



**Community Consolidated
School District 15**

2008-09 Learner Statements



Mission Statement

The Mission of School District 15 is to produce world-class learners by building a connected learning community.

Our Core Values are:

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff, and Stakeholders
- Agility
- Focus on the Future
- Managing for Innovation
- Social Responsibility
- Focus on Results and Creating Value

Our Key Goals are:

- World-class student achievement in reading, mathematics, communication skills, problem solving skills, social skills, technology literacy, and life skills
- Constituent involvement and satisfaction
- Effective and efficient instructional and administrative processes
- High-performing staff
- Financial performance

Board of Education

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Eighth Grade

The District 15 District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The District 15 Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the **introduction** and **practice** done in prior grade levels, nor the continued practice for **reinforcement** in subsequent grade levels.

Uses for the District 15 Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.



Language Arts

State Goal 1: Read with understanding and fluency.

State Standards

- Apply word analysis and vocabulary skills to comprehend selections.
- Apply reading strategies to improve understanding and fluency.
- Comprehend a broad range of reading materials.

District 15 Learner Statements

- 1.A. Use a variety of strategies to define and extend understanding of word meaning (e.g., use context clues, knowledge of sentence and word structure, word origins, and word derivations; analyze idioms, metaphors, and similes to infer meaning; consult others as vocabulary resources)
- 2.A. Use a variety of strategies to recognize new words
- 3.A. Use glossary, dictionary, and thesaurus to clarify and extend word meaning
- 4.B. Establish and adjust purpose for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer specific questions, form opinions, skim for facts)
- 5.B. Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading
- 6.B. Read instructional-level text fluently (rate, rhythm, accuracy, and flow)
- 7.C. Use cognitive strategies to understand and respond to a variety of informational texts (e.g., autobiographies, editorials, argumentative texts, essays, speeches, periodicals, primary source historical documents, newspapers, tables, data in visual formats)
- 8.C. Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires)

- 9.C. Know the defining characteristics of a variety of information texts (e.g., autobiographies, editorials, argumentative texts, essays, speeches, periodicals, primary source historical documents, newspapers)
 - 10.C. Interpret and analyze entire narrative text using story elements, point of view, and theme
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State Goal 2: Read and understand literature representative of various societies, eras, and ideas.

State Standards

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

District 15 Learner Statements

- 1.A. Understand the word choice and language structures that convey an author's point of view or attitude
 - 2.A. Identify and analyze the effect of various literary devices (e.g., figurative language such as similes, metaphors, personification, hyperbole, and allusion; style; suspense; tone) within classical and contemporary works representing a variety of genres
 - 3.A. Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction)
 - 4.B. Read and respond to selected works of classic and contemporary literature in a variety of genres (e.g., fiction, drama, nonfiction, poetry, short stories, novels, fables, biographies, documentaries, science fiction)
 - 5.B. Respond to literary material from personal, creative, and critical points of view
 - 6.B. Compare and contrast common literary themes across various societies and eras
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State Goal 3: Write to communicate for a variety of purposes.

State Standards

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

District 15 Learner Statements

- 1.A. Use rules of capitalization in writing (e.g., capitalize proper adjectives, brand names of products)
- 2.A. Use rules of punctuation in writing (e.g., use commas with nouns of address and after mild interjections; use quotation marks with poems, songs, and chapters)
- 3.A. Use rules of spelling in writing (e.g., use common prefixes and suffixes as aids to spelling, apply rules for irregular structural changes)
- 4.A. Use parts of speech in writing (e.g., relative, demonstrative, and personal pronouns; possessive and plural forms of nouns; pronominal, positive, comparative, and superlative adjectives; adverbs; prepositions; coordinate and subordinate conjunctions; interjections)
- 5.A. Use a variety of sentence structures in writing (e.g., simple, compound, complex, compound-complex)
- 6.B. Maintain topic showing focus, organization, elaboration, and integration
- 7.B. Write narrative which develops reader interest; exclude extraneous details and inconsistencies; and develop complex characters
- 8.B. Write expository essays which present useful, specific, and well-developed information that is organized and presented in a logical manner
- 9.B. Write to persuade, including arguments supported with detailed evidence, citing sources of information as appropriate
- 10.B. Use strategies to draft, revise, and edit writing (e.g., use sensory words and figurative language; make structural and syntactical changes; check for a consistent point of view and for transitions between paragraphs; revise for clarity, word choice, and language usage; identify questions and strategies for improving drafts in writing conferences)
- 11.B. Use a variety of prewriting strategies to generate and organize ideas (e.g., make outlines, construct critical standards, build background knowledge of the topic)
- 12.B. Evaluate own and others' writing (e.g., apply criteria generated by self and others, use self-assessment to set and achieve goals as a writer, participate in peer response groups)
- 13.C. Use language, style, tone, and structure appropriate for specific audiences and purposes (e.g., use business letter format; state purpose of the letter; relate opinions, problems, requests, or compliments; use precise vocabulary)

State Goal 4: Listen and speak effectively in a variety of situations.**State Standards**

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

District 15 Learner Statements

- 1.A. Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions)
- 2.A. Use criteria to evaluate the reliability of spoken information (e.g., prior knowledge of the speaker, the topic, and the context; analysis of the speaker's use of logic, evidence, propaganda techniques, and language)
- 3.B. Use appropriate speaking strategies (e.g., language, vocabulary, style, physical gestures, inflection, enunciation, rate, volume, modulation of voice) according to audience, purpose, and message
- 4.B. Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message, and audience; provide details and supporting information that clarify main ideas; and use visual aids and technology as support
- 5.B. Use strategies to manage anxiety or apprehension about oral communication (e.g., sentence outlining, note cards)

State Goal 5: Use the language arts to acquire, assess, and communicate information.**State Standards**

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

District 15 Learner Statements

- 1.A. Use a variety of print and nonprint resources to locate and gather information (e.g., encyclopedias, almanacs, dictionaries, card catalogs, computer catalogs, indexes to periodicals, charts, tables, travel schedules, time lines, manuals, fact books, pamphlets, technical manuals, electronic search engines)
- 2.B. Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources
- 3.B. Make and support generalizations based on information from expository texts
- 4.B. Understand the relative accuracy, reliability, and usefulness of information from different sources (e.g., author's qualifications, author's sources, date of publication)
- 5.C. Use strategies to present research findings (e.g., examine critical relationships between and among elements of a topic, draw sound conclusions, use conventions for preparing a manuscript, give proper credit to sources)
- 6.C. Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research

Mathematics

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios, and proportions.**State Standards**

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

District 15 Learner Statements

- 1.A. Solve practical problems involving whole numbers, integers, and rational numbers
- 2.A. Recognize basic arithmetic operations and number properties, including commutative, associative, distributive, identity, inverse, order of operations, and zero

- 3.B. Solve practical problems involving whole numbers, integers, and rational numbers
 - 4.B. Write, evaluate, and simplify algebraic expressions
 - 5.B. Identify and apply properties of real numbers, including pi, squares, and square roots
 - 6.C. Develop and use strategies to estimate the results of rational-number computations, and judge the reasonableness of the results
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State Goal 7: Estimate, make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

State Standards

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments, and formulas to solve problems, interpret results and communicate findings.

District 15 Learner Statements

- 1.A. Apply formulas in a variety of real-world measurement applications
 - 2.C. Interpret scale drawings and models using maps
 - 3.C. Use calculators and computers appropriately when solving problems
 - 4.B. Estimate measurements and determine acceptable levels of accuracy
 - 5.C. Solve simple problems involving rates and derived measurements for such attributes as velocity and density
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State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Standards

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.
- D. Use algebraic concepts and procedures to represent and solve problems.

District 15 Learner Statements

- 1.A. Evaluate variable expressions involving rational numbers
 - 2.B. Solve problems using variables, expressions, equations, and inequalities using graphs and tables
 - 3.C. Simplify expressions using the product of powers rule and the properties of multiplication
 - 4.C. Recognize and compare rational numbers, integers, and find opposites and absolute values
 - 5.C. Use graphing technology and algebraic methods to analyze and predict results of linear relationships
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State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

State Standards

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

District 15 Learner Statements

- 1.A. Find and solve problems using perimeter, circumference, and area using basic geometric properties and formulas
- 2.A. Find surface area of a prism and cylinder
- 3.A. Find volumes of prisms, pyramids, cylinders, and cones
- 4.A. Use the Pythagorean Theorem to find the length of the hypotenuse of a right triangle

State Goal 10: Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Standards

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather and analyze data, and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

District 15 Learner Statements

- 1.A. Test the reasonableness of an argument based on data and be able to communicate findings
- 2.C. Compute probabilities for simple compound events using organized lists, tree diagrams, and area models
- 3.B. Formulate questions, design studies, and gather data to answer relevant questions and communicate results and conclusions using traditional methods and current technology

Science

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.

State Standards

- A. Know and apply the concepts, principles, and processes of scientific inquiry.
- B. Know and apply the concepts, principles, and processes of technological design.

District 15 Learner Statements

- 1.A. Design and fully conduct a scientific investigation based on the scientific method
- 2.A. Use appropriate technology to record and use data accurately
- 3.A. Understand the application of scientific knowledge in the process of investigating and experimenting
- 4.B. Identify an actual design problem and establish criteria for determining the success of a solution
- 5.B. Sketch, propose, and compare design solutions to the problem considering available materials, tools, cost effectiveness, and safety
- 6.B. Select the most appropriate design and build a prototype or simulation (e.g., rocket, air car)
- 7.B. Test the prototype using available materials, instruments, and technology and record the data
- 8.B. Evaluate the test results based on established criteria, note sources of error, and recommend improvements
- 9.B. Using available technology, report the relative success of the design based on the test results and criteria
- 10.A. Work to ensure a safe environment following safety procedures at all times

State Goal 12: Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.

State Standards

- A. Know and apply concepts that explain how living things function, adapt, and change.
- B. Know and apply concepts that describe how living things interact with each other and with their environment.
- C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
- D. Know and apply concepts that describe force and motion and the principles that explain them.
- E. Know and apply concepts that describe the features and processes of the Earth and its resources.
- F. Know and apply the concepts that explain the composition and structure of the universe and Earth's place in it.

District 15 Learner Statements

- 1.C. Understand basic chemical equations and symbols of elements and compounds
- 2.C. Understand the physical and chemical properties of matter (e.g., atoms, ions, molecules, elements, compounds, mixtures)
- 3.C. Explain the importance of the periodic table to classify and group elements

- 4.C. Know the different motion and interactions of atoms in solids, liquids, and gases
 - 5.C. Know how the electron configuration of atoms governs the chemical properties of an element as atoms interact with one another
 - 6.C. Read and understand basic equations and symbols of elements and compounds
 - 7.C. Understand the conservation of matter in physical and chemical change
 - 8.D. Understand the properties of motion (e.g., constant, variable, periodic motion; how motion is affected by forces; actions; actions and reactions caused by forces; the relationship between the strength of a force and its effect on an object's motion; trajectories; simple machines)
 - 9.D. Know that an object's motion can be described by tracing and measuring its position over time
 - 10.D. Understand Newton's Laws of Motion
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State Goal 13: Understand the relationships among science, technology, and society in historical and contemporary contexts.

State Standards

- A. Know and apply the accepted practices of science.
- B. Know and apply concepts that describe the interaction between science, technology, and society.

District 15 Learner Statements

- 1.A. Understand that questioning, response to criticism, and open communication are integral to the process of science
- 2.A. Know that an experiment must be repeated many times and yield consistent results before the results are accepted as correct
- 3.A. Understand ethics associated with scientific study (potential subjects must be fully informed of the risks and benefits associated with the research and their right to refuse to participate)
- 4.A. Identify and reduce potential hazards in science activities (e.g., ventilation, handling chemicals)

Social Science

State Goal 14: Understand political systems, with an emphasis on the United States.

State Standards

- A. Understand and explain basic principles of the United States government.
- B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- C. Understand election processes and responsibilities of citizens.
- D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- E. Understand United States foreign policy as it relates to other nations and international issues.
- F. Understand the development of United States political ideas and traditions.

District 15 Learner Statements

- 1.A. Know significant Supreme Court decisions in the 20th century
 - 2.A. Understand current issues regarding judicial protection of the rights of individuals
 - 3.C. Know how individuals can take part in civic life
 - 4.E. Understand why the U.S. has international interests
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State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standards

- A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.
- B. Understand that scarcity necessitates choices by consumers.
- C. Understand that scarcity necessitates choices by producers.

- D. Understand trade as an exchange of goods or services.
- E. Understand the impact of government policies and decisions on production and consumption in the economy.

District 15 Learner Statements

- 1.A. Understand the causes of unemployment (e.g. seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending)
- 2.A. Understand the concept of a monopoly and cite historical examples in the U.S. economy
- 3.D. Understand how workers can affect their productivity through training and by using tools, machinery, and technology
- 4.C. Understand supply and demand, and the role of competition, resources, and technology in business
- 5.E. Understand graduated income tax

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

State Standards

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- C. Understand the development of economic systems.
- D. Understand Illinois, United States, and world social history.
- E. Understand Illinois, United States, and world environmental history.

District 15 Learner Statements

- 1.A. Understand how to organize and interpret historical information
- 2.B. Understand the industrialization of America and the impact of immigration on life in the U.S.
- 3.C. Understand the social and economic impact of imperialism
- 4.B. Understand U.S. involvement in World War I
- 5.D. Understand the impact of new cultural movements on American society in the 1920s
- 6.C,D. Understand the economic and social aspects of the Great Depression
- 7.B. Understand U.S. involvement in World War II, the Holocaust, and the effects on contemporary society
- 8.A. Understand the major events in U.S. foreign policy during the Cold War period
- 9.B,D. Understand the major social and domestic issues of the 1950s, 1960s, and 1970s
- 10.B. Understand U.S. involvement in the Vietnam War
- 11.B. Understand contemporary issues that shape U.S. foreign and domestic policy

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standards

- A. Locate, describe, and explain places, regions and features on the Earth.
- B. Analyze and explain characteristics and interactions of the Earth's physical systems.
- C. Understand relationships between geographic factors and society.
- D. Understand the historical significance of geography.

District 15 Learner Statements

- 1.A,D. Know how maps are used to identify how and why spatial patterns of settlement have changed over time
- 2.C,D. Know how the physical environment has influenced the settlement of America

State Goal 18: Understand social systems, with an emphasis on the United States.**State Standards**

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

District 15 Learner Statements

- 1.C. Understand how immigration contributed to a growing cultural diversity and the resulting conflicts among cultural ideals
- 2.A. Understand the similarities and differences among cultures in the United States and around the world (e.g., music, food, art, literature, architecture, movies, leisure)
- 3.A. Understand the impact of communication technology on culture (e.g., telegraph, telephone, computers, internet, television)
- 4.B. Know the historical events, social groups, and individuals that changed American culture (e.g., leaders in the civil rights movement, important figures in women's suffrage, the events and figures of the 1950s, 1960s, and 1970s)

Physical Development

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**State Standards**

- A. Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.

District 15 Learner Statements

- 1.A. Develop knowledge of team sports (football, hockey, basketball, soccer, volleyball)
- 2.A. Competently combine skills to participate in modified versions of team and individual sports

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**State Standards**

- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

District 15 Learner Statements

- 1.A. Develop an awareness that physical activity is important
- 2.A. Learn that physical activity can be obtained in many ways (weight lifting, aerobics, badminton, dance, and jumping rope)
- 3.A. Understand main muscles by name and know the exercises that work these muscles (biceps/biceps curls and quadriceps/leg extensions)
- 4.A. List long-term physiological, psychological, and social benefits that may result from regular participation in physical activity
- 5.B. Understand the effects that exercise has on the heart and how to monitor the heart rate
- 6.C. Perform aerobic activity and maintain a target heart rate to achieve cardiovascular benefits
- 7.C. Participate in an individualized fitness program
- 8.C. Categorize activities and exercises according to potential fitness benefits

State Goal 21: Develop team-building skills by working with others through physical activity.**State Standards**

- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

District 15 Learner Statements

- 1.A. Develop confidence as an important participant
- 2.A. Create a personal positive image
- 3.B. Practice ways that are appropriate for helping learn new skills or sports on one's own

Health

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**State Standards**

- A. Explain the basic principles of health promotion, illness prevention, and safety.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.

District 15 Learner Statements

- 1.A. Understand the role of abstinence in preventing negative consequences of drug and alcohol use and sexual activity
- 2.A. Understand that restricted and illegal substances are often tied to high-risk situations, such as car accidents and violence

State Goal 23: Understand human body systems and factors that influence growth and development.**State Standards**

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- B. Explain the effects of health-related actions on the body systems.
- C. Describe the factors that affect growth and development.

District 15 Learner Statements

- 1.B. Know that drug, tobacco, and alcohol use affect the natural processes of the body
- 2.B. Know why drug, tobacco, and alcohol use is addictive and can cause brief periods of pleasant feelings
- 3.C. Know that drug, alcohol, and other substance abuse during pregnancy can negatively affect the development of a fetus

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**State Standards**

- A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

District 15 Learner Statements

- 1.A. Understand the nature of stress, including its relationship to emotions and its role in relationships
- 2.A. Understand how positive communication builds and maintains relationships
- 3.B. Know the importance of deliberately making a decision about a health-related issue before the situation occurs
- 4.C. Use negotiation and refusal skills to avoid and escape potentially dangerous situations

Fine Arts

State Goal 25: Know the language of the arts.

State Standards

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

District 15 Learner Statements

VISUAL ART

- 1.A. Analyze how the elements and principles of art are organized to convey meaning through a variety of media and technology
 - 2.A. Use the language of art to discuss, reflect, and/or critique works of art
 - 3.B. Compare and contrast the elements and principles of art in two or more works of art that share similar themes
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State Goal 26: Through creating and performing, understand how works of art are produced.

State Standards

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

District 15 Learner Statements

VISUAL ART

- 1.A. Recognize how technology can be used as a tool and a process in the creation of art
 - 2.B. Demonstrate knowledge and skills to create two- and three-dimensional works of art that are functional and/or decorative
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State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standards

- A. Analyze how the arts function in history, society, and everyday life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

District 15 Learner Statements

VISUAL ART

- 1.A. Recognize how the arts function in ceremony, technology, politics, communication, and/or entertainment
- 2.A. Recognize skills and talents needed in a variety of arts-based careers

Technology

State Goal: None

State Standards

None

District 15 Learner Statements

- 1. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems
- 2. Use the Internet to download information and graphics
- 3. Design a Webpage using a web authoring program that incorporates multimedia
- 4. Transfer a self-created presentation onto a CD (burn)
- 5. Create an individual or group video production
- 6. Manipulate data using a spreadsheet or database