
Communication Technology I

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b. Use technology to submit information.	SE: 21, 25, 29-30, 32- 33, 35-36, 39, 43-44, 45-46, 51, 55, 59-60, 61-64, 67-74, 80, 84, 88, 92, 99, 105, 108, 110, 114, 120-121, 127-133, 135, 144-145, 150-151, 156, 163, 169, 174-177, 182, 187, 191, 195-206, 212, 216, 221, 224-225, 227-228, 230-231, 233-240, 245, 248, 250, 254, 258-261, 265, 268, 270-271, 275-276, 281, 285, 287-290, 292, 296, 301-306, 313, 318, 322- 323, 325-326, 329, 334, 338-339, 343, 345, 351-352, 355, 357- 358, 362, 366, 370, 375, 382, 385-396, 403-404, 408- 409, 414, 417-418, 421, 423-440, 445, 447, 455, 458, 462-463, 467-469, 475-477, 481, 485-486, 496-497, 500-501, 504-505, 510-513, 518-519, 523, 526-542, 550, 553, 557-560, 563-564, 567-570, 573-574, 577-584, 591, 594, 598-599, 601-603, 607-609, 616, 621, 628, 632, 638, 642, 646-652, 658, 665, 672-682, 689, 693-694, 700-704, 707-708
Unit 4: Keyboarding	
Competency 1: Perform keyboarding applications.	
Suggested Objectives:	
a. Demonstrate proper hand, finger, and body position when using a keyboard (ongoing).	SE: Student CD-ROM/Keyboarding Course: K2-K8
b. Use correct finger reaches from home row to top/bottom row keys (ongoing).	SE: Student CD-ROM/Keyboarding Course: K8-K32
c. Perform touch typing by keying words, sentences, and paragraphs (ongoing).	SE: Covered throughout textbook; see also: Student CD-ROM/Keyboarding Course: K8-K32
d. Demonstrate proper use of special keys such as the spacebar, enter/return, shift, tab, delete, backspace, arrow keys, ctrl, alt, home, insert, and so forth (ongoing).	SE: Covered throughout textbook; see also: Student CD-ROM/Keyboarding Course: K8-K32
e. Use the top row of the keyboard for numeric keying (ongoing).	SE: Covered throughout textbook; see also: Student CD-ROM/Keyboarding Course: K8-K32
f. Use the numeric keypad to key numbers (ongoing).	
Unit 5: Word Processing and Publishing	
Competency 1: Perform basic word processing applications.	
Suggested Objectives:	
a. Use basic word processing commands to create, format, and edit documents.	SE: 21-22, 25, 29-30, 32-33, 35-36, 39-40, 43-44, 45-46, 51-52, 55-57, 59-60, 61-62, 63-64, 67-68, 69-70, 71-72, 73-74, 80, 84, 88, 92, 99-100, 105-106, 108-109, 110-111, 114-115, 120-122, 127-128, 129-130, 131-132, 135-136, 144-145, 150-152, 163-164, 169-171, 174-175, 176-177, 182-183, 187-189, 191, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206

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Communication Technology I

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b. Start and exit a word processing application, and utilize sources of online help.	SE: 3
c. Identify common on-screen elements of a word processing application.	SE: Student CD-ROM/Computer Literacy Course: 77
d. Change application settings and manage files within a word processing application.	
e. Perform common editing and formatting functions.	SE: 21-22, 25, 29-30, 32-33, 35-36, 39-40, 43-44, 45-46, 51-52, 55-57, 59-60, 61-62, 63-64, 67-68, 69-70, 71-72, 73-74, 80, 84, 88, 92, 99-100, 105-106, 108-109, 110-111, 114-115, 120-122, 127-128, 129-130, 131-132, 135-136, 144-145, 150-152, 163-164, 169-171, 174-175, 176-177, 182-183, 187-189, 191, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206
f. Perform common printing functions.	SE: 21-22, 25, 29-30, 32-33, 35-36, 39-40, 43-44, 45-46, 51-52, 55-57, 59-60, 61-62, 63-64, 67-68, 69-70, 71-72, 73-74, 80, 84, 88, 92, 99-100, 105-106, 108-109, 110-111, 114-115, 120-122, 127-128, 129-130, 131-132, 135-136, 144-145, 150-152, 163-164, 169-171, 174-175, 176-177, 182-183, 187-189, 191, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206
Competency 2: Utilize basic word processing skills to create business correspondence.	
Suggested Objectives:	
a. Generate a hard copy of a business correspondence (i.e., memo, letter, letterhead, and a multi-page report).	SE: 21-22, 25, 29-30, 32-33, 35-36, 39-40, 43-44, 45-46, 51-52, 55-57, 59-60, 61-62, 63-64, 67-68, 69-70, 71-72, 73-74, 80, 84, 88, 92, 99-100, 105-106, 108-109, 110-111, 114-115, 120-122, 127-128, 129-130, 131-132, 135-136, 144-145, 150-152, 163-164, 169-171, 174-175, 176-177, 182-183, 187-189, 191, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206
b. Apply word processing applications to related academic skills in math, science, or communications.	SE: 75-92, 138-206
c. Use advanced word processing skills to format and print an integrated activity following accepted referencing format using Modern Language Association (MLA) guidelines.	
Competency 3: Explain desktop publishing applications.	
Suggested Objectives:	
a. Identify terminology and techniques associated with desktop publishing.	SE: 18, 47 -49, 51, 76, 78, 94, 96, 98, 114, 157, 159, 161-163, 169, 174, 199, 226, 398, 400-401, 408, 414, 424, 432, 434, 488, 490, 493, 544, 546, 548
b. Evaluate desktop publishing documents.	
c. Identify how desktop publishing is used in career pathways.	

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Competency 4: Perform desktop publishing applications.	
Suggested Objectives:	
a. Use drawing tools to create lines, circles, ovals, and rectangles.	SE: 184, 213, 438, 442, 515-516, 520-521, 562, 654, 656
b. Use text tools to create, insert, delete, replace, and move text.	SE: 178-179, 182, 191, 200, 334, 372, 410-411, 414, 421, 426, 428-429, 438-440, 442, 445, 447, 458, 467, 469, 477, 488, 492, 496, 514, 519, 523, 544, 547
c. Manipulate graphics and objects by moving, sizing, deleting, grouping, and changing order.	SE: 437, 447, 453, 460-461
Competency 5: Create a desktop publishing document.	
Suggested Objectives:	
a. Apply desktop publishing applications to real-world activities.	SE: 39, 69, 99, 114
Unit 6: Multimedia Applications	
Competency 1: Explain multimedia presentation applications.	
Suggested Objectives:	
a. Identify terminology related to presentation applications.	SE: 397-584
b. Display, describe, and print the components of a presentation window.	SE: Student CD-ROM/Computer Literacy Course: 141-142
Competency 2: Create a multimedia presentation.	
Suggested Objectives:	
a. Identify steps for creating presentations.	SE: 372, 398-399, 403, 431, 468, 476, 481, 488, 504, 510, 527, 529, 544
b. Determine strategies for success in multimedia projects.	
c. Create a multimedia presentation.	SE: 525, 528-535
d. Format a multimedia presentation.	SE: 525-526, 528-533
e. Print a multimedia presentation.	
f. Integrate word processing and multimedia presentation applications to create, edit, and print speaker notes.	SE: 416-417
g. Present a multimedia presentation.	SE: 527, 529, 531, 533, 535
Competency 3: Identify the appropriate uses of a digital camera.	
No Suggested Objectives Listed	
Competency 4: Describe the basic operation principles of multimedia presentation accessories.	
Suggested Objectives:	
a. Identify the appropriate use of presentation hardware tools such as an LCD projector and interactive whiteboard.	
b. Incorporate sound/voice in a multimedia presentation.	SE: 527

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Unit 7: Career Exploration	
Competency 1: Explore foundation skills and knowledge of academic and technical literacy and the Mississippi Career Pathways Model.	
Suggested Objectives:	
a. Explore the 7 Mississippi Career Pathways Model.	
b. Explore academic foundations.	
c. Explore employability and career development.	
d. Discuss colleges and university programs based on the Career Pathways Model.	
Competency 2: Explore careers in each of the seven Mississippi Career Clusters.	
Suggested Objectives:	
a. Describe characteristics of careers in the seven Mississippi Career Clusters.	
b. Research a career in the seven Mississippi Career Clusters.	
c. Discuss careers researched in the seven Mississippi Career Clusters.	
http://redesign.rcu.msstate.edu/ICT/documents/ICTCurriculum_2008-09.pdf	