

Why Develop Skills with Digital Communication Tools?

For many students, digital tools are becoming a basic part of daily life. By understanding how to use digital tools and applications, you will learn skills that will help you in school and in your career.

Digital Communication Tools is intended to help you develop skills needed to succeed in school and throughout your life. This textbook was written and designed to help you achieve each of the following goals:

Become a 21st Century Digital Citizen

- ◆ Understand how to use technology wisely and safely
- ◆ Understand how computers, digital tools, and the Internet work
- ◆ Evaluate the accuracy and usefulness of information on the Web
- ◆ Find and share information quickly, safely, and ethically
- ◆ Understand the norms of behavior as a citizen in the digital age

Become an Effective User of Technology Tools

- ◆ Become a skilled user of PDAs, speech recognition, and Tablet PCs.
- ◆ Become a skilled and creative user of Microsoft Word, Excel, PowerPoint, and Access.
- ◆ Create interesting projects using both individual applications and integrated applications.
- ◆ Become an effective researcher using the resources of the World Wide Web.
- ◆ Become an expert at navigating the Web and evaluating Web sites.

Develop Learning and Study Skills for All Subjects

- ◆ Improve reading comprehension with both guided and independent reading strategies
- ◆ Develop critical thinking skills
- ◆ Build teamwork skills
- ◆ Integrate technology skills across the curriculum
- ◆ Offer constructive feedback to improve your own and others' projects.

BE AN ACTIVE READER!

When you read this textbook, you will be learning about technology and how it is used in the world around you. This textbook is a good example of non-fiction writing—it describes real-world ideas and facts. It is also an example of technical writing because it tells you how to use technology.

Here are some reading strategies that will help you become an active textbook reader. Choose the strategies that work best for you. If you have trouble as you read your textbook, look back at these strategies for help.

Before You Read

SET A PURPOSE

- ◆ Why am I reading the textbook?
- ◆ How might I be able to use what I learn in my own life?

PREVIEW

- ◆ Read the chapter title to find out what the topic will be.
- ◆ Read the subtitles to see what I will learn about the topic.
- ◆ Skim the photos, charts, graphs, or maps.
- ◆ Look for vocabulary words that are boldfaced. How are they defined?

DRAW FROM YOUR OWN BACKGROUND

- ◆ What do I already know about the topic?
- ◆ How is the new information different from what I already know?

To The Student

As You Read

QUESTION

- ◆ What is the main idea?
- ◆ How well do the details support the main idea?
- ◆ How do the photos, charts, graphs, and maps support the main idea?

CONNECT

- ◆ Think about people, places, and events in my own life. Are there any similarities with those in your textbook?

PREDICT

- ◆ Can I predict events or outcomes by using clues and information that I already know.

VISUALIZE

- ◆ Can I imagine the settings, actions, and people that are described.
- ◆ Can I use/create graphic organizers to help me see relationships found in the information.

IF YOU DON'T KNOW WHAT A WORD MEANS...



- ◆ think about the setting, or context, in which the word is used.
- ◆ check if prefixes such as *un-*, *non-*, or *pre-* can help you break down the word.
- ◆ look up the word's definition in a dictionary or glossary.

READING DOs

Do...

- ✓ establish a purpose for reading.
- ✓ think about how your own experiences relate to the topic.
- ✓ try different reading strategies.

READING DON'Ts

Don't...

- ⊘ ignore how the textbook is organized.
- ⊘ allow yourself to be easily distracted.
- ⊘ hurry to finish the material.

After You Read

SUMMARIZE

- ◆ What have I learned from this text?
- ◆ How can I apply what I have learned?

ASSESS

- ◆ What was the main idea?
- ◆ Did the text clearly support the main idea?
- ◆ Can I use this new information in other school subjects or at home?

To The Student

Understanding the Unit

Welcome to *Digital Communication Tools*! Your textbook is divided into four units, each beginning with a two-page unit opener.

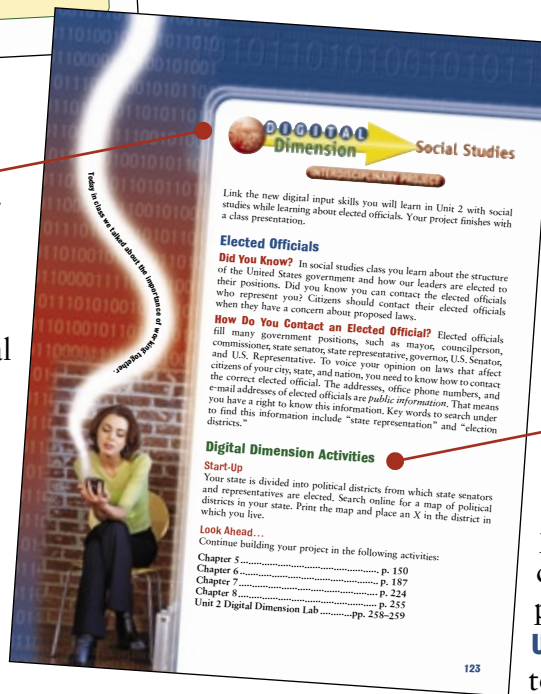
The first page gives you a preview of topics covered in the chapters in the unit.



Curriculum Connections gives you a snapshot of the links to core academics you will study in this unit.

In the **DIGITAL Dimension** project you research on the Internet, gather data, and make presentations using digital tools. You will see how the use of digital tools integrates with core academics. Link the new digital input skills you learn in each unit with academic subjects as follows:

- Unit 1—Language Arts
- Unit 2—Social Studies
- Unit 3—Science
- Unit 4—Math



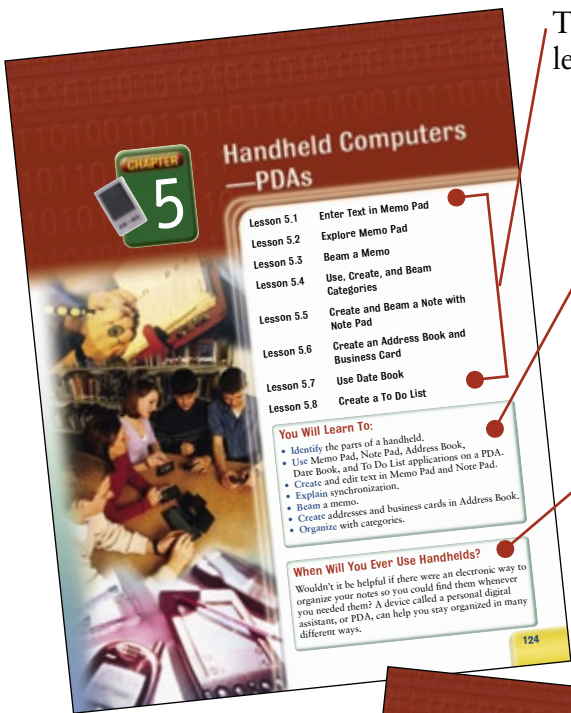
You start your **Digital Dimension** project here and continue building your project at the end of each chapter in this unit. Your project culminates in the **Unit Lab** with a presentation to your class.

To The Student

Understanding the Chapter

There are 15 chapters, 3 or 4 in each unit. The two-page chapter opener gives you a brief introduction to the new material that will be covered in the chapter.

The first page gives you a preview of lessons in the chapter.



You Will Learn To:

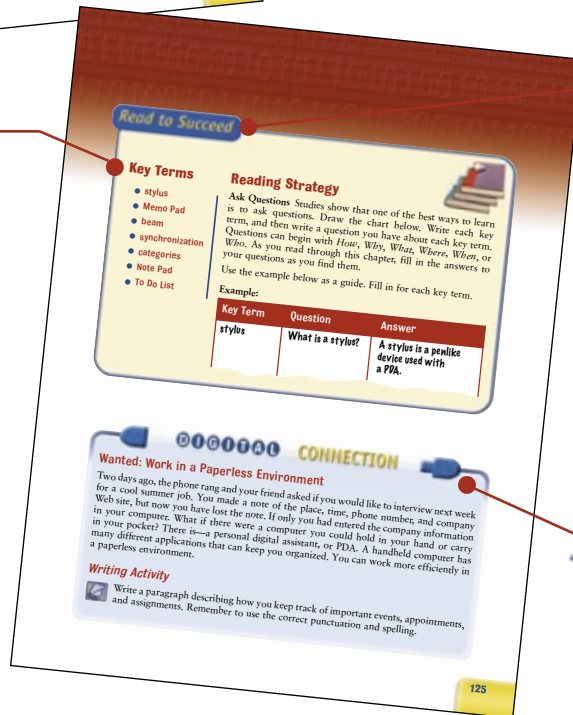
Read these learning objectives to preview skills you will gain in the chapter.

When Will You Ever Use ...

You will find out how you can apply all the new skills you are learning.

Key Terms

This is a list of the key terms that are introduced throughout the chapter. They are easy to find—look for them highlighted in yellow the first time they are defined in the text.



Use the **Read to Succeed** reading strategies to boost your understanding of new topics. This is a great resource; pick and combine many of these reading strategies to improve all of your reading and comprehension.

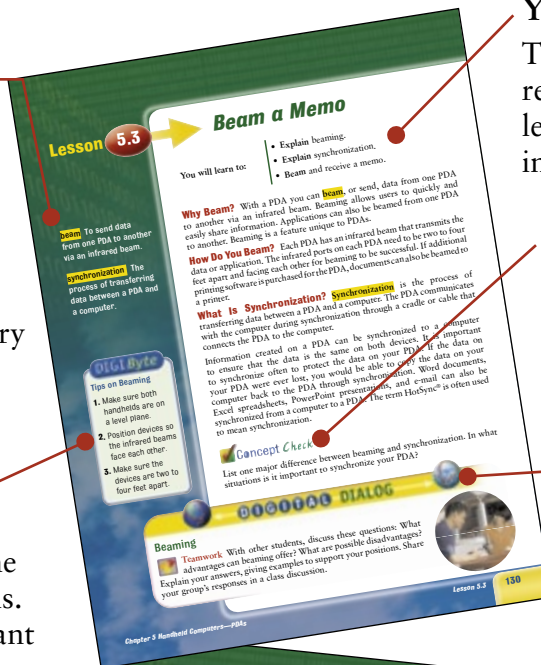
Use this engaging activity to connect what you already know to what you will learn about digital communication tools in this chapter.

Understanding the Lessons

Each lesson introduces you to new topics in an easy-to-read format. You learn about the topics in the first page or two and then immediately start on step-by-step activities.

Key Terms

Look for the key terms highlighted and defined in the text and in the margin. Knowing these key terms will help you be an effective 21st century communicator.



You will learn to:

These learning objectives direct your reading as you progress through the lesson. Use these as a tool for previewing the lesson and for test review.

Concept Check

This is a quick check to review the topics introduced in the lesson. To check your understanding, ask your teacher for answers.

DIGITAL DIALOG

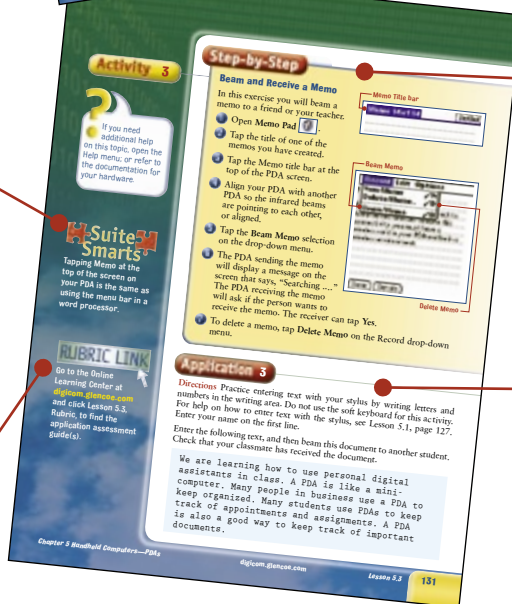
In this discussion activity you work in a small group to explore the lesson topics. You will develop one of the essential 21st century employability skills: working collaboratively in a team to achieve results.

DIGIByte

You will find this in the margin in many lessons. This gives you important and useful tips on the topics in the lesson.

Suite Smarts

You will find this in the margin in many lessons. This gives you tips on techniques that work in many different software applications, such as keyboard shortcuts.



Step-by-Step

In these hands-on activities, you immediately gain practical digital application skills.

Application

You will find one or more applications immediately after the step-by-step activities. This hands-on feature gives you the chance to apply the new skills you have learned.

RUBRIC LINK

Rubrics give you the opportunity to check the quality of your work. Find rubrics for each *Digital Communication Tools* Application at the Online Learning Center, digicom.glencoe.com.

To The Student

Understanding the Features

Each chapter has a selection of the features shown on this page. They help you understand the practical and real-world application of the concepts that you will master throughout this book. Each feature actively involves you in discussing, applying, or evaluating what you are learning.

Look Who's DIGITAL

You will find this column feature in various chapters. Each highlights real-world companies or organizations that are using digital tools in cutting-edge situations.

Topics covered include medical teams, Olympic security, the Giants baseball, digital dentistry, scientific research, the military, and the New York Fire Department (NYFD).

Activity In emergency medicine, sharing information quickly can save a life. What are other ways these technologies would be valuable to doctors, dentists, school nurses, or team coaches? Work with a partner to create a story that describes such a situation.

ONLINE Resources

This refers to the *Digital Communication Tools* Student Online Learning Center, which is created specifically for this book. At digicom.glencoe.com, you will find more links to resources online.

Look Who's Digital Activity

The activity question gives you the opportunity to research current trends. Also, you will use your own creative-thinking skills.

Tech Ethics

You will find this feature in various chapters. Each presents a technology or workplace-related scenario requiring your ethical opinion.

This will help you develop your essential 21st century skills of social responsibility. Apply your own ethical and critical-thinking skills in the activity at the end.

ONLINE Resources

To find Web sites on this topic, visit the Digital Communication Tools Online Learning Center at digicom.glencoe.com. Click on Lesson 0.0, XXXXXXXXX

DIGITAL Decisions

You will find this column feature in all the chapters. This gives you the opportunity to develop the essential 21st century learning and employability skill of problem solving. Analyze information and apply your critical-thinking skills.

To The Student

Understanding the Features (continued)

Prepare for your future career by taking a look at how PDAs, Tablet PCs, and speech recognition are put to use in 21st century careers in the Digital Career Perspectives in Units 1 to 3. Then explore your own career path by participating in a four-part career project of your own in the Personal Career Perspective project in Unit 4.



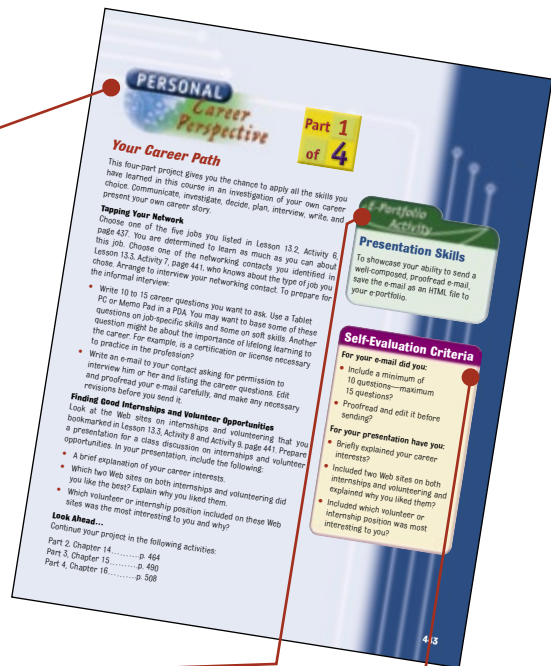
DIGITAL Career Perspective

To help you prepare for your career you will view examples of 16 careers in Units 1 to 3 of this book. Each presents an occupation from 1 of the 16 career clusters outlined by the U.S. Department of Education. For each occupation, find out the salary range and the training, skills, and talents needed.

The final question, **Career Activity** will often ask you to explore a related occupation in the career cluster and speculate whether this might be a career for you

PERSONAL Career Perspective

This four-part project in Unit 4 gives you the chance to apply all the skills you have learned in this course in an investigation of your own career choice. Communicate, investigate, decide, plan, write, and present your own career story!



E-Portfolio Activity

To showcase your new skills with digital communication tools and your 21st century employability skills, you will build your own electronic portfolio.

Self-Evaluation Criteria

Use this handy self-evaluation checklist to achieve better results.

To The Student

Understanding the Features (continued)

In every chapter, look for these real-world 21st Century Connection articles on a variety of topics, including essential 21st century learning skills, such as leadership, teamwork, media literacy, and self-direction. At the end of every chapter, you will find the continuation of the Digital Dimension project that you started in the unit opener.

21ST CENTURY CONNECTION

Setting and Meeting Your Goals

Creating a strategy for following through and achieving your goals is the key to realizing your dreams. Setting goals includes recording the things you want to accomplish, calculating the timeframe by which you hope to do this, and tracking your progress to see where you have been on the path and where you will go next. Following this plan will help you stay on course. Keep in mind that life circumstances change, and you may find over time that your goals have changed. Have a flexible, positive attitude and be willing to make adjustments for such changes. With hard work and perseverance, you can achieve any goal.

Be Realistic Long-term goals can sometimes seem too big to achieve, if you do not know where to start. When you break goals into smaller parts and follow through step by step, you will more likely get the results you want.

Digital Tools Help Turn Ideas into Reality You are learning to use a number of digital tools that will help you plan for your future. Make the most of these tools by using them to record and maintain your plans.

- Use the Web as a source for postsecondary educational programs and career information. To find out which colleges and universities offer degrees in your fields of interest, check online for guides to these schools, or ask your academic counselor or librarian. An excellent place to find information about different kinds of jobs is the Occupational Outlook Handbook. You will learn more about this resource in the next unit.
- Make a detailed map of your career goals in an Excel workbook with separate sheets for your occupational interests, educational information, job facts, and relevant target dates. Include a separate page for recording your thoughts about the process as you progress toward your goals. Remember that you can always change the details of your outline as you learn more about new developments in different industries.
- Record your target goal dates and reminders in an Outlook calendar or PDA.

Activity Write a paragraph about a goal that you set. What planning did you do to meet that goal?

“Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it.”
— Johann Wolfgang von Goethe, German writer and philosopher (1749–1832)

578

Connect

Connect to the real world as you view the **21st CENTURY CONNECTION** feature. This magazine-style article gives you a visual way of studying the concepts.

Apply

Apply the skills you have gained in this chapter to build your **DIGITAL Dimension** unit project.

The Digital Dimension project will culminate in the Digital Dimension Unit Lab, where you give a presentation to your class.

5 **DIGITAL Dimension** **Social Studies**

Elected Officials

Using the digital input skills you have learned in this chapter, record information about four elected officials.

Investigate Collect the names and addresses of four representatives in your local area or at the state level. You can find this information on the Internet, in newspapers, and in magazines.

Add the names to the Address Book application of your PDA.

Include the following data about each representative:

- Political party
- Length of term
- Re-election date
- Any bills or legislation he or she participated in—that is, voted on, promoted, lobbied for, or wrote

Use the PDA When you begin to add the names to Address Book, look for a place to add extra information.

Does Address Book have a special place where you can add narrative information about an individual? What kind of narrative information would be most important to add? If so, where is it?

List the steps to add narrative information in Address Book. Make sure the steps are clear and easy to follow. Remind the steps to another student to check that you have included all the necessary information.

E-Portfolio Activity

PDA Skills

To showcase the new digital input skills you've learned in this chapter, use Note Pad to create a list of your skills with a PDA. Include skills such as use Address Book, use Notes feature, and so on.

- Give a title to your document.
- Include a graphic or photo.

Save the document as an HTML file for your e-portfolio.

Self-Evaluation Criteria

Have you included:

- Name and address?
- Length of term?
- Re-election date?
- Any bills or legislation he or she participated in?
- The name of a place in Address Book to add narrative information?
- The steps to add narrative information in Address Book?

150

To The Student

Understanding Chapter Assessment

Find the Chapter Review and Chapter Self-Assessment at the end of every chapter. This gives you an opportunity to review the major concepts just covered. Activities help you review important technology and career terms.

Chapter Review

Read to Succeed PRACTICE

This section is designed to help you review the concepts in the chapter using an “After You Read” strategy.

Using Key Terms

This activity will call on your recollection of the vocabulary words introduced throughout the chapter. You will be asked to complete the sentences or match the key term with its definition.

CHAPTER 8 Review
Read to Succeed PRACTICE

After You Read
Design a Study Template Use what you have learned in this chapter to create a template to help you study. As you know, a template is a file that has a preset format that can be used as a basis for similar types of files. Be creative!

You can use your study templates over and over again. Perhaps you want to design a template for organizing functions and inputting commands, or a template that organizes a chapter outline. Use a chapter outline, clip art, stationery, clip art, and other ideas in this chapter to help you.

Using Key Terms
The Tablet PC and PDA can increase your productivity in many ways. To check your familiarity with some of these ways, write each sentence on a sheet of paper, Tablet PC, or PDA and fill in the blanks.

- **freeware** (229)
- **shareware** (229)
- **expense log** (232)
- **import** (239)
- **template** (245)

A software application in which you can enter and track your daily expenses is a(n) _____.

To open a document in an application other than the one in which it was originally created is to _____.

A(n) _____ is a file that has a preset format that can be used as a basis for similar types of files.

_____ is a software application that you can download and share at no charge.

Software that is distributed free on a trial basis and may later be purchased, is called _____.

256

Chapter Self-Assessment

Rank Your Understanding

This exercise gives you the opportunity to rank your understanding of the topics covered in the chapter. This may be used as an aid to focus on where to begin your studying and review.

CHAPTER 8 Self-Assessment

Take a moment to review what you have learned in this chapter. Rank your understanding of the topics below.

4 means, "I understand all of this."
3 means, "I understand some of this."
2 means, "I understand very little of this."
1 means, "I don't remember this."

To use a printout of this chart, go to dij.com.glencoe.com and click on Chapter 8, Self-Assessment.
Or:
Ask your teacher for a personal copy.

Rank Your Understanding		4	3	2	1
8.1	<ul style="list-style-type: none"> • Search for freeware applications • Download freeware to a desktop PC • Synchronize a PDA to a desktop PC to install freeware on the PDA 				
8.2	<ul style="list-style-type: none"> • Use a PDA to convert measurements • Create an expense log 				
8.3	<ul style="list-style-type: none"> • Synchronize Word documents from a desktop PC to a PDA • Create a Journal entry using Memo Pad on a PDA 				
8.4	<ul style="list-style-type: none"> • Import Word documents into Journal • Mark up imported documents in Journal • Add flags to Journal documents • Search for flags in Journal documents 				
8.5	<ul style="list-style-type: none"> • Open a template in Journal • Create a template in Journal • Use stationery in Journal 				
8.6	<ul style="list-style-type: none"> • Use the Write Anywhere feature of the Tablet PC 				
8.7	<ul style="list-style-type: none"> • Enter and move text in OneNote • Rename divider tabs in OneNote • Add flags in OneNote 				

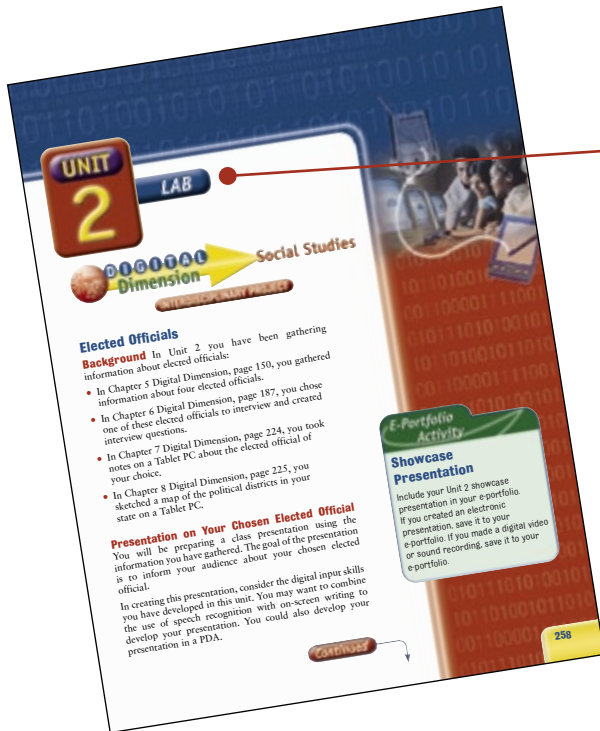
If you ranked all topics 4, congratulations! Consider doing a quick review.
If you ranked yourself 3 or lower on any topic, consider reviewing these topics first.

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257

Understanding Unit Assessment

A two-page Digital Dimension Lab asks you to finalize your unit Digital Dimension project. It requires research, exploration, interaction, critical thinking, analysis, assessment, and finally a presentation to your class.



Unit Lab Page 1

This is the presentation you have been building towards throughout the unit. In this feature, you connect the new skills you have gained in the unit with core academics.

Unit Lab Page 2

Often you are guided through this lab in a step-by-step method. You gain confidence as you practice an essential 21st century skill: creating an effective oral, written, and multi-media communication to present to an audience.

Self-Evaluation Criteria

Before your presentation use this easy and fun self-evaluation checklist to ensure your success!

