VITAL INFORMATION

Subject(s):	Careers, Computer Fundamentals 1-2
Topic or Unit of Study:	Integrated Unit
Grade/Level:	9-12
Objective:	At the conclusion of this lesson students will be able to:

1. Add a TabPage to a Tab control.

2. Name a TabPage and assign text to it.

3. Modify an existing design.

4. Answer the question about when class starts and stops each day by referring to information that is stored in their programs rather than asking the teacher.

Summary:	Students add and configure TabPages for use in their Computer Integration project. They need tabs that correspond to their courses, so everyone's program will be slightly different and the teacher can't reasonably prepare them all in advance. In adding and editing the controls, students learn how they work.

IMPLEMENTATION

Learning Context:	Students have just begun programming for their Computer Integration activity. The first task is to add the TabPages because it allows students to incorporate their schedules across the top of the form and vertically on the Schedule tab. The tabs provide the space to contain students' integration findings from the previous activity. The schedule shows how all the classes are distributed throughout the day and individual tabs show how Information Technology is distributed throughout or at least within a subject area.
Procedure:	1. The activity is written up in fairly fine detail on a web page which is printed and attached to this lesson plan. It specifies how to find and copy the startup project folder, where to click, what to choose, and so on. It does not review the big picture, so the stage should be reset using some of the learning context from above or from the previous lesson, which introduced the integrated unit.

2. Ensure that students can find the web page, ask for questions, and have students start.

3. Since this is a long, sequential unit, more attention needs to be paid to holding it all together and keeping it synchronized. Visit students

early and often to ensure that they are keeping up. It may be a good idea to have students demonstrate their progress beginning five minutes before the bell rings.

Differentiated Instruction:	There is little differentiation in instruction, but an expectation that the products are differentiated because of differing courses and schedules.
Sample Student Products:	The program should begin looking exactly like the example on the web page for this activity and end looking very similar to the example on the web page for the subsequent activity.
Collaboration:	Students will work individually.
Time Allotment:	1 class period. 55 Min. per class.
Author's Comments & Reflections:	Reflections will follow in a diary entry.

MATERIALS AND RESOURCES

Instructional Materials:	The activity page from the class web site is printed and attached. The Visual Basic files making up the template for this activity should be deployed in advance, but students enter no code for this activity, so I will not attach any. They do work with the Designer, but that work is summarized in screen shots.

Attachments

1. **Tab**

Resources:	• Technology resources: Visual Basic

STANDARDS & ASSESSMENT

Standards:	**AZ- Career and Technical Education Programs**
	• **Level :** Career Preparation (Grades 10 - 12)
	  • **Program :** Information Technology CIP No. 15.1200
	    • **Option :** Software Development - Option C
	      • **Competency :** *3.0 DEVELOP APPROPRIATE WORK HABITS FOR SUCCESSFUL EMPLOYMENT IN INFORMATION TECHNOLOGY
	        ■ **Indicator :** 3.3 Complete tasks accurately
	        ■ **Indicator :** 3.4 Complete tasks with minimal supervision
	      • **Competency :** 27.C DEMONSTRATE PROGRAM ANALYSIS AND DESIGN
	        ■ **Indicator :** 27.6c Use stepwise refinement to improve design
	      • **Competency :** 28.C USE SOFTWARE TO CREATE PROGRAMS
	        ■ **Indicator :** 28.1c Enter and modify code using a program editor
	      • **Competency :** 29.C TEST AND DEBUG TO VERIFY PROGRAM OPERATION
	        ■ **Indicator :** 29.1c Test individual program modules

Assessment/Rubrics:	By the end of the class period, students should have renamed and titled the TabPage for period P1 and added, ordered, renamed, and titled TabPages for perios two through six. Each activity contributes a few criteria to the larger rubric. This activity add points for

completeness, consistency, and convention as described by the Tab rubric.

Rubrics

1.   **Tab**