

KENTUCKY

TechCONNECT *Online*

Correlation with the Kentucky Exploratory Computers and Keyboarding Application Courses, the Kentucky Administrative Support Occupational Standards, SCANS, and Responses to Business Evaluation Tool

★ **Standards-based Activities**

- Language Arts
- Math
- Science
- Social Studies

★ **Tracks Student Progress**

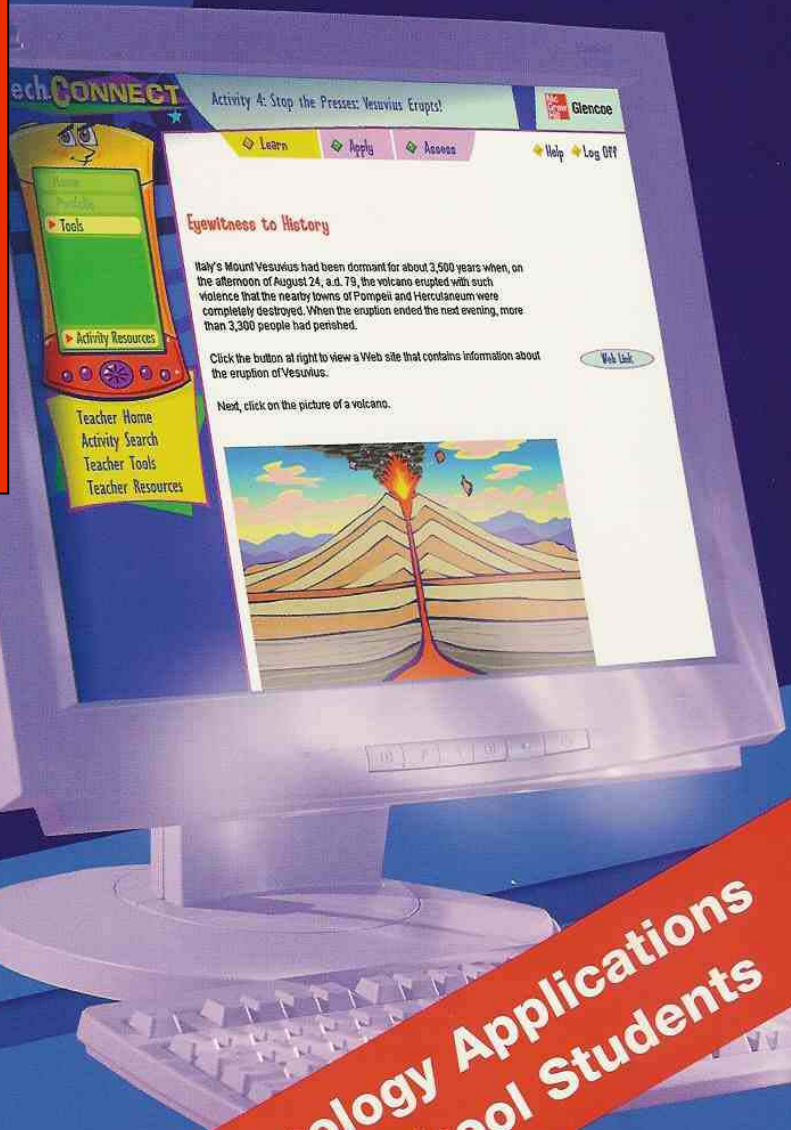
★ **Point-of-use Tutorials**

Adoption Group V
Commonwealth of
Kentucky
2004-2010

An Integrated Technology Applications
Program for Middle School Students

Mc
Graw
Hill

Glencoe



Keyboarding Applications		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	ACTIVITY REFERENCES
1.16, 2.34	Students will: <ul style="list-style-type: none"> demonstrate keyboard techniques. 	60, 134, 147
1.1, 1.10, 6.1	<ul style="list-style-type: none"> apply language rules, proofreader's marks, and reference materials. 	94
2.37, 2.7, 5.3	<ul style="list-style-type: none"> apply basic formatting procedures and manipulate data in letters, reports, simple tables, spreadsheets, graphics, graphs and charts, and databases. 	14, 21, 22, 58, 67, 79, 109, 118, 121, 125, 129, 135, 141, 148
1.16, 5.5	<ul style="list-style-type: none"> create or simulate electronic communication and telecommunications of the following: voice, data, image, text, and video. 	136, 144, 164, 169, 170, 171, 175, 176, 177
1.11, 2.36, 6.1	<ul style="list-style-type: none"> compose documents. 	14, 26, 51, 58, 62, 67, 95, 108, 109, 125, 127, 131, 135, 168
1.16, 2.36, 2.37	<ul style="list-style-type: none"> research and analyze career opportunities in computer-related careers. 	113, 114, 166, 167

Keyboarding Applications		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	ACTIVITY REFERENCES
1.16, 2.36, 2.38	<ul style="list-style-type: none"> complete a career portfolio which includes letter of application, employment applications, letter of reference, resume, interviewing techniques, follow-up letter, and letter of resignation. 	Not covered in <i>TechCONNECT Online</i> .
2.37, 3.0, 5.4	<ul style="list-style-type: none"> develop good work habits and a work ethic that impacts success at school and in the workplace. 	187, 188, 189, 190, 191, 192
2.37, 3.0, 4.0	<ul style="list-style-type: none"> utilize activities of FBLA as an integral component of course content and leadership development. 	Not covered in <i>TechCONNECT Online</i> .
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply communication skills within the technical content. 	136, 144, 164, 169, 170, 171, 172, 173, 174, 175, 176, 177
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	58, 79, 109, 118, 121, 125

Exploratory Computers		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	ACTIVITY REFERENCES
1.16, 2.34, 2.35	Students will: <ul style="list-style-type: none"> demonstrate proper keyboarding techniques. 	60, 134, 147
1.16, 2.7, 2.10, 2.36, 2.37	<ul style="list-style-type: none"> apply formatting to block style letters, reports, charts/tables, and spreadsheets. 	22, 23, 58, 67, 79, 109, 118, 121, 125, 135
2.38	<ul style="list-style-type: none"> explore job and career opportunities in computer-related areas and recognize the importance of communication skills. 	113, 114, 166, 167
1.1, 1.10, 6.1	<ul style="list-style-type: none"> apply standard rules of spelling, punctuation, grammar, and capitalization. 	94
1.16, 2.37	<ul style="list-style-type: none"> identify and explain telecommunications. 	136, 144, 164, 169, 170, 171, 172, 173, 174, 175, 176, 177
2.37	<ul style="list-style-type: none"> identify characteristics of positive work habits and a good work ethic. 	187, 188, 189, 190, 191, 192
2.37, 3.0	<ul style="list-style-type: none"> demonstrate organization and care of work station. 	Not covered in <i>TechCONNECT Online</i> .

SCANS	
A Three-Part Foundation	
Basic Skills	ACTIVITY REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	51, 66, 93, 70, 89, 129, 166, 167
<ul style="list-style-type: none"> • B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	7, 14, 22, 58, 67, 92, 95, 96, 97, 109, 110, 127, 135, 190, 191, 192,
<ul style="list-style-type: none"> • C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	39, 41, 42, 43, 65, 78, 80, 82, 101, 110, 112, 113, 114, 116, 117, 123, 124
<ul style="list-style-type: none"> • D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues 	Not covered in <i>TechCONNECT Online</i> .
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and communicates orally 	130, 131, 132, 181, 182, 183

SCANS	
A Three-Part Foundation	
Thinking Skills	ACTIVITY REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	7, 22, 28, 95, 96, 97
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	187, 188, 189
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	169, 170, 171, 172, 173, 174
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	39, 78, 123, 124, 144, 177, 178
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	58, 79, 109, 118, 121, 125
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem 	39, 41, 42, 43, 65, 78, 80, 82, 101, 110, 112, 113, 114, 116, 117, 123, 124

SCANS	
A Three-Part Foundation	
Personal Qualities	ACTIVITY REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	187, 188, 189, 190, 191, 192
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	Not covered in <i>TechCONNECT Online</i> .
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	181, 182, 183
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	58, 109, 121
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	187, 188, 189, 190, 191, 192

SCANS	
Five Workplace Competencies	
Resources	ACTIVITY REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	79, 118, 125
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	58
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	79, 118, 125
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	58, 109, 121

SCANS	
Five Workplace Competencies	
Interpersonal	ACTIVITY REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	181, 182, 183

SCANS	
Five Workplace Competencies	
Interpersonal	ACTIVITY REFERENCES
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	135
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	114
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	22, 67, 95, 96, 97, 130, 131, 132
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	Not covered in <i>TechCONNECT Online</i> .
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	Not covered in <i>TechCONNECT Online</i> .

SCANS	
Five Workplace Competencies	
Information	ACTIVITY REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	39, 78, 123, 124, 144, 177, 178
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	79, 118, 125
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	172, 173, 174, 175, 176, 177, 187, 188, 189
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	79, 118, 125

SCANS	
Five Workplace Competencies	
Systems	ACTIVITY REFERENCES
Understands complex inter-relationships <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	133, 142, 157
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	133, 142, 157

SCANS	
Five Workplace Competencies	
Systems	ACTIVITY REFERENCES
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	133, 142, 157

SCANS	
Five Workplace Competencies	
Technology	ACTIVITY REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	133, 141, 142, 148, 156, 157
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	133, 141, 142, 148, 156, 157
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	133, 142, 157

Occupational Standards

OF Demonstrate Basic Computer Skills

STANDARDS	ACTIVITY REFERENCES
OF001 Key documents	60, 134, 147
OF002 Insert a graphic in document	127, 168, 175, 176, 177, 178
OF007 Scan data or graphics into a document electronically	127, 162, 175, 176, 177
OF008 Revise existing document	22, 94, 191, 192
OF009 Access the Help function	158
OF010 Locate data	3, 126, 141, 156, 157, 169, 170, 171, 173, 175, 176, 177, 178, 182, 183, 184, 186, 187, 188
OF011 Develop and revise a data base	79, 118, 125, 126, 129
OF014 Create high-quality visual aids	43, 142, 175, 176, 177
OF015 Match software to work on hand	141, 148, 156

Occupational Standards	
OF Demonstrate Basic Computer Skills	
STANDARDS	ACTIVITY REFERENCES
OF017 Prepare a document using spreadsheet software package	33, 34, 37, 39, 82, 110, 116, 117, 123, 141, 148, 156
OF018 Create a new document	58, 136, 190
OF019 Lay out a desktop-published document using available equipment	175, 176, 178
OF020 Create desktop-publishing documents	175, 176, 178
OF021 Create charts and graphs	39, 42, 43, 82, 101, 112, 117
OF023 Custom design a desktop-published document	175, 176, 178
OF024 Manipulate operating system to improve performance	164

Business Evaluation Tool

Content-Business	Comments
Career Experiences	Career experiences are integrated throughout <i>TechCONNECT Online</i> .
Employability Skills	Since a major focus of <i>TechCONNECT Online</i> is technology, students are constantly practicing skills that will be used in all careers.
Team work	Many opportunities for team work can be found throughout the activities in <i>TechCONNECT Online</i> .
Global Perspective	Using the Internet to complete many of the activities provides students with many opportunities to develop a global perspective.

Content-Business (continued)	Comments
Mathematical Skills	The math activities in <i>TechCONNECT Online</i> are activities 33, 34, 36, 39, 65, 77, 78, 80, 101, 103, 04, 105, 110, 112, 113, 114, 116, and 117.
Communication	Many opportunities for group learning can be found throughout the activities in <i>TechCONNECT Online</i> . In the <i>Let's Talk: Computer Communication, Smart E-mailing, Know Your Netiquette, and Great Moments in Communication</i> activities, students study and use various forms of telecommunication.
Diversity	<i>TechCONNECT's</i> flexibility makes it easy for you to custom design a curriculum. Beginning-level students can be assigned activities that require use of only a single application. As students become more proficient using various applications, they can be assigned activities that require the integration of various programs and tools. Handouts are viewable and printable in both English and Spanish. Audio narrations of the animations are accompanied by scrolling text for the benefit of hearing-impaired students.

Content-Business (continued)	Comments
Ethical Practices	Students learn about basic netiquette in the <i>Know You Netiquette</i> activities. They learn about the ethical and legal issues involved in when a person enters a computer without permission in the <i>Can You Hack It?</i> activities.
Academic Integration	<i>TechCONNECT's</i> activities and projects support content standards for reading, writing, math, science, and social studies. With <i>TechCONNECT's</i> textbook correlations, you can easily integrate technology into your current lesson plans.
Real World Application	Each <i>TechCONNECT</i> activity begins with an authenticity statement that tells students how the activity applies to the real world. the first screen of APPLY engages students in a real-world, technology-based project.

Content-Business (continued)	Comments
Content Area Concepts Addressed	<i>TechCONNECT</i> is a complete program for teaching basic technology application skills. You can quickly and easily search the database of activities for those that address particular national technology standards or specific national core subject standards.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Clear objectives define the technology and content goals at the start of each <i>TechCONNECT</i> activity. A printable Checklist (bases on self-assessment rubric) provides precise expectations for student work.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	Students learn about basic netiquette in the <i>Know You Netiquette</i> activities. They learn about the ethical and legal issues involved in when a person enters a computer without permission in the <i>Can You Hack It?</i> activities.
Engages Students	The high-interest illustrations, interesting photographs, and dynamic animations found throughout the <i>TechCONNECT</i> activities complement text-based instruction.
Develops Business Ideas	The study of various business concepts is integrated throughout the <i>TechCONNECT</i> program.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p>The <i>TechCONNECT</i> program fosters student-directed critical thinking, research, and discovery, deepening student engagement with and understanding of core concepts.</p>
Assesses Student Progress	<p>The ASSESS section of the <i>TechCONNECT</i> program helps you evaluate and track student work. A self-assessment rubric allows students to evaluate their own work based on criteria provided in the Checklist. Rubrics address both content and technology benchmarks for each activity. The self-assessment is stored in the student’s electronic portfolio along with the student’s work. You can assess student work using the same rubric, which is self-scoring. You may assign TechChecks, activity-specific quizzes that assess student mastery of technology skills. TechCheck quizzes are taken online and are automatically scored and stored in the student’s portfolio. Student portfolios provide a form of authentic assessment. The portfolio is maintained from year to year for a continuous “picture” of student progress.</p>

Instruction and Assessment (continued)	Comments
<p>Enhances The Learning Environment</p>	<p>The high-interest illustrations, interesting photographs, and dynamic animations found throughout the <i>TechCONNECT</i> activities complement text-based instruction. Web links take students directly to age-appropriate Web sites that expand the content and promote student-directed exploration of topics in a structured environment.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>TechCONNECT</i> activities are recommended for Grade 6, 7, or 8, depending on the content, reading level, and technology level.</p>
<p>Commonwealth Accountability Testing System (CATS) “like” Assessment is provided</p>	<p>TechChecks are activity-specific multiple-choice quizzes that assess student mastery of technology skills, are taken online, and are automatically scored and stored in the student’s portfolio.</p>

Instruction and Assessment (continued)	Comments
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p>The ASSESS section of the <i>TechCONNECT</i> program helps you evaluate and track student work. A self-assessment rubric allows students to evaluate their own work based on criteria provided in the Checklist. Rubrics address both content and technology benchmarks for each activity. The self-assessment is stored in the student’s electronic portfolio along with the student’s work. You can assess student work using the same rubric, which is self-scoring. You may assign TechChecks, activity-specific quizzes that assess student mastery of technology skills. TechCheck quizzes are taken online and are automatically scored and stored in the student’s portfolio. Student portfolios provide a form of authentic assessment. The portfolio is maintained from year to year for a continuous “picture” of student progress.</p>
<p>Includes activities and opportunities for integration of technology.</p>	<p>Computer applications and concepts are integrated throughout <i>TechCONNECT</i>. Various applications, word processing, presentation, database, spreadsheet, Web browsers, e-mail, groupware, graphics, scanners, and video and sound editing, are used throughout the <i>TechCONNECT</i> activities.</p>

Instruction and Assessment (continued)	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p>The <i>TechCONNECT</i> program fosters student-directed critical thinking, research, and discovery, deepening student engagement with and understanding of core concepts. Web links take students directly to age-appropriate Web sites that expand the content and promote student-directed exploration of topics in a structured environment.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>TechCONNECT's</i> flexibility makes it easy for you to custom design a curriculum. Beginning-level students can be assigned activities that require use of only a single application. As students become more proficient using various applications, they can be assigned activities that require the integration of various programs and tools. Handouts are viewable and printable in both English and Spanish. Audio narrations of the animations are accompanied by scrolling text for the benefit of hearing-impaired students.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>TechCONNECT's</i> flexibility makes it easy for you to custom design a curriculum. Start by assessing individual technology proficiency using the <i>TechCONNECT</i> Technology Skills Tests for each of the major computer applications. Beginning-level students can be assigned activities that require students to use a single application. As students become more proficient using various applications, they can be assigned activities that require the integration of various programs and tools. Suggested lesson plans for technology application teachers are provided in the <i>TechCONNECT</i> supplement package. These plans represent a roadmap for completing activities that build upon previously learned skills, in a logical and effective sequence.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each activity contains a glossary of technology terms.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	High-interest illustrations, interesting photographs, dynamic animations, graphs, charts, and models are found throughout the <i>TechCONNECT</i> activities.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the <i>TechCONNECT</i> activities.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	Each <i>TechCONNECT</i> activity was designed using an attractive layout, including easy-to-read type.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	Each activity contains a glossary of technology terms. The database of activities allows you to quickly and easily search for appropriate activities by grades, subject, technology application type, technology proficiency level, technology standards, content standards, and keywords.

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>TechCONNECT</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This program is the product of the most recent research studies, teacher feedback, and detailed editorial development.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>TechCONNECT Online</i> and the Kentucky Explorer Computers and Keyboarding Applications courses is strong.

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	Suggested lesson plans for technology application teachers are provided in the <i>TechCONNECT</i> supplement package. These plans represent a roadmap for completing activities that build upon previously learned skills, in a logical and effective sequence.

Resource Materials (continued)	Comments
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>TechCONNECT's</i> flexibility makes it easy for you to custom design a curriculum. Beginning-level students can be assigned activities that require use of only a single application. As students become more proficient using various applications, they can be assigned activities that require the integration of various programs and tools. Handouts are viewable and printable in both English and Spanish. Audio narrations of the animations are accompanied by scrolling text for the benefit of hearing-impaired students.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p><i>TechCONNECT's</i> flexibility makes it easy for you to custom design a curriculum. Beginning-level students can be assigned activities that require use of only a single application. As students become more proficient using various applications, they can be assigned activities that require the integration of various programs and tools. Handouts are viewable and printable in both English and Spanish. Audio narrations of the animations are accompanied by scrolling text for the benefit of hearing-impaired students.</p>

Resource Materials (continued)	Comments
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Clear objectives in the LEARN section define the technology and content goals at the start of each activity. Suggested lesson plans for technology application teachers are provided in the <i>TechCONNECT</i> supplement package. These plans represent a roadmap for completing activities that build upon previously learned skills, in a logical and effective sequence. Suggestions for using proficiency results to identify student errors are included. Real-world, career, and technology connections are integrated throughout the activities.
Suggestions are made for integration of themes and/or interdisciplinary instruction.	<i>TechCONNECT's</i> activities and projects support content standards for reading, writing, math, science, and social studies. With <i>TechCONNECT's</i> textbook correlations, you can easily integrate technology into your current lesson plans.
Integration opportunities suggested and examples given.	<i>TechCONNECT's</i> activities and projects support content standards for reading, writing, math, science, and social studies. With <i>TechCONNECT's</i> textbook correlations, you can easily integrate technology into your current lesson plans.
Teacher resources are available online.	Teacher resources are available at www.techconnect.glencoe.com .

Resource Materials (continued)	Comments
Online resources available – Repeat of information in text.	Teacher resources are available at www.techconnect.glencoe.com .
Online resources available – Practice skills only.	Teacher resources are available at www.techconnect.glencoe.com .
Online resources available – New application materials.	Teacher resources are available at www.techconnect.glencoe.com .



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