**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week One Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Introduction to Computer Literacy**  **Essential Questions:**   * What is the proper way to use a keyboard? * What devices allow you to communicate with your computer? * How has the invention of the Internet changed the world? * What is netiquette? How can students be respectful online? * How can I prevent cyber bullying?   **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.A:** Analyze the influence of emerging technologies on daily life.  **15.4.8.B:** Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.  **15.4.8.C:** Compare and contrast peripheral devices of computing systems for specific needs.  **15.4.8.D:** Create projects using emerging input technologies.  **15.4.8.E:** Explain the different operating systems.  **15.4.8.F:** Identify network communication technologies.  **15.9.8.A:** Explore various marketing careers and analyze their role in the business world.  **15.9.8.K:** Explain the components of a marketing plan.  **Summative Unit Assessment:** Computer Literacy Exam after ten lessons   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will take an end of the unit test on computer basics to show knowledge depth and understanding of computer concepts reviewed during the first phase of classes. | \_\_\_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks | 1 | Introduction to Class Rules and Procedures Students will participate in an computer self assessment survey by completing a Google survey. Students will participate in 3 truths and 1 fib journal activity with teacher. | W, I | -Teacher’s Introduction PowerPoint -Google Computer Survey (Teacher’s website) | **Student Self** - Assessment-self assessment computer survey |
| 2 | Students will demonstrate automaticity in keyboarding skills by increasing accuracy and speed by completing lessons in typing web. | 4 | **Keyboarding:** Students will participate in lessons 1-13 on TypingWeb.com (Review of Keyboarding)  Reflection Journal: “Why is it important to learn how to keyboard correctly? | W, I | -Typingweb.com (Create Use accounts for each student on website)  -Introduction to Typing PowerPoint | **Formative**-reflection journal  **Summative**- typing quiz |
| 3 | Students will identify cyber bullying and describe strategies to deal with such a situation | 1 | **Internet Safety** Reflection Journal: “Why do teens cyberbully? How do you deal with online harassment?” Students will participate in a classroom drama to discuss cyber bullying and internet safety. | W | -Teacher’s Internet Safety PowerPoint, website: <http://www.netsmartz.org> and nsteens.org | Formative-reflection journal  Summative- Take Internet safety quiz on http://www.nsteens.org/Quizzes/NSTeensChallenge |
| 4 | Students will Compare and contrast peripheral devices of computing systems for specific needs. | 2 | **Computer Hardware (Input/Output Devices)**  Reflection Journal:” List three different uses for a personal computer. (What hardware devices do you use to communicate with your pc?) Teacher will do a whole class lecture on computer hardware and devices | W, S | -Teacher’s computer hardware powerpoint,  -Worksheet on future of technology | Formative- Classroom Question and Answer Session, Reflection journal Student Self Assessment: Group project on future of technology |
| 5 | Students will demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette, internet concepts and key terms | 1, 2 | **Internet Concepts (Email)**  Reflection Journal: Students will compose a fake email to Mrs. Kozlek on how the invention of the internet has changed society in their journal. Students will research 2 truths and 2 false urban online legend on snopes.com. Students will discuss how phishing strategies fool internet users. | W | <http://www.snopes.com>  -Teacher’s email safety and internet concepts PowerPoint Lesson | Formative- reflection journal, Classroom Question and Answer Session  Student Self - Assessment-class discussion on internet SPAM and Phising |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 2 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Introduction to Computer Literacy**  **Essential Questions:**  How can I use the internet to find the information I am looking for? How does online piracy hurt the economy? What is social media’s role in online marketing? What are ways a student can develop a secure password? Why is it important to have a secure password?  What are legalities associated with computer ethics? (Hacking, piracy, and virus creation?)  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.A:** Analyze the influence of emerging technologies on daily life.  **15.4.8.B:** Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.  **15.4.8.F:** Identify network communication technologies.  **15.3.8.T:** Discuss the rules of digital citizenship. Reference Business, Computer and Information Technologies 15.4.8.B  **Summative Unit Assessment:** Computer Literacy Exam after ten lessons, Classroom Projects   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will take an end of the unit test on computer basics to show knowledge depth of computer concepts and skills. Students will design online marketing strategies in mock social media settings. | \_\_\_\_ Rubric \_X\_\_ Checklist \_\_X\_\_ Unit Test \_\_\_\_ Group \_\_X\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 6 | Students will investigate search engines and online directories. Students will analyze the differences among various search engines and how they rank results. | 3, 4 | **Search Engines and Website Validity**  In their journal students will analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information. Students will participate in an online scavenger hunt. | I | Search Engine Worksheet  Search Engine PowerPoint | Formative-reflection journal |
| 7 | Students will analyze  the ethical use of computers including, data privacy, plagiarism, spam, viruses, hacking, and file sharing. | 4 | **Cyber Security and Computer Ethics** Journal: Explain the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information. Students will participate in a classroom debate on Piracy. | W | -Computer Ethics PowerPoint  -Don’t Copy that Floppy Videos -Hacking and Virus Videos | Formative-reflection journal  Student Self - Assessment-Small Group Debates |
| 8 | Students will participate in a class review of computer terms and concepts including Internet Safety, Hardware, Email, Input and Output Devices | 1 | Journal: What are three strategies you can use to develop a secure online password?  Computer Jeopardy: Students will participate in a classroom review game for tomorrow’s exam. | S | Classroom Jeopardy PowerPoint on computer basics concepts for review of classroom exam. | Formative-reflective journal, and review for End of Unit Exam on Basic Computer Concepts |
| 9 | Students will apply concepts learned in unit exam. | 4 | Computer Test: Students will apply concepts learned in first two weeks of class in unit exam. | I | **Computer Basics Exam** | Summative- End of Unit Exam on Basic Computer Concepts |
| 10 | Students will identify and analyze the purpose of a media message (to inform, persuade and entertain) and Marketing Techniques | 4 | Power of Social Media (MARKETING LESSON) Students will analyze how social media companies use marketing to draw in new costumers. Students will design mock marketing plans for a company using templates for twitter, instagram, vine, or facebook. | S | -Social Media Marketing Worksheet -Social Media and Marketing teacher PowerPoint | Formative-reflective journal  Summative- Assessment-small group marketing project. |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 3 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Digital Presentations and Multimedia Projects**  **Essential Questions:**  **What are QR (Quick Response) Codes, and what potential does this technology serve?**  **What are some tips for designing an effective presentation using PPT?**  **How do the needs and interests of the audience affect your presentation design?**  **How can you add interactivity to a PPT to make it more exciting?**  **How is content structured differently for a PPT (than for other documents)?**  **What are the technical qualities of a 'good' PPT presentation?**  **When is it preferable to use PPT to convey information over another delivery method (Word, Excel, Web)?**  **What should a presenter or 'speaker' do (verbal and non-verbal cues) to deliver or give an effective presentation?**  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.K:** Create a multimedia project using student-created digital media.  **15.9.8.A:** Explore various marketing careers and analyze their role in the business world.  **15.9.8.K:** Explain the components of a marketing plan.  **Summative Unit Assessment : Multiple PowerPoint Projects**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will create multiple slide show presentations in order to learn advanced features of Microsoft PowerPoint. | \_\_x\_\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 11 | Students will analyze the potential of QR Codes in education and learn how to create their own codes. | 4 | **Social Media QR Codes:** What are QR (Quick Response) Codes, and what potential does this technology serve? | w | - QR CODE Creator  - Teacher QR Code PowerPoint - Device that can read QR Codes | Formative-Class Discussion  Summative- Students will Create their own QR Code for the classroom |
| 12 | Students will see how PowerPoint can be used to create an interactive animation. | 2 | **Power Point- Cell Animation Project**  Journal: How can you add interactivity to a PPT to make it more exciting? **Direct Instruction:** Students will follow teacher to use PowerPoint to create a science animation. | w | Microsoft PowerPoint Cell Animation Direction Sheet | Formative-Direct Instruction on animation creation, reflection journal, class discussion |
| 13 | Students will use what they learned in the previous lesson to create and label an animal cell for their science class. | 4 | **Power Point- Cell Animation Project Continued** Students will use what they learned in the previous lesson to create and label an animal cell for their science class. | I | Microsoft PowerPoint  Cell Animation Direction Sheet | Summative- Microsoft PowerPoint Cell Animation Project |
| 14 | Students will use PowerPoint to create an interactive quiz based on their current unit of study in Science. | 2 | **Power Point- Animated Quiz Game**  Journal: How is content structured differently for a PPT (than for other documents)? What are the technical qualities of a 'good' PPT presentation?  Direct Instruction: Students will follow teacher to use PowerPoint to create quiz game. | w | Microsoft PowerPoint Animated Quiz Game Direction Sheet | Formative-Reflective Journal, and class instructions |
| 15 | Students will continue creating their PowerPoint quiz game using questions developed in science class. | 4 | **Power Point- Animated Quiz Game Continued** Teacher will explain how students can hyperlink questions in PowerPoint. Students will learn how to force users to pick an answer to move on in their slideshow. | I | Microsoft PowerPoint  Animated Quiz Game Direction Sheet | Summative- PowerPoint Quiz Game Project |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 4 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Word Processing**  **Essential Questions:**   1. When should a person use this type of technology? 2. What skills should a person learn about this software? 3. Can you create a table and position it into a document using MS WORD? 4. Can you create COLUMN HEADINGS and properly ALIGN DATA in a column? 5. What is MLA Formatting and why would you use it? 6. Can you properly format a RESUME and LETTER OF APPLICATION? 7. Can you create a RESUME for yourself and a LETTER OF APPLICATION to submit with the RESUME? 8. Can you describe at least three “DON’TS” on a resume?   **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **Common Core K-12 Technology Skills Scope and Sequence**  **W 5, W 6, W 10** : Students will be to demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).  **W 5, W 6, W 10, SL 5** : Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.  **Summative Unit Assessment : Microsoft Word Projects**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will create a Microsoft word flyer, resume, and research paper during this unit of study to learn proper formatting in Microsoft Word and the MLA style of writing. | \_\_x\_\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 16 | Students will apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials to create a flyer | 4 | **Microsoft Flyer Project**  Teacher will do whole group instruction on setting up flyer, than ask students to individual work on assignment following direction sheet. *Journal: When should a person use this a Word Processing Software vs PowerPoint?* | W, I | Microsoft Word Template Direction Sheets | Formative-Self Reflection Journal  Summative: Microsoft Word Project |
| 17 | Students will apply advanced formatting and page layout features when appropriate to improve the appearance of documents and materials to create a flyer. | 4 | **Microsoft Word Table Project**  Teacher will do whole group instruction on setting up document tables, than ask students to individual work on assignment following direction sheet *Journal: Can you create a table and position it into a document using MS WORD?* | W, I | Microsoft Word Template Direction Sheets | Formative-Self Reflection Journal  Summative: Microsoft Word Project |
| 18 | Students will apply advanced formatting and page layout features when appropriate in a resume format in Microsoft Word. | 4 | **Microsoft Word Resume Project** Teacher will do whole group instruction on setting up resume than ask students to individual work on assignment following direction sheet Journal: What skills should a person learn about Microsoft Word? | W, I | Microsoft Word Template Direction Sheets | Formative-Self Reflection Journal  Summative: Microsoft Word Project |
| 19 | Students will apply advanced formatting and page layout features when appropriate in a resume format in Microsoft Word. | 4 | **Microsoft Word Resume Project** Continue work on Resume from pervious day. *Journal: How will a properly formatted RESUME and LETTER OF APPLICATION provide you better odds at obtaining future goals?* | W, I | Microsoft Word Template Direction Sheets | Formative-Self Reflection Journal  Summative: Microsoft Word Project |
| 20 | Students will develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation in a MLA research paper. | 2 | **Microsoft MLA Research Project, Introduction and Research Project:** Teacher will use whole group instruction to introduce project. Students will begin researching chosen topic and marking down websites where they found information. *Journal: What is MLA Formatting and why would you use it?* | W, I | Microsoft Word Template | Formative-Self Reflection Journal  Summative: Microsoft Word Project |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 5 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Microsoft Word: MLA, and Research Project Unit**  **Essential Questions:**   1. **Can you properly set the margins for a LEFT‐BOUND REPORT and insert FOOTNOTES using MS Word?** 2. **Can you properly format a MLA Header?** 3. **Can you properly alphabetize and structure a BIBLIOGRAPHY using HANGING INDENTS?** 4. **Can you properly assemble a report for final submission using MLA Format?**   **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.L:** Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.  **W 5, W 6, W 10, SL 5**: Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.  **Summative Unit Assessment: Independent Research Project using MLA Format**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will learn how to research using valid websites and type a research paper using MLA format during this unit of study. Students will turn in their final paper for assessment. | \_\_x\_\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 21 | Students will demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, etc. | 2 | **Microsoft MLA Research Project**- Research Continued, Students will continue composing draft Copy of Paper | ,I | Independent Research Paper Question templates and research guides. | Formative: Draft Copy of Paper |
| 22 | Students will demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, etc. | 2 | **Microsoft MLA Research Project- Formatting and Typing Paper.** Teacher will do whole group instruction to explain how students set up their paper in correct MLA formatting. Students will independently begin typing their draft copies. | W,I | Independent Research Paper Question templates and research guides. | Formative: Draft Copy of Paper |
| 23 | Students will apply advanced formatting and page layout features when appropriate in a resume format in Microsoft Word. | 1,2 | **Microsoft MLA Research Project-** Formatting Works Cited Page Teacher will do whole group instruction to teach students how to create their bibliography/works cited page. | W,I | Independent Research Paper Question templates and research guides. | Formative: Draft Copy of Paper |
| 24 | Students will apply advanced formatting and page layout features when appropriate in a resume format in Microsoft Word. | 4 | **Microsoft MLA Research Project Due Date:** Students will have one more class period to perfect and print out their research papers for their final grade. Students may share papers with classmates for peer review. | I | Independent Research Paper Question templates and research guides. | Summative- Research Paper Project |
| 25 | Students will use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and I name worksheets). | 1 | **Introduction to Excel /Battle Ship Activity** Students will take notes on excel vocabulary.  Students will participate in a class game of “battleship” to learn how to format and manipulate cells. | W | -Teacher Excel Introduction Powerpoint  -Microsoft Excel Software -“You Sunk my Battleship Worksheet” | Formative-Journal Reflection, Battleship Project |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 6 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Exploring and Creating Spreadsheets**  **Essential Questions:**   1. Can you demonstrate how to print a spreadsheet, or a range of cells in a spreadsheet? 2. Can you demonstrate how to print showing the formulas of a spreadsheet? 3. Can you print a spreadsheet showing the gridlines, row and column headings? 4. Can you explain how to enter a formula into a spreadsheet? 5. How can you use excel to graph information? 6. When should a person use this type of technology?   **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.G:** Create an advanced digital project using appropriate software/application for an authentic task.  **15.4.8.I:** Solve a problem with an algorithm.  **15.4.8.M:** Explore and describe how emerging technologies are used across different career paths. **Common Core:** Use and modify databases and spreadsheets to analyze data and propose solutions.  **Common Core:** Differentiate between formulas with absolute and relative cell references. **Common Core:** Use multiple sheets within a workbook, and create links among worksheets to solve problems.  **Summative Unit Assessment: Excel Projects and Exam**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will create spreadsheet projects including graphs, amusement park project, and an excel vocabulary exam. Students will learn the functions of the spreadsheet application program in order to successfully complete each of these projects. | \_\_\_x\_ Rubric \_\_\_ Checklist \_\_x\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 26 | Students will use spreadsheets to calculate, graph, organize, and present data in a variety of real‐world settings and choose the most appropriate type to represent given data | 2 | **Excel Graphing Project:** Teacher will direct students to take a class poll on what flavor ice cream they enjoy most. Students will use information from this poll to create a graph in excel by building a table and plugging the correct formulas in excel. *Journal: How can you use excel to graph information?* | W | Graphing Project Direction Sheet | Formative-Review of creating graphs  Summative- Graphing Project Sheet |
| 27 | Students will enter formulas and functions; use the auto‐fill feature in a spreadsheet application. | 3 | **Excel Amusement Part Project:** Teacher will direct students to create a spreadsheet that compares and contrasts the prices of Pennsylvania Amusement Park tickets. Students will create formulas to calculate how much it would cost to take their families to these parks in the summer. (Real World Spreadsheet Stimulation) | I | Amusement Park Excel Directions | Student Self - Assessment-Amusement Park Creation Sheet |
| 28 | Students will use spreadsheets to calculate, graph, organize, and present data in a variety of real‐world settings and choose the most appropriate type to represent given data | 3 | **Excel Amusement Part Project:** Teacher will direct students to create a spreadsheet that compares and contrasts the prices of Pennsylvania Amusement Park tickets. Students will create formulas to calculate how much it would cost to take their families to these parks in the summer. (Real World Spreadsheet Stimulation) | I | Amusement Park Excel Directions | Summative- Amusement Park Spreadsheet Project |
| 29 | Students will explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity by reviewing for their exam | 3 | **Excel Term Review, Final Project Wrap Up**  Teacher will lead class in a game of excel computer jeopardy to review for their upcoming test.  Students will work on finishing over due projects after jeopardy. | W | Excel Computer Jeopardy Review Game Power Point | Formative-Review of Excel Terms and formula input |
| 30 | Students will take excel exam. | 4 | Excel Quiz Day: Students will test their knowledge of formals, vocabulary, graphs and excel software by taking a formal quiz. | I | Excel Test, scrap paper to take exam | Summative- Excel Exam |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 7 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Business Plan Project**  **Essential Questions:**  1. Can you describe the reasons and advantages of using DESKTOP PUBLISHING software rather than a word processor? 2. Can you open a new document in MS PUBLISHER and use the DESIGN WIZARD to select a specific TEMPLATE?  3. Can you CUSTOMIZE and REPLACE TEXT in a MS PUBLISHER TEMPLATE? 4. Can you INSERT or REPLACE AN IMAGE in a MS PUBLISHER TEMPLATE? 5. Can you properly PRINT a completed project in MS PUBLISHER? 6. Can you create a FLYER, a LETTERHEAD, and an AWARD CERTIFICATE using MS PUBLISHER TEMPLATES?  7. How can I use my knowledge of excel, word, and PowerPoint to manage a business?  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.G:** Create an advanced digital project using appropriate software/application for an authentic task.  **15.8.8.D:** Discuss the function of mission, vision, goals, and objectives within a business plan. Reference Career Education and Work 13.4.8.C  **Summative Unit Assessment : Final Business Project Plans**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will use their advanced knowledge of Microsoft Word, Publisher, Excel, and PowerPoint to create products for a business model. | \_\_\_x\_ Rubric \_x\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 31 | Students will learn how to create custom documents using templates available in MS Publisher. Students will create business cards for their business project. | 4 | **Business Project Intro and Business Cards.** Teacher will do a whole group instruction to present the business project to the class. Students will then individually work in Microsoft Publisher. Students will be able to use the DESIGN WIZARD to select a business card. Students will customize and replace text to create a card based on the rubric. | I | 1. Introduction to the Business Project PowerPoint, Website  Microsoft Publisher | Summative- Students will create a business card |
| 32 | Students will see that desktop publishing software is versatile and used for many reasons. Students will need to be both creative and logical when creating business flyers advertising their business. | 4 | **Business Project, Open House Flyer.**  Students will work in Publisher to CUSTOMIZE and REPLACE TEXT in a MS PUBLISHER TEMPLATE. Students will create a flyer to go along with their Business Project. Teacher will assist students in their design. | I | Business Project Website  Microsoft Publisher | Summative- Students will create an Open House Flyer |
| 33 | Students will create an excel spreadsheet to manage their business expenses and create an expense and payroll template. | 4 | **Business Project (Checkbook)**  Teacher will do a whole group instruction to teach students how to set up a payroll spreadsheet. Students will then work individually on entering data into Microsoft Word to manage their Business check book and pay roll. | I | Business Spreadsheet Worksheet Template  Business Project Website  Excel | Summative-  Students will create and manage a payroll spreadsheet |
| 34 | Students will customize ANIMATIONS, TRANSITIONS, and SOUNDS in a POWERPOINT presentation for a Business Commercial. | 4 | Business Project Commercial: Teacher will instruct the class to use their knowledge of PowerPoint to create an interactive presentation and commercial for their business. | I | Commercial PowerPoint Worksheet  Business Project Website  PowerPoint | Summative- Students will create a business presentation and commercial in PowerPoint |
| 35 | Students will customize ANIMATIONS, TRANSITIONS, and SOUNDS in a POWERPOINT presentation for a Business Commercial. | 4 | Students will continue working their PowerPoint to create an interactive presentation and commercial for their business. | I | Commercial PowerPoint Worksheet  Business Project Website  PowerPoint | Summative- Students will create a business presentation and commercial in PowerPoint |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 8 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Web Coding and Programing Design**  **Essential Questions:**  How does a software engineer use a computer program to get a computer to perform a task?  What is the nature of object-oriented problem-solving programming techniques?  What is the importance of being able to define new instructions (methods) in a programming language  What is HTML, and how can I code simple webpages using it?  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.H:** Explain the differences between a scripting language and a coding language.  **15.4.8.I:** Solve a problem with an algorithm.  Technology Literacy: 8.1.B.9, 8.1.B.10, 8.1.B.11, 8.2.B.3, 8.2.B.5, 8.2.B.6    **Summative Unit Assessment : Students will program a simple website using HTML**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will create a website using HTML and coding skills in notepad. Students will begin to understand the function of simple coding in order to create their final product. | \_\_x\_\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 36 | Students will present their final commercials to the class for peer review. Student PowerPoint’s will address the needs and interests of the audience with their presentation design | 4 | **Present Business Project To Class:** Students will take turns presenting their final commercial to the class. Teachers will lead class in discussion after each student presents. | W | Student’s final projects to share with class. | Summative- Students will present their final commercials to the classroom. |
| 37 | Students will present their final commercials to the class for peer review. Student PowerPoint’s will address the needs and interests of the audience with their presentation design | 4 | **Present Business Project To Class**: Students will take turns presenting their final commercial to the class. Teachers will lead class in discussion after each student presents. | W | Student’s final projects to share with class. | Summative- Students will present their final commercials to the classroom. |
| 38 | Students will participate in an hour of code activity. Students will learn that that success does not come on the first try, just like the world's most difficult problems aren't solved on the first try. | 3 | **Introduction to coding.** The teacher will have students log into hour of code com. The teacher will explain that this course will teach students about computer science, computational thinking, and programming. | I | https://learn.code.org | Student Self - Assessment-will participate in coding games and learn how to fix code. |
| 39 | Students will investigate in how to create a basic website using notepad and HTML Coding skills. | 3 | **Introduction HTML**  The teacher will have students open up a notebook page and save it as web.html. The teacher will then have students carefully code the beginning stages of their website. | W | HTML Websheet  Software: Notepad | Formative-Students will create a draft copy of a website, Students will investigate creating and manipulating code. |
| 40 | Students will design a basic website using notepad and HTML Coding skills. | 4 | **HTML Project**  The teacher will have students open up notepad and find their file from yesterday. Students will work on adding images and coding their site. | I | HTML Websheet  Software: Notepad | Summative- Students will be able to create their own webpage by programing in HTML. and notepad. |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Week 9 Grade Level (s): 8th Grade Building :**

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| **Unit Plan** |
| **Unit Title: Careers in Technology | Graphic Design**  **Essential Questions:**  **1. Can you explain how ANIMATION creates the illusion of movement? 2. Can you explain the evolution of COMPUTER ANIMATION from earlier forms?**  **3. Can you recite the usual FRAME RATE (FPS) used for hand‐drawn cartoons?**  **4. Can you recite the minimum FRAME RATE (FPS) needed to create realism? 5. Can you describe the notion of PERSISTENCE OF VISION?**  **6. Can you tell me 5 different careers in technology and income earned in each field?**  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**  **15.4.8.M:** Explore and describe how emerging technologies are used across different career paths.  **W 6, SL 5**  Use painting and drawing tools/ applications to create and edit work   **SL 5** Make strategic use of digital media to enhance R understanding  **Summative Unit Assessment: Animated GIF, Final Exam**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will create a computer animation project as a part of their graphics art unit to understand the illusion of movement.  Students will also participate in one final exam in computer class testing knowledge of everything they have learned in the past 45 days. | \_\_x\_\_ Rubric \_\_\_ Checklist \_\_\_X\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 41 | Students will participate in one final computer exam to test their overall knowledge in this 45 day course. | 3 | **Final Exam in Computer Class** Students will take their final unit test, exploring concepts that were learned during the 45 days in class. | I | Online Exam Website URL | Summative- Students will participate in a final computer exam. |
| 42 | Students will see that drawings can create the illusion of movement and how computers have evolved to overtake the art of conventional animation | 2 | **Graphic Arts Project:** Students will use an online paint program to create an animated gif using step-by-step animation. Teacher will instruct students on how to manipulate frame rate to create their projects. | W | Graphics Art Program  <http://www.sumopaint.com>  or Gimp | Formative-Student feedback on following teacher’s whole group directions. |
| 43 | Students will see that drawings can create the illusion of movement and how computers have evolved to overtake the art of conventional animation | 4 | **Graphic Arts Project Continued**  Teacher will have students create their own animations using the skills they learned in the previous class on animation. | I | Graphics Art Program  <http://www.sumopaint.com>  or Gimp | Summative- Students will create their own animation. |
| 44 | Students will explore and describe how emerging technologies are used across different career paths. | 3 | **Careers in Technology**: Teacher will lead students in a class presentation on the different fields in technology and salaries based on successful job choices in this field. Students will then use class time to explore their own fields in technology and answer a question in their journal. | W | Careers in Technology PowerPoint | Student Self - Assessment-Self reflection on what technology careers interest them. |
| 45 | Students will properly demonstrate which fingers control each key on a keyboard by participating in a class game of musical computers. | 4 | **Computer Keyboarding Final Activity (Musical Computers)** Teacher will have each student open up a blank word document. Students will answer the following statement “In ten years from now, I will be using technology to…” Students will type their story as music plays. When the story stops they will switch seats and continue telling their neighbors story. At the end of class the students will edit and fix their creative pieces. | W | -Microsoft Word -Classical Music | Summative- Students will create unique stories by adding lines to one another’s stories in Microsoft word. |
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**Teacher Name : Victoria Kozlek Subject : Computer Literacy Start Date(s): Grade Level (s): 8th Grade Building :**