



**Lesson Plan**  
**Supports IC<sup>3</sup> Certification**  
**Module 3 - Living Online**

Course: Office Occupations CC/CCTE  
 Unit: IC<sup>3</sup> Certification - Living Online  
 Topic: Internet Research Basics  
 Timeframe: 4.0 hours

<b>ESLR</b>	<ul style="list-style-type: none"> <li>X #1 Communicating Effectively</li> <li>X #2 Accessing and Managing Job Related Resources</li> <li>#3 Setting Career and Life Goals</li> <li>X #4 Accepting Personal Responsibility</li> </ul>	<p><b>California Career Technical Education Model Curriculum Standards: Information Support and Services Pathway</b>  <b>A7.5</b> Know current and emerging industry-standard technology and trends.</p> <p><b>Academic Standards: Grades Ten, Eleven and Twelve Reading Comprehension E2.1, 2.6, 2.7</b> Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to the World Wide Web sites on the Internet)</p> <p><b>IC<sup>3</sup> Certification Standard:</b>  <b>Module 3 Living Online – Using the Internet</b>      ■Be able to search the Internet for information</p> <p><b>All Aspects of the Industry:</b>  <b>Technical and Production Skills:</b> Development of mental and verbal communication skills needed to transform information into knowledge and the confidence to apply that knowledge to new information.</p>
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<b>Presentation</b>	20 Mins	<p><i>INSTRUCTOR</i></p> <p>Discuss the procedure to open, navigate, and close an Internet Browser.</p> <p><i>TEACHER/STUDENT</i></p> <p>Instructor will do a demonstration of accessing the Internet and using basic search tools. Have the students follow along on their own computers as you go through the basic functions of each of the Menus and Functions.</p>	<p>Instructor computer with demonstration mode OR Data projector</p> <p>Internet connected student computer Accessible printer</p>
	30 Mins	<p>ACCESSING SPECIFIC INFORMATION</p> <ul style="list-style-type: none"> <li>◆ Address Bar</li> <li>◆ Hit</li> <li>◆ Internet Home Page</li> <li>◆ Preferences</li> <li>◆ World Wide Web</li> <li>◆ Internet Options</li> <li>◆ HTTP</li> <li>◆ URL</li> <li>◆ The Parts of the Internet Address</li> <li>◆ Search Engines</li> <li>◆ Search Criteria</li> <li>◆ Site Navigation</li> <li>◆ Favorite Web Sites/BookMarks</li> </ul>	
	40 Mins	<p>HOW TO USE A SEARCH ENGINE</p> <p>Discuss several Search Engines and their uses. Demonstrate how to get to a Search Engine that deals with specific information.</p> <p>Sample Search Engines:</p> <p><a href="http://www.Google.com">www.Google.com</a> – used for general searches of all types of information</p> <p><a href="http://healthlinks.washington.edu/hsl-links">http://healthlinks.washington.edu/hsl-links</a> to various information on health</p> <p><a href="http://www.altavista.com">http://www.altavista.com</a> Finance, Jobs, Shopping</p> <p><a href="http://lycos.com">http://lycos.com</a> multiple choices</p> <p><a href="http://www.govspot.com">www.govspot.com</a> government sites of various information</p> <p><a href="http://www.paducah.k12.ky.us">www.paducah.k12.ky.us</a> search engines that are suitable for students and young people</p>	





## Research Worksheet

1. Choose a topic from one of the following:
  - a) The College you plan to attend once you complete high school
  - b) One of the seven Continents: Africa, Europe, North America, Antarctica, Asia, South America, Australia
  - c) Your favorite hobby
  - d) A career field you would like to go into
  - e) You may chose a different topic with the permission of the instructor
2. Use the Internet to do research and to write a report to present to the class. (Reports should be at least 10 minutes long)
3. Information to include:
  - a) Title of Topic
  - b) Background Information
  - c) Relevant Information on your topic
  - d) How you searched for your information
  - e) Where you found your information
  - f) Any conclusions you arrived at after doing the research for your topic
  - g) Did you find all of the information you were looking for?
4. Use WORD to write your report and to save any pictures for your report.
5. These Reports will be graded on quality as well as content relevant to the subject you have chosen.

Be sure to type your name and date at the top of the page.

## RUBRIC SCORING GUIDE

Business Core	Introductory	Developing	Proficient	Exceptional
	Learning about basic business communication; discovering how to use words to convey information clearly; developing skill in drafting written communications and reports; learning basic functions in word processing.	Identifies issues by reading and understanding research information; works toward identifying solutions; learning to select words to communicate ideas through proper tone and style; demonstrates some ability in word processing and in producing reports.	Selects and prioritizes information; plans responses to written and oral issues; clearly identifies, addresses and formulates solutions to business situations; explains how to respond to scenarios and selects wording to maintain proper tone and professional image; applies word processing functions and formats efficiently to produce professional documents.	Prioritizes and responds in a sophisticated way to business situations both verbally and in written form; independently composes reports without copying research data; produces accurate, error-free, professional looking documents; exhibits confidence in developing documents and clearly communicates using structured and persuasive arguments.

Based on your examination of the business communication documents and the dimensional scores, please review the overall (holistic) score levels described above, and give the documents a final, overall score. Please provide a justification for the overall score.

Overall Score: \_\_\_\_\_

Justification: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Name and/or ID Number: \_\_\_\_\_

School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

