

VITAL INFORMATION

Subject(s):	Careers, Computer Fundamentals 1-2
Topic or Unit of Study:	Software Development
Grade/Level:	9-12
Objective:	At the conclusion of this lesson students will be able to: <ol style="list-style-type: none">1. Organize their documents and folders according to a specification.2. Define case sensitivity.3. Distinguish between two texts that look almost identical.4. Identify often confused symbols.

Summary: Students are presented with a report indicating which of their projects are properly stored in the expected locations. Based on this information they correct the problems and explain the errors. In the process they learn about case sensitivity, letter confusions, the relationship to phishing, more document and folder management techniques, and attention to detail.

IMPLEMENTATION

Learning Context: Approximately half of students are not storing their work where I can easily access it, despite an earlier activity on this topic. In the meantime I have more tools to track the situation. It needs to be corrected before the next round of grading. With this tool I can demonstrate to students the problems that are being caused. In addition I can increase their knowledge of computer security, part of the standard, and case sensitivity, a topic in string processing which students will see again.

Procedure:

0. Make sure the Grade Report program is working on the school computers. It will require mapping the drives as specified in the program. The files of the two seniors cannot be accessed for some reason, so that should be investigated. If need be, their files can be copied via the file server onto my X: drive instead of mounting the 2009 directory.
1. Explain the motivation for the exercise. In addition to the explanation on the activity's web page (attached) and above, animations have just been evaluated and they were really good, but many were stored in the wrong place and that will be an even more serious problem with Visual Basic work. Not only that, related inattentiveness can be dangerous.

2. Run the Grade Report program at the beginning of class and note which students have problems with which activity. A grade report form is attached. My copy has student names filled in. Run it again at the middle of the hour and at the end. Update the form each time.

3. Make sure students read the web page and have them copy and fill in the questions from the web page and turn them in.

4. Run the program at the end of the hour, show how much was "learned" based on lack of errors, and thank students for their work. Grade their performance and papers based on the rubric.

Differentiated Instruction:	Little variation is allowed. Most verbal instruction is also available as text in the web page. Students can view this in any size font they need or make any other changes that the web browser allows (as always).
Sample Student Products:	None available before the first run.
Collaboration:	Students will work individually.
Time Allotment:	1 class period. 30 Min. per class.
Author's Comments & Reflections:	Reflections will follow in a diary entry.

MATERIALS AND RESOURCES

Instructional Materials: Web page for the activity, form for updated results as the grade report is run. They are attached.

Attachments

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| <ol style="list-style-type: none">1. Grade Report2. Grade Report Table Empty |
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Resources:

- Technology resources:
internet, Windows Explorer

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
 - **Competency :** *9.0 UTILIZE TECHNOLOGY REQUIRED IN AN INFORMATION TECHNOLOGY WORKPLACE
 - **Indicator :** 9.5 Apply folder and directory management techniques
 - **Indicator :** 9.7 Demonstrate a basic understanding of information technology as it relates to computer maintenance, networking technology, software development and web page development

• **Competency** : *10.0 RECOGNIZE SECURITY ISSUES RELATED TO INFORMATION TECHNOLOGY

■ **Indicator** : 10.4 Define concepts such as phishing, viruses, email attachments, social engineering, spoofing, identify theft and spamming

Assessment/Rubrics: I graded what students turned in based on the point counts detailed in the attached document.

Attachments

1. <u>Grade Report Points</u>
