

Visual Basic Curriculum Design

Power Standards:

- Cooperatively solve business related programs to develop valuable communication and learning skills.
- Apply technology skills across the curriculum.
- Understand ethical and legal uses of technology.
- Solve business oriented programs that are identifiable with ethical, cultural, economic and legal issues in their lives.
- Utilize higher-order thinking skills by applying algebraic related formulas, variables, and structures to business oriented programs

Power Benchmarks:

- Student will be able to understand and implement graphical user interface design principles using Intrinsic and Active X controls in building an application. (Ch #1)
- Student will be able write Visual Basic code for intrinsic and ActiveX controls. (Ch #2)
- Student will be able to design a Visual Basic application using variables, constants and strings. (Ch #3)
- Student will be able to create an application using arithmetic operators and arithmetic operations. (Ch #3)
- Student will be able to implement Message boxes. (Ch #3)
- Student will be able to create decision making programs. (Ch #4)
- Student will be able to create a program using logical operators. (Ch #4)
- Student will be able to create and code a Menu bar. (Ch #5)
- Student will be able to create applications consisting of multiple forms. (Ch #6)
- Student will be able to create a program for devices other than a personal computer.
(Shelly Cashman book)

Visual Basic Curriculum Design

Students will be able to:

1. Solve business orientated programs that are identifiable with ethical, cultural, economic and legal issues in their lives.
 - Student will be able to create a program for devices other than a personal computer. (10)

2. Utilize higher-order thinking skills by applying algebraic related formulas, variables, and structures to business oriented programs.
 - Student will be able to create a program using logical operators. (7)
 - Student will be able to design a Visual Basic application using variables, constants and strings. (3)
 - Student will be able to create an application using arithmetic operators and arithmetic operations. (4)

3. Cooperatively solve business related programs to develop valuable communication and learning skills.
 - Student will be able to understand and implement graphical user interface design principles using Intrinsic and Active X controls in building an application. (1)
 - Student will be able to use Intrinsic and ActiveX controls in building the application. (2)
 - Student will be able to create and code a Menu bar. (8)

4. Understand ethical and legal uses of technology.
 - Student will be able to create decision making programs. (6)

5. Apply technology skills across the curriculum.
 - Student will be able to create applications consisting of multiple forms. (9)
 - Student will be able to implement Message boxes. (5)

Visual Basic Curriculum Design

Stage 1 – Desired Results:

Power Standard
 ➤ Cooperatively solve business related programs to develop valuable communication and learning skills.

Power Benchmark/Competency: #1
 ➤ Student will be able to understand and implement graphical user interface design principles using Intrinsic and Active X controls in building an application. (Chapter 1)

Estimated Timeline: 9 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
	X	X		
Math	Science	Reading	Social Responsibility	Communication
X	X	X		

Understandings (Standards & Benchmarks):
Students will have mastered the material when they can

- Create a form and add intrinsic and ActiveX controls.
- Set properties for controls.
- Correctly format the Name property.
- Align all controls on a form correctly.
- Add visual presentation to the form using the Font property.
- Set properties for intrinsic and ActiveX controls.
- Identify which ActiveX controls are needed when programming an application.

Essential Questions:

- Explain the function of the 5 windows in Visual Basic.
- How are controls added to a form?
- How is a form created and sized?
- Explain the difference between blue and red snaplines.
- Describe the difference between intrinsic controls and ActiveX controls.
- How are ActiveX controls added to the toolbox?
- Differentiate between using a method and a Visual Basic property.
- How are properties assigned for each control?

Students will know...(Include vocabulary)

- how to add intrinsic controls from the toolbox.
- how to correctly format the Name property.
- how to use the Font property.

Students will be able to: (i.e. do)...(Include vocabulary)

- Analyze the given information and create a mock-up user interface design utilizing intrinsic and ActiveX controls.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)
 Chapter #1, 1.5 Program (Daily Specials), Page 63

Key Criteria: (Rubric)

- Student must design a form with appropriate controls.
- Students must use correct naming format.
- Students must use internal documentation.
- Program must include correct and efficient coding.
- Program must produce accurate results.

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Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Cooperatively solve business related programs to develop valuable communication and learning skills. <p>Power Benchmark/Competency: #2:</p> <ul style="list-style-type: none"> ➤ Student will be able write Visual Basic code for intrinsic and ActiveX controls. (Chapter 2) <p>Estimated Timeline: 5 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X			Math	Science	Reading	Social Responsibility	Communication	X	X	X		
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<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can</i></p> <ul style="list-style-type: none"> ➤ Set background colors for intrinsic and ActiveX controls. ➤ Determine which code is needed for intrinsic and ActiveX controls. ➤ Clarify their programming code through internal documentation. ➤ Debug their own programming code. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Determine what code is written for intrinsic and ActiveX controls. ➤ Which property controls the background color of the Form object? ➤ Which property controls the background color of a Button object? ➤ What are the advantages of using IntelliSense when writing programming code? 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ which ActiveX controls and intrinsic controls to implement into a Visual Basic program. ➤ which programming methods to implement into Visual Basic code. ➤ to always internal document their code to clarify their program. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write a program using intrinsic and ActiveX controls. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency) Chapter #2, 2.3 Program (Weather), Page 104</p>	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results.

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Stage 3 – Learning Plan:

Student will be able write Visual Basic code for intrinsic and ActiveX controls. (Chapter 2)

Power Benchmark/Competency: #2

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

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Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Utilize higher-order thinking skills by applying algebraic related formulas, variables, and structures to business oriented programs <p>Power Benchmark/Competency: #3</p> <ul style="list-style-type: none"> ➤ Student will be able to design a Visual Basic application using variables, constants and strings. (Chapter 3) <p>Estimated Timeline: 12 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			X			Math	Science	Reading	Social Responsibility	Communication	X	X	X		
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<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can:</i></p> <ul style="list-style-type: none"> ➤ Declare, name, and use variables and constants in program design and code. ➤ Write If...Then...Else code structure incorporating variables and constants. ➤ Understand and declare String and Numeric variables. ➤ Use assignment statement to place data in variables. ➤ . 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Explain the difference between the different numeric types. ➤ Which data type would be best for currency amounts. ➤ What is the difference between a variable and a literal? ➤ How do you convert the value of a String variable to an integer value? ➤ How do you convert the value of a String variable to a decimal value? ➤ How do you declare a constant? 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to use scope rules for scope variables. ➤ how to declare global or local variable in programming code. ➤ how to determine the correct numeric data type. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write programs incorporating the use of variables and constants. 																				
<h3 style="margin: 0;">Stage 2 – Assessment Evidence</h3>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #3, 3.1 Program (Calories), Page 153 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results. 																				

Visual Basic Curriculum Design

Stage 3 – Learning Plan:

Student will be able to design a Visual Basic application using variables, constants and strings.

Power Benchmark/Competency: #3

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

Visual Basic Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Utilize higher-order thinking skills by applying algebraic related formulas, variables, and structures to business oriented programs <p>Power Benchmark/Competency: 4</p> <ul style="list-style-type: none"> ➤ Student will be able to create an application using arithmetic operators and arithmetic operations. <p>Estimated Timeline: 12 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X			Math	Science	Reading	Social Responsibility	Communication	X		X		X
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<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can:</i></p> <ul style="list-style-type: none"> ➤ Understand and use arithmetic operators and arithmetic operations. ➤ Use and understand precedent order. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the precedence for the order of operations? ➤ What is the Modulus’ function? ➤ How does location of parenthesis affect the order of operations? 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to write a program that utilizes a Modulus. ➤ how to write an application including higher level mathematical operators. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write programs that include arithmetic operators. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #3, 3.8 program (Employee Sales), Page 157 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results.
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Stage 3 – Learning Plan:

Student will be able to create an application using arithmetic operators and arithmetic operations.

Power Benchmark/Competency: #4

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

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Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Apply technology skills across the curriculum. <p>Power Benchmark/Competency: #5</p> <ul style="list-style-type: none"> ➤ Student will be able to implement Message boxes. (Chapter 3) <p>Estimated Timeline: 12 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			X			Math	Science	Reading	Social Responsibility	Communication	X		X		X
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<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can</i></p> <ul style="list-style-type: none"> ➤ Create a message dialog box. ➤ Distinguish the parts of a message dialog box. ➤ Write the necessary code for a message box. ➤ Use the concatenation operator in a message box. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How can a custom dialog box be created using a form? ➤ How is a custom dialog box displayed? ➤ What are all of the icon types in a Message Box? ➤ What are the differences between an InputBox and a Message Box? ➤ Determine what code is written for a message box. 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to add an icon and a concatenated string to a MessageBox. ➤ the difference between recognizing an InputBox and MsgBox controls. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write programs that incorporates a Message Box. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #3, 3.6 Program (Shipping Charges), Page 156 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results.
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Stage 3 – Learning Plan:

Student will be able to implement Message boxes. (Chapter 3)

Power Benchmark/Competency: #5

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

Visual Basic Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Understand ethical and legal uses of technology. <p>Power Benchmark/Competency: #6</p> <ul style="list-style-type: none"> ➤ Student will be able to create decision making programs. (Chapter 4) <p>Estimated Timeline: 12 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility		X	X			Math	Science	Reading	Social Responsibility	Communication			X		X
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<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can:</i></p> <ul style="list-style-type: none"> ➤ make decisions using If..Then..Else statements. ➤ make decisions using If..Then statements. ➤ make decisions using nested If statements. ➤ make decisions using Case statements. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Explain the difference between an If..Then..Else statement and a nested If statement? ➤ Why do most developers indent the code within a decision structure? ➤ Describe the correct coding format of a Case structure. ➤ Determine which decision making statement would be correct in a given situation. 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ the different decision structures. ➤ how to code a conditional statement and a compound statement. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and compile an application using If..Then..Else statement. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #4, 4.9 Program (Catherine’s Catering), Page 208 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results.
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Visual Basic Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Utilize higher-order thinking skills by applying algebraic related formulas, variables, and structures to business oriented programs <p>Power Benchmark/Competency: #7</p> <ul style="list-style-type: none"> ➤ Student will be able to create a program using logical operators. (Chapter 4) <p>Estimated Timeline: 12 days + on-going.</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			X			Math	Science	Reading	Social Responsibility	Communication	X	X	X		
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<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can:</i></p> <ul style="list-style-type: none"> ➤ Make decisions using logical operators. ➤ Test input to ensure a value is numeric. ➤ Choose the correct logical operator for the given program application. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Name the six relational operators and state the purpose of each operator. ➤ Explain the use of the three most common logical operators. ➤ What is the difference between the Or logical operator and the X logical operator? ➤ Which logical operator has the highest precedence in the order of operations? 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ the difference between NOT logical and OR logical. ➤ how to correctly code the IsNumeric function? 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write programs that use logical operators. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #4, 4.3 – 4.5 program, Page 207 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results.
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Visual Basic Curriculum Design

Stage 3 – Learning Plan:

Student will be able to create a program using logical operators. (Chapter 4)

Power Benchmark/Competency: #7

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

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Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Cooperatively solve business related programs to develop valuable communication and learning skills. <p>Power Benchmark/Competency #8:</p> <ul style="list-style-type: none"> ➤ Student will be able to create and code a Menu. (Chapter 5) <p>Estimated Timeline: 9 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			X			Math	Science	Reading	Social Responsibility	Communication	X		X		
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Math	Science	Reading	Social Responsibility	Communication																	
X		X																			
<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can</i></p> <ul style="list-style-type: none"> ➤ Create and code a menu bar. ➤ Insert a separator bar. ➤ Attach a context menu to a control. ➤ Modify menu items in the MenuStrip’s Items Collection Editor. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is a context menu? ➤ What is the difference between a menu and a submenu? ➤ How would you attach a context menu to a control? 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to explain the difference between a menu and a submenu. ➤ how to insert a separator bar and how it is created. ➤ how to add a shortcut menu. ➤ You can set and modify the order and level of menu items. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a menu. ➤ Code a menu bar. ➤ Attach a context menu to a control. ➤ Modify menu items using the Collection Editor. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #5, 5.4 Program (Library), Page 250 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results. 																				

Visual Basic Curriculum Design

Stage 3 – Learning Plan:

Student will be able to create and code a Menu.(Chapter 5)

Power Benchmark/Competency: #8

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

Visual Basic Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Apply technology skills across the curriculum. <p>Power Benchmark/Competency: #9</p> <ul style="list-style-type: none"> ➤ Student will be able to create applications consisting of multiple forms. (Chapter 6) <p>Estimated Timeline: 9 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc;">Career</td> <td style="background-color: #ffffcc;">Technology</td> <td style="background-color: #ffffcc;">Critical Thinking</td> <td style="background-color: #ffffcc;">Global & Cultural</td> <td style="background-color: #ffffcc;">Personal Responsibility</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Math</td> <td style="background-color: #ffffcc;">Science</td> <td style="background-color: #ffffcc;">Reading</td> <td style="background-color: #ffffcc;">Social Responsibility</td> <td style="background-color: #ffffcc;">Communication</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			X			Math	Science	Reading	Social Responsibility	Communication	X	X	X		
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
		X																			
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X																			
<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can</i></p> <ul style="list-style-type: none"> ➤ Create multiple forms in an application. ➤ Correctly name multiple forms for identification and coding. ➤ Work with multiple form code windows. ➤ Use the Unload method when working with multiple forms. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Explain the necessary steps in adding multiple forms to a Visual Basic project. ➤ How is a forms startup location identified? ➤ How are multiple forms assigned naming extensions? ➤ Distinguish between using the Unload method and End. ➤ Explain the difference between mode and modeless properties when working with multiple forms. 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to produce multiple forms when building a Visual Basic program. ➤ the code applying windowstate properties. 	<p>Students will be able to: <i>(i.e. do)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write a program using multiple forms. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #6, 6.4 Program (Taste Test), Page 284 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results.

Visual Basic Curriculum Design

Stage 3 – Learning Plan:

Student will be able to create applications consisting of multiple forms. (Chapter 6)

Power Benchmark/Competency: # 9

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created

Visual Basic Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard</p> <ul style="list-style-type: none"> ➤ Solve business oriented programs that are identifiable with ethical, cultural, economic and legal issues in their lives. <p>Power Benchmark/Competency: #10</p> <ul style="list-style-type: none"> ➤ Student will be able to create a program for devices other than a personal computers. <p>Estimated Timeline: 12 days + on-going.</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communication</th> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility			X			Math	Science	Reading	Social Responsibility	Communication	X		X		
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
		X																			
Math	Science	Reading	Social Responsibility	Communication																	
X		X																			
<p>Understandings (Standards & Benchmarks): <i>Students will have mastered the material when they can</i></p> <ul style="list-style-type: none"> ➤ Write handheld applications for a personal digital assistant. ➤ Place Radio Button objects in applications. ➤ Use the Panel object. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How is input entered on an actual Pocket PC device while an application is running? ➤ What is the difference between a Panel Object and a GroupBox object? ➤ Can you use a Panel Object and a GroupBox object in a Windows application or in a Mobile application? 																				
<p>Students will know...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ how to create and deploy a Mobile application using the Pocket PC emulator. ➤ the difference between the different mobile technologies. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze the given information and write a program using code for a device other an a personal computer. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter #5, Program #1 <i><u>Parking Ticket Fines</u></i> Shelly Cashman book 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Student must design a form with appropriate controls. ➤ Students must use correct naming format. ➤ Students must use internal documentation. ➤ Program must include correct and efficient coding. ➤ Program must produce accurate results. 																				

Visual Basic Curriculum Design

Stage 3 – Learning Plan:

Student will be able to create a program for devices other than a personal computers.

Power Benchmark/Competency: #10

Learning Activities:	Resources:
End of Chapter Programming Assignments	Visual Basic 2008 book
Chapter Questions	Visual Basic 2008 book
Chapter Test	Visual Basic 2008 book
Teacher created handouts	Teacher created