**Name**: Kevin Murphy

**Course**: Technology II (Introductory Computing Concepts, Review/Reinforcement of Keyboarding, & MS Office Programs)

Standards:

**3.7.7C--Demonstrate age appropriate keyboarding skills and techniques**

**3.7.7D--Apply basic graphic manipulation techniques**

**3.7.7D--Demonstrate a basic knowledge of desktop publishing applications**

**3.7.7D--Apply intermediate skills in utilizing word processing, spreadsheets, and multimedia software**

**3.7.7E--Apply basic on-line research techniques to solve a specific problem**

**Accommodations**: Monitor seating for visual and hearing impairments, ADD/ADDH issues, chunk information for all, particularly SPED students, use visual, auditory, and hands-on methods to engage all students via multiple intelligences approach.

**Grade Level:** Eighth

**Unit Heading:** Introduction to Computers and the Role of Technology

**Day # / Date:** 1 (rotation C week 1) / 9/21/09

**Lesson Topic**: Classroom and course orientation

**Content**: Technology course overview

**Objectives**:

* To know and understand the rules of the class
* To introduce myself, each other, and understand how the class will be taught
* The teacher will get information from the students to get an idea on their computer backgrounds (student information sheet)
* To establish email accessible in the computer lab for each student

**Methods**:

Direct Instruction. Mostly lecture with PowerPoint and some discussion questioning. If we are able to get started on the email establishment there will be hands on time for the students after I demonstrate on the whiteboard from my PC

**Evaluation**: Monitor students for their understanding

**Unit Heading:** Introduction to Computers and the role of Technology

**Day # / Date:** 2 / September 22, 2009 (Rotation C)

**Lesson Topic:** E-Mail

**Content:** Introduction to Computer Information Technology – Internet Research and E-Mail Communications

**Objectives:**

* To be able to know what Internet search engines are and get practice using them
* To find the president’s speech on education, read it and reflect on it
* Use an online typing tutor for initial keyboard familiarity (MrKent.com)

**Methods:** Direct (model and demonstration) and Indirect (after I do it, they do it) Instruction. I will demonstrate how to find the president’s speech and then the students will do it individually. If students do it quickly, they can start to get familiar with the keyboard by using an online tutor and testing site.

**Evaluation:** Monitor students for their understanding. By the end of the week, all students will demonstrate their understanding with an email to me with a portion of the speech copied in the boy of the message and their thoughts on the speech (why they selected that passage).

**Unit Heading:** Introduction to Computers and the Role of Technology

**Day # / Date:** 3 -4 / September 23 - 24

**Lesson Topic:** Internet Research and Composing an E-Mail Message

**Content:** Introduction to Computers

**Objectives:**

* Students will establish an email account by using one of the online services (AOL, Yahoo, hotmail, etc.)
* Students will compose an email to the instructor with a section of the president’s speech copied and pasted into the body of the email address
* Students will understand how to copy and paste text from an Internet site as well as a link to that site itself
* Students will understand how to save an email as a draft and know what should be in the “To”, “Subject” and “cc” field of an email
* Use an online typing tutor for initial keyboard familiarity (MrKent.com)
* Students will establish an email account by using one of the online services (AOL, Yahoo, hotmail, etc.)
* Students will compose an email to the instructor with a section of the president’s speech copied and pasted into the body of the email address
* Students will understand how to copy and paste text from an Internet site as well as a link to that site itself
* Students will understand how to save an email as a draft and know what should be in the “To”, “Subject” and “cc” field of an email
* Use an online typing tutor for initial keyboard familiarity (MrKent.com)

**Methods:** Direct (model and demonstration) and Indirect (after I do it, they do it) Instruction. After demonstrating on days 2-3, on this day I will pass out a step-by-step instruction sheet so that any students still having issues to complete the activities can read exactly what to do. I will also have the students who are moving at a faster pace help some of the students still catching up. Lastly, I will read a sample high quality email from a previous session so that students know exactly what I’m looking for and know a peer of theirs accomplished it.

**Evaluation:** Monitor students for their understanding. By the end of the week, all students will demonstrate their understanding with an email to me with a portion of the speech copied in the boy of the message and their thoughts on the speech (why they selected that passage). All students will also provide me their “MrKent” words per minute score as an initial assessment of their current skill level.

**Unit Heading:** Introduction to Computers and the Role of Technology

**Day # / Date:** 5 / September 25, 2009

**Lesson Topic:** Internet Research and Composing and Email completion of assignment and Introduce Keyboarding if there is time (did not finish assignment in time with rotation A or B rotations) and get initial typing speed assessment

**Content:** Introduction to Computers and Intro to Keyboarding

**Objectives:**

* Students will understand how to research on the Internet to find the president’s speech and reflect on his message
* Students will demonstrate their ability to compose and email and copy and paste from an Internet page with an email to me.
* Some students will establish their current words-per-minute score as a baseline assessment of how fast they currently type using their existing method
* Students may learn the key technique positions for typing and understand the importance of keyboarding skills.

**Methods:** Direct (model and demonstration) and Indirect (after I do it, they do it) Instruction. If we are able to complete the email/Internet research exercise, we will kick-off Keyboarding with a lecture on the importance of the skill, emphasizing technique and discussing the drilling that will be necessary to become proficient.

**Evaluation:** Monitor students for their understanding. By the end of the week, all students will demonstrate their understanding with an email to me with a portion of the speech copied in the boy of the message and their thoughts on the speech (why they selected that passage) along with their initial words-per-minute score from the MrKent typing tutorial site.

**Unit Heading: Introduction to Computers and the Role of Technology**

**Day #5 / Date:** 9/28/09

**Lesson Topic:** Complete E-mail / Internet Research assignment from week 1

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Establish E-mail connectivity | Set-up and/or access a web-accessible e-mail account from the computer lab | Demonstrate on board with my PC. Distribute handout with step-by-step instructions by request | Teacher will receive an e-mail from all students demonstrating they can copy and paste from a web page |
| Internet Research | Use a search engine to find the text of the president’s speech from 9/8/09 from the official white house site | Demonstrate and distribute handout. | A section of the speech must be copied from the web site to the body of the email I receive |
| Keyboarding assessment from MrKent.com (typing test) or typing tutorial | Access an online assessment tool to determine their current typing words per minute (wpm) rate | Demonstrate how to get to the site. Students will do the test and tutorial on their own. | Monitor that students are accessing the site and doing the test or tutorial. All emails from the students will include an initial wpm score. |
| Internet research leading to next topic for those who completed first assignment | Use a search engine to identify 3 web sites with definitions for key terms – hardware, software, byte, ASCII, and virus | Demonstration for students and one-on-one work for those students who have worked ahead. | Monitor those students and ask them to save the sites with the definitions to share with the group. |

**Unit Heading: Introduction to Computers and the Role of Technology**

**Day # 6 / Date:** 9/29/09

**Lesson Topic:** Overview of the functions and parts of the computer

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Parts of the computer | Identify key parts of a computer | Direct – PowerPoint presentation with handout for students | Quiz on Friday |
| Functions of the computer | Categorize parts of a computer by function (input, output, process, & storage) and explain how the parts work together | Direct – PowerPoint presentation with discussion and questioning included | Quiz at the end of this week |
| Comparison activity to draw analogy between human and PC | Compare between human and computer parts / functions | Indirect – in groups students will be given a part of a computer and come up with a human comparison and then share with the group | Monitor groups for discussion and ensure all groups share and explain on target answer by using worksheet. |
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**Unit Heading: Introduction to Computers and the Role of Technology**

**Day # / Date:** 7 / September 30, 2009

**Lesson Topic:** Overview of the functions and parts of the computer (continued)

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Review parts of the computer | Identify key parts of a computer & Categorize parts of a computer by function (input, output, process, & storage) and explain how the parts work together | Students independently read site directed from board (howstuffworks site) and then I show short video to class from same site. | Quiz on Friday |
| History of computers | Understand the history of computers and how they developed over time | PowerPoint with discussion and questioning | Monitor understanding during questioning. Quiz on Friday. |
| Copyrights, viruses, and hacking | Understand the Do’s and Don’ts of using computers and information technology and understand copyrights, viruses, and hacking | PowerPoint with discussion and questioning | Monitor understanding during questioning. Quiz on Friday. |
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**Unit Heading: Introduction to Computers and the Role of Technology**

**Day # / Date:**  8 / October 1, 2009

**Lesson Topic:** Overview of the functions and parts of the computer (continued)

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| **Content** | **Objectives** | **Methods** | **Evaluation** |
| Internet research – key terms | Use a search engine to identify 2 web sites with definitions for key terms – hardware, software, operating system, byte, ASCII, and virus | Demonstration for students. Group work – have each group take a term and find a site that gives them the best definition and share with the class. | Monitor those students and ask them to save the sites with the definitions to share with the group. |
| Internet research – history of computers and Internet | Use a search engine to identify a web sites with an outline of the history of computers and the Internet | Individual work with class discussion periodically (after PC and after Internet) | Monitor those students and ask them to save the sites with the definitions to share with the group. |
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**Unit Heading: Introduction to Computers and the Role of Technology**

**Day # / Date:** 9 October 2, 2009

**Lesson Topic:** Creating and saving files, Making folders on the Desktop, Identifying file sizes and Quiz for week2

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Files and folders | Create a folder on their hard drive/desktop | Demonstration and then students follow themselves | Monitor and question |
| Review key terms looked up and discussed earlier | Know the difference between hardware and software | Discussion from students who were working ahead earlier in the week | Quiz (today) |
| File Size | Identify the size of a file | Demonstration and students follow | Monitor and question while students do it. |
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**Unit Heading: Introduction to Computers and the Role of Technology**

**Day #** 10 **/ Date:** October 19, 2009

**Lesson Topic:** Learning.com Assessment and Progress Review from Weeks 1-2

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
|  Learning.com Assessment | Take online technology test over 2 days (note the PC’s that won’t pull up test) | Online test | Review data with Meg Robinson on aggregate results |
| Quiz 1 from week 2 (give them how stuff works site to review) | Complete quiz 1 (18 students did not take it week #2) | Matching and multiple choice quiz | 10-question quiz |
| Complete assignment #2 (definition of terms and/or history of Internet or invention of PC) | Get credit for completing class work from week #2 | Independent work and showing or emailing to me | Review for completeness – stress to students not to simply copy and paste, but to read and try and understand their work |
| Progress Report | Know their grade after 2 weeks in course | Review with each student independently as assessment or class work is being completed | Show each student their grade so they know where they stand and what needs to be done. |

**Unit Heading: Introduction to Computers and the Role of Technology**

**Day #** 11 **/ Date:** October 20, 2009

**Lesson Topic:** Learning.com Assessment and Progress Review from Weeks 1-2 (continued)

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Complete listed activities from above | See above | See above | See above |
| Return and Review Quiz (if time permits and all students have finished it) | Understand what they knew and did not know from parts/functions of a PC quiz | Instructor led discussion | Monitor students for understanding of correct answers |

**Unit Heading: Introduction to Computers and the Role of Technology**

**Day #** 12 **/ Date:** October 21, 2009

**Lesson Topic:** Computer Safety and Ethics

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Networking implications | Understand the collective responsibility of being a part of a network and what a network means | Lecture and Discussion | Monitor student responses to key questions (Difference between files shared on a hard drive and a shared network drive, what is a server? What is a hacker?) |
| Respecting Privacy and Ownership: Copyrights, viruses, and hacking | Know what a copyright means for software and the importance of references when researching with the Internet | Question and Answer and DemonstrationActivity – have all students look up the version, copyright date, and name of the company that produced the software I provide | Review class work to see that students are including the links to the sites where they are finding informationCheck for accurate information from activity |
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**Unit Heading: Introduction to Computers and the Role of Technology**

**Day #** 13 **/ Date:** October 22, 2009

**Lesson Topic:** Computer Basics

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Review Quiz (if we did not get to it on Tues) | Understand what they knew and did not know from parts/functions of a PC quiz | Instructor led discussion | Monitor students for understanding of correct answers |
| Review Class work exercises | Know the definitions of key introductory computing terms and know the key development milestones for the Internet and invention of the computer | Discussion – call on students to define each of the 8 terms (from email or Word). Have them read definitions (show them webopedia.com) | Make corrections to answers if necessary |
| File Size | Identify the size of a file | Demonstration and students follow | Monitor and question while students are finding file sizes |
| Show opening video | Review Parts/Functions of PC | From youtube.com/computerhistory | Question key highlights from video |

**Unit Heading: Introduction to Computers and the Role of Technology**

**Day #** 14 **/ Date:** October 23, 2009

**Lesson Topic:** Wrap-up Intro to Computers and Transition to Keyboarding Review (minimum next 2 weeks)/ MS Word (following 2 weeks)

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Insert a table into a document | Insert and create 2 tables into a document (or make 1 and copy it)  | Instructor Demonstration – step-by-step instructions on board. Monitor students individually and assist as needed. | All students will save their table on zip drives for review by me for completeness |
| Keyboarding | Know “Home Row” (Table will be left and right hands & columns for each finger and keys used) | Students create tables for Home Row and other keys with Home Rows bolded | Review the tables completed for a class work grade |
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**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 15 **/ Date:** November 9, 2009

**Lesson Topic:** Creating a Table in MS Word and Review of Technique principles for Keyboarding

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| **Content** | **Objectives (TSWBAT):** | **Methods** | **Evaluation** |
| Insert a table into a document | Insert and create 2 tables into a document (or make 1 and copy it)  | Instructor Demonstration – step-by-step instructions on board or passed out. Monitor students individually and assist as needed. | All students will save their table on zip drives for review by me for completeness |
| Keyboarding | Know “Home Row” (Table will be left and right hands & columns for each finger and keys used) | Students create tables for Home Row and other keys with Home Rows bolded | Review the tables completed for a class work grade |
| Keyboarding – Technique | Know proper body and finger position for keyboarding | Lecture with PowerPoint slides. Demonstrate for class. | Keyboarding assessment for each student. Timed copy exercise with rubric on technique components. |
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Notes – completing this assignment which was started with all sections at the end of week 3. Honors group was nearly complete, one section had not made progress, and one group has to start again because they were too disruptive to make time to save their work on flash drives.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 16– 19 **/ Date:** November 10 - 13, 2009

**Lesson Topic:** Creating a Newsletter in MS Word with pictures, a Header and Beginning self-paced typing lessons for Keyboarding

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| **Content** | **Objectives (TSWBAT):** | **Methods** | **Evaluation** |
| Keyboarding | Enroll in Kidslearn2type.com and begin self-paced lessons | Demonstrate followed by walking around and assisting | Timed assessment at the end of this unit (Technique Grade & Speed/Accuracy) |
| MS Word | Format a document into multiple columns (newsletter fashion) | Demonstrate and walk around monitoring and assisting | Complete writing assignment of writing an article describing a make believe dream vacation |
| MS Word | Insert graphics and/or pictures into a document | Demonstrate and walk around monitoring and assisting | Complete writing assignment of writing an article describing a make believe dream vacation |
| MS Word / Internet Research | Find images via Google to insert into a document (Newsletter project) | Demonstrate and walk around monitoring and assisting | Newsletter project |
| MS Word | Insert a Header (and Footer) into a document to use as the title for the newsletter | Demonstrate and walk around monitoring and assisting | Newsletter project |

**Notes:** Tuesday and Thursday – introduce and review MS Word concepts. Wed and Friday let students work as you walk around and monitor. Students will spend at least half of each period doing review exercises for typing each day Tues – Friday.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 20 **/ Date:** November 30, 2009

**Lesson Topic:** Finish Newsletter, attach to e-mail and continue Keyboarding Review

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Properly key with the right finger to the right key (review) | Online (5 possible sites: customtyping, MrKent, typeonline.co.uk, learn2type, or nimblefingers) practice | During 3rd week of this block (this is week 2) all students will be assessed in a 3-5 minute timed exercise |
| MS Word | Use the “Find, Replace, and Go To” features in MS Word | Demonstration and question.  | Individually ask each student to do each while working on their newsletter |
| E-mail | Attach a saved document into an e-mail | Demonstration. | All students will show me they know how to do this by successfully transferring their newsletter from the zip drive or hard drive to me |

Notes – students will finish their newsletters today or opening of Tuesday class where I will go over how to attach to email (those without email will have to have theirs on a flash drive for me to review and grade). Also remind students who did not show me their “Home Row Table” that they need to do so to get credit for that work.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 21 **/ Date:** December 1, 2009

**Lesson Topic:** Send newsletter via e-mail, Create a list with bullets, and continue Keyboarding Review to prepare for that assessment

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Properly key with the right finger to the right key (review) | Practice with handout sheets (9 & 10 done in week 1, do 11 & 12 today) | During 3rd week of this block (this is week 2) all students will be assessed in a 3-5 minute timed exercise |
| MS Word | Create a bulleted list of text in a document | Demonstration and questioning to ensure understanding. | Students will be given two themes to write about with a bulleted list – walk around and check for completion. |
| Keyboarding | Properly key with the right finger to the right key (review) | Indirect. Students continue self-paced practice exercises or tests to increase speed, accuracy, and concentrate on technique. | Rubric was distributed and discussed in class. Will continue to stress importance of proper technique while monitoring students’ efforts.  |

Notes: Writing exercise will be two of the following themes with 5 reasons under each with bullets: favorite sport or team, favorite singer/band/musical group, favorite subject, favorite meal, favorite holiday, or favorite relative.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 22 - 24 **/ Date:** December 2 - 4, 2009

**Lesson Topic:** Keyboarding Review and Introduction to MS Word

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Properly key with the right finger to the right key (review) | Practice with handout sheets (finish #12, do lesson 13) | During 3rd week of this block (this is week 2) all students will be assessed in a 3-5 minute timed exercise |
| MS Word | Adjust spacing in text from single, to 1.5, to double spacing in a paragraph (start of paragraph or highlighted text) | Demonstration followed by each student practicing on the text that they have practiced keyboarding with. | Walk around and evaluate that all students can use each command. |
| MS Word | Use the Home, End, Page-up, Page Down, Control + Home, Control + End, and Undo and Reo commands (clicked and keyed commands) | Demonstration followed by each student practicing on the text that they have practiced keyboarding with. | Walk around and evaluate that all students can use each command.Quiz will occur during MS Word unit after keyboarding assessment occurs. |
| MS Word | Review the “Find”, “Replace”, and “Go To” edit features | Demonstration followed by all students practicing each command on their own. | Walk around and evaluate that all students can use each command. |
| Keyboarding | Practice typing from copy (and know how to adjust windows for multiple application usages)  | Indirect. Students will copy from a web site with a great deal of text in order to practice with the above listed features. | Monitor students’ technique and pace. Each student should be able to have a full page of writing after 20-30 minutes of continuous keyboarding practice. |
| Keyboarding | Properly key with the right finger to the right key (review) | Indirect. Students continue self-paced practice exercises or tests to increase speed, accuracy, and concentrate on technique. | Rubric was distributed and discussed in class. Will continue to stress importance of proper technique while monitoring students’ efforts.  |

Notes:

For Thursday and Friday students will type from a site of their choosing (approved by me) from a list of sites that I provide (like an article from cnn.com or espn for example). The goal is to practice typing while looking at the copy, not your fingers, and using good keyboarding technique. I will stop the class at certain intervals to review MS Word features listed above and have them practice those features using the text they have produced in class. The focus of this week remains review of keyboarding technique and honing the reaches and speed and accuracy scores while introducing elements of MS Word which will be our next unit of study.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 25 **/ Date:** January 4, 2010 (Week 6 of class – assess Keyboarding, continue word and transition to correspondence word)

**Lesson Topic:** Keyboarding Review and Formatting Text Continued

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Properly key with the right finger to the right key (review) | Online practice. Students can go to their learn2type account do exercise on nimblefingers.com (put on board suggested lessons) | All students will be evaluated using distributed rubric Wed-Friday of this week. |
| Keyboarding | Properly key with the right finger to the right key (review) | Practice with handout sheets (9-12 done with wk A 8th graders, 9-10 with wk C 8, complete sheets with this practice) | Walk around and monitor students and visually review for completion of practice. Stress that this is the final opportunity prior to assessment at end of week. |
| MS Word | Highlight text and/or change the color of text in a document | Demonstration on my PC. | Students will show me evidence of their ability to highlight and change color of text from their practice typing done earlier in class. |

Notes – Return newsletter to students and explaining grading process (70 for simply turning anything in and then balancing how many of the 10 required items were included in the document as well as a quality review).

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 26 **-**27 **/ Date:** January 5 - 6, 2010

**Lesson Topic:** Keyboarding Review, Formatting a Table in MS Word, and Creating an Outline in MS Word

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Word | Insert a table into a document and format the table using Design options provided by MS Word. | Demonstration (review insert table and design options). | All students will show me evidence that they completed the table and chose a design option. |
| MS Word | Create an outline given a title and list of topics. Understand how it is an important tool for organizing thoughts around main ideas. | Discussion/Questioning - Review a web page together and see how that is essentially an outline. Create a sample outline with class input. | Students will create their own outline using the list on the overhead (Common Weights/Measures, p. 86 from Computer Connections text). I will compare to master page to give credit for the work. |
| Keyboarding | Properly key with the right finger to the right key (review) | Online practice. Students can go to their learn2type account do exercise on nimblefingers.com (put on board suggested lessons) | All students will be evaluated using distributed rubric Wed-Friday of this week. |

Notes: All students who complete the outline will be given the handout sheets w/keyboarding sites listed to go online and practice keyboarding. Remind them to focus on technique and how the speed/accuracy component of the grade is calculated. Table will be an exercise in Internet Research as well – four headings: State, Capital City, Population, and year it became a state (note – 5 states must be selected).

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 28 - 29 **/ Date:** January 7 - 8, 2010

**Lesson Topic:** Keyboarding Review and Introduction to MS Word

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Demonstrate their proficiency with keyboarding skills. | Direct observation of technique with rubric. | 2/3 from technique score taken from rubric and 1/3 from speed accuracy (60 + wpm if accuracy is at least 90% correct) |
| MS Word | Format and draft a block style letter. | Project work by students – one copied letter for practice and one “free form” thank you letter to a high school admissions officer of their choosing. | Students will send me two letters by the end of the week |
| MS Word | Spell-check, proofread (use thesaurus), and correct errors | Demonstration of tools for students to use when copying and composing their letters. | The letters will be graded according to how closely they match the provided information. |
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Notes: All students will be assessed for their keyboarding skills to complete that unit. I will individually watch each student with a rubric for their technique and use their average words per minute of at most 3 attempts (will use Mavis Beacon or online testing sites). While students are doing their keyboarding, the rest of the class will be either practicing via online sites or completing their two personal block-style letters. One letter will be a thank you letter exactly to specifications provided to them. The next will be a letter the student composes to an organization of their choice with the same format.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 30 - 32 **/ Date:** January 25 - 27, 2010

(Week 7 of class – finish assessments of Keyboarding, continue word and correspondence lessons)

**Lesson Topic:** Keyboarding Review, Drafting a Letter, and Formatting Text (Continued)

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Properly key with the right finger to the right key (review) | Online practice. Students can go to their learn2type account do exercise on nimblefingers.com (put on board suggested lessons) | All remaining students not evaluated from prior week will be evaluated using distributed rubric Mon & Tues of this week. |
| MS Word | Copy and then create and format a block-style business letter | Review demonstration on my PC. Show moneyinstructor.com letter and my cover letter for examples. Resume project work from week 6.  | Students will email me 3 letters by the end of the week – 2 copied from the handout, one composed on their own using the same format. |
| MS Word  | Spell-check and proofread (use thesaurus), and make edits and corrections in documents. | Demonstration of tools for students to use when copying and composing of their own letters. | The first two letters should be exact copies (proofreading) and the third should be free of errors. |

Notes – Remind students that if they have not yet done their keyboarding assessment, they can practice before working on the letters (hand out sheet for optional sites). Students have 2 days to complete letters and then attach in email and send to me. On Tuesday go over proofreading so that students review their letters and use the spell check and thesaurus tools. On Wednesday I will have only periods 2 – 4. For this group, do outline lesson that I did earlier with week A 8th graders periods 5-7 in a prior week. Also, if honors kids finish letter sooner, have them work on a resume template fast forwarding 10 years.

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 33 - 34 **/ Date:** January 28 - 29, 2010

**Lesson Topic:** Creating a Flyer & Review of MS Word Formatting Features

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Word | Create a flyer using teacher-provided specifications and another one advertising a job they could do for $. | Student project work (see long form of lesson). | Students will send me one file with 2 pages on it – one “replica” flyer and one “freestyle” |
| MS Word | Demonstrate understanding of formatting features practiced in MS Word during Keyboarding review/Intro to Word unit (and projects to date) | Discussion/Questioning - Review features with class. Video. Show 2 demo clips from Microsoft (~10 mins). | Quiz. Quiz will be given at end of this week if letters, outline, and flyers go well. If not, we will spend time next week to review and take quiz before transitioning to MS Excel unit) |

Notes: Class work for week will be outline for Wed group. Projects/Quizzes grade will be 3 letters and 2 flyers with possible review quiz if we are able to spend time reviewing. In all likelihood we will need one more week for MS Word to review the key functions. The 2 last grades for Word will be to create a report with endnotes and a title page (class work) and a quiz (PTQ).

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 35 - 36 **/ Date:** February 16 - 17, 2010

(Week 8 of class – finish assessments of Keyboarding, finish word processing unit)

**Lesson Topic:** Keyboarding Review, Drafting a Letter, and Formatting Text (Continued)

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| Keyboarding | Properly key with the right finger to the right key (review) | Typingtest.com. Most of keyboarding review unit was indirect instruction with guided practice to hone skills learned prior year. | All remaining students not evaluated from prior week will be evaluated using distributed rubric this week (mostly done except 8E). |
| MS Word | Copy and then create and format a block-style business letter | Show spreadsheet with the students who have finished the letters and turned them in.  | Students will email me 3 letters by the end of the week – 2 copied from the handout, one composed on their own using the same format. |
| MS Word  | Know capabilities of MS Word as a powerful word processing application. | MS Word demonstration videos.  | Quiz on Friday. |

Notes – Tuesday will be a day of class work to let students complete their flyers. The Honors group is nearly all finished so if everyone has it turned in, they can work on Mavis Beacon Custom Typing Lessons. Wednesday will be class work as well for periods 6 & 7 while the honors group will get started on the class work everyone will do on Thursday (report with title page and end notes to cite references used – they will have a minimum of 4).

Wed is 5-8 (Honors – all caught up, 8E which is very behind, and then a group right between the two.)

**Unit Heading: Review of Keyboarding / Introduction to MS Word**

**Day #** 37 - 38 **/ Date:** February 18 - 19, 2010

**Lesson Topic:** Creating a Report with a Title Page and End Notes & Review of MS Word Formatting Features

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Word | Write a report on teenage nutrition with a title page and end notes to cite web references cited.  | Video from Micro Soft and demonstration of making an end not. Student project work. | Students will show me their document by the end of class with title page, their written work, and end notes for review for a grade on correct format and completeness. |
| MS Word | Demonstrate understanding of formatting features practiced in MS Word during Keyboarding review/Intro to Word unit (and projects to date) | Discussion/Questioning - Review features with class. Video. Show 2 demo clips from Microsoft (~10 mins total). | Quiz. Quiz will be given at end of this week  |
| MS Word | Evaluate the quality of peers’ flyers to judge creativity and effectiveness of a sales message | Discussion and vote. We will determine three things we like, 3 opportunities for improvement. | The flyer with the most votes (top 3 or 5 depending on submissions) will get extra credit and a prize |

Notes: Class work for week will be the report with endnotes and a title page for all classes to be shown to me by end of Thursday’s class. Short video will start class on Tuesday and Thursday. Projects/Quizzes grade will be the Friday word processing summary quiz. On Friday we will complete our flyer quiz for top student work in each section (keep it anonymous to minimize popularity contest potential) and our quiz. Keyboarding assessments should all be complete by end of week.

In summary:

Mon – no school, Tues – Video, rest of class to finish letters/flyers or do MB lessons, Wed – continue from Tuesday and get honors started on Report assignment, Thurs – Video, Report work rest of class, Fri – Flyer discussion & quiz

Also Note that week C 8th Grade section (8A) is already playing catch-up due to other shortened week schedule issues and may not do the report or the contest when they meet 3/1 – 3/5 (they did one day of letters and need to finish those and do the flyers, see the short videos, do 6 more keyboarding assessments, and take the word processing quiz)

Show the students the PowerPoint slide with the course map to show what is next – 2 weeks of MS Excel and 2 weeks of MS PowerPoint (check with Ms. Beah and Mike about more flash drives as well since we are down to 5 and it slows down project work considerably to save work in this fashion).

**Unit Heading: Introduction to Spreadsheets – Working with MS Excel**

**Day #** 39 - 41 **/ Date:** March 8 - 9, 2010

(Week 9 of class – start of 2 weeks of MS Excel lessons)

**Lesson Topic:** Introduction to MS Excel, Parts of the Excel Window, Use of Toolbars, and Common Tasks

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Excel | Know what a spreadsheet is and identify the parts of the Excel window. | 7 minute Demo Video and handout of PowerPoint note packet. | Project and quiz in 2nd week. |
| MS Excel | Use MS Excel buttons for common tasks and navigate around a spreadsheet. | Students will open up the file “budget” and navigate around that spreadsheet as we discuss.  | I will question students and walk around and monitor comprehension of key terms during the discussion. |
| MS Excel | Use AutoSum, Sort, and Format numbers with toolbar buttons. Use the pane feature in a spreadsheet. | Demonstration using scores from the Business letters and flyers | Project and quiz in 2nd week of this unit.Also, students will demonstrate they can do this during class work.  |
| MS Excel | Create a spreadsheet using Excel to multiply and add data. | Demonstration and student practice. Students will watch and then do it themselves. | I will check each student’s spreadsheet to ensure he/she has completed all of the requirements. |

Notes –

Monday – Pass out keyboarding rubric checklists with some comments on grades. Kick off MS Excel – stress its importance in all types of organizations and then introduce MS Excel with video. Go over the terms while navigating the “Budget.xls” spreadsheet. Review opening an Excel document (pass out zip drives so everyone can get the file opened), Go over 12 common tasks together as a group: copy and paste, dragging and dropping, finding a range, and moving around a spreadsheet (worksheets). Lastly, I will demonstrate the sort function by going over the grades from the flyers/letters spreadsheet with the group and then pass out their flyers/letters with rubric sheets and their grades.

Tuesday - Introduce formulas and functions (average). Go over the basic calculations that all start with = cell reference and +, -, \*, /. Go over intro spreadsheet (have kids key data and complete formula references – all students must show me completed worksheets formatted to print on a single page).

**Unit Heading: MS Excel**

**Day #** 42 - 43 **/ Date:** March 10/11 (half days alternating schedules) - 12, 2010

**Lesson Topic:** Party Planning and Family Budget Projects

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Excel | Insert and delete columns and rows in a spreadsheet | Demonstration with student practice following. | Monitor student understanding during individual work. Quiz and project in 2nd week. |
| MS Excel | Use the maximum and minimum functions. | Demonstration with student practice following. | Monitor student understanding during individual work. Quiz and project in 2nd week. |
| MS Excel | Create and edit a spreadsheet with formulas and functions | Demonstration with student practice following. | Monitor student understanding during individual work. Quiz and project in 2nd week. |
| MS Excel | Change Column and Row Widths | Demonstration with student practice following. | Monitor student understanding during individual work. Quiz and project in 2nd week. |
| MS Excel | Use the fill commands to enter data | Demonstration with student practice following. | Monitor student understanding during individual work. Quiz and project in 2nd week. |

Notes:

Wed/Thurs - Students will create a spreadsheet with 20 students, 5 test scores, and run averages for each after demos.

Friday - Students will create a party planning spreadsheet after demos.

Next week – Family Budget spreadsheet assignment and charts/graphs [Project idea – restaurant survey (Chinese, Italian, Mexican, Greek – 4 kinds and 20 people real or imagined) and then a pie chart or bar chart depicting popularity]

Show the students the PowerPoint slide with the course map to show what is upcoming – 1 more week of MS Excel and 2 -3 weeks of MS PowerPoint. Check on status of additional flash drives for use in project work.

**Unit Heading: Introduction to Spreadsheets – Working with MS Excel**

**Day #** 44 - 45 **/ Date:** March 29 - 30, 2010

(Week 10 of class – second of 2 weeks of MS Excel lessons)

**Lesson Topic:** Making charts and graphs with MS Excel, Review of common tasks/formatting

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Excel – graphing with spreadsheets | Create bar graphs, line graphs, and pie graphs using MS Excel | Discussion of graphical representations of data vs. simple data in a table. Demo from video and demo from me. | All students will show me on their monitor the completed work and the multiple tables.  |
| MS Excel | Use format cells feature to wrap text (alignment) | Demonstration by me | Students’ data tables should not have text run over to the next column. |
| MS Excel | Calculate a percentage using MS Excel and format the percentage | Demonstration by me | While reviewing each student’s work look for % on calculated # |
| MS Excel | Format decimals to percentages | Demonstration by me | While reviewing each student’s work look for % on calculated # |

Notes –

Monday – Start with a review (go over review questions) of week one common tasks (Where is the formula bar? What key do you press to start a formula you are entering yourself? Where do you find the “auto sum” and average functions? How do you change the format of data in a cell to have a dollar sign ($) or a comma in the #? Where do you sort your data if you want to arrange a list alphabetically or from largest to smallest or smallest to largest?)

* Discuss importance of visually showing data to transition/kick-off charts and graphs lesson
* Show 5 minute chart demo video from Microsoft
* Walk through the steps with my practice spreadsheet and then walk around as the students do the examples

Tuesday - Kick off project work for week (Tues, Wed, Thurs for periods 5 – 8 and Tues & Thurs for Periods 2 – 4). The party planning spreadsheet and the family budget spreadsheet will need to be sent to me for grading by the end of the period on Thursday.

Review page setup so that the submitted work prints neatly on one page per tab

**Unit Heading: MS Excel**

**Day #** 46 - 47 **/ Date:** March 31 (5-8 only) and April 1, 2010

**Lesson Topic:** Party Planning and Family Budget Projects

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS Excel | Create two spreadsheets that demonstrate the ability to use formulas and stay within a budget (small scale – party and large scale – monthly budget) | Project work by students with one-to-one assistance where needed.  | Students’ spreadsheets will be evaluated for completeness and meeting the budget guideline and all must include at least one chart. |

Notes:

Wed - Students will work on their spreadsheets after I kick off the class with some reminders or review demonstrations.

Thursday – I will walk through attaching a file to email so that students can send me their work (as an out for those without email remind them to tell me the name of their spreadsheet and the flash drive it is saved on).

Show the students the PowerPoint slide with the course map to show what is upcoming – 2 -3 weeks of MS PowerPoint.

**Unit Heading: Introduction to Presentations – Working with MS PowerPoint**

**Day #** 48 - 50 **/ Date:** April 19 - 22, 2010

(Week 11 of class – 1st of 2+ weeks of MS PowerPoint lessons)

**Lesson Topic:** Intro to PowerPoint and Formatting with PowerPoint

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| PowerPoint Basics | Learn what a presentation is and navigate around a presentation | Demo and discussion. Show a couple presentations and discuss pros/cons of them with group. | Individual project (autobiographical ppt), group project (Social Studies), and class work grades (modify Travel ppt) |
| PowerPoint Basics | Learn the parts of the PowerPoint window, work with different views. Learn the toolbars, their buttons, and what they do and parts of a slide  | Demo video from Microsoft site. | Individual project (autobiographical ppt), group project (Social Studies), and class work grades (modify Travel ppt) |
| PowerPoint Basics | Run an existing presentation and edit a presentation (change slide order, change text, add and delete slides, copy slides.  | Demo by me and student work with “plain” travel spreadsheet as they edit, change the background, etc. | Individual project (autobiographical ppt), group project (Social Studies), and class work grades (modify Travel People.ppt) |
| PowerPoint Formatting  | Create a new presentation using a content template. Apply a design template to all and to selected slides. Edit the Master slide and Title slide. Format text. Apply slide transitions. Apply an animation scheme.  | Demo by me followed by student work with individual assistance as needed. | Individual project (autobiographical ppt). Grade will be class work for level of engagement and completeness. |

Notes –

Monday (periods 5, 6, 7) / Tuesday (periods 2, 3, 4)– Start with the overview slide to show students where they are in the schedule as we kick off a new unit. Discuss what a presentation can be used for and walk through a sample one together (15 minutes). Show 7 minute demo video for a good overview from Microsoft. If there is time left over, let the students know they can take the time to submit their Excel projects (Party Plan and Family Budgets with graph)

Wednesday (2, 3, 4) / Thursday (4, 5, 6, 7) - All students will then open the “vanilla” presentation for Worldwide travel and change the background and fix it up themselves practicing what I have demonstrated.

Thursday / Friday - Kick off project work for week

**Unit Heading: MS PowerPoint**

**Day #** 51 **/ Date:** April 23, 2010

**Lesson Topic:** About Me Autobiographical Presentation

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| MS PowerPoint | Create a presentation that demonstrate the ability to create and navigate through a new presentation and enhance it with clip art and/or photos and animation. | Project work by students with one-to-one assistance where needed.  | Students’ presentations will be evaluated for completeness and meeting the assignment guidelines and all must include at least one picture/graphic. |
| MS PowerPoint | Create a presentation from blank slides. Use the Slides and Outline views. Add and edit notes. Use Spell and Style Checks. | Demo by me followed by student work with individual assistance as needed. | Individual project (autobiographical ppt). Grade will be class work for level of engagement and completeness. |

Notes:

Each class will have 3 days with 8C having 4 days this week. The first 2 days will be practice work and demonstrations with PowerPoint. On Thursday (and Friday for 8C) students will work on the autobiographical project that they will need to show me for a class work grade. The 2nd PowerPoint project will be a group project (2 or 3 per group depending on class size) that kids will start the next week I see them (5/10 – 5/14) and then present to their classmates the week of June 1 – 4.

**Unit Heading: Introduction to Presentations – Working with MS PowerPoint**

**Day #** 52 - 54 **/ Date:** May 10 - 12, 2010 (13th and 14th learning.com testing or begin work on group project to be completed final week of class June 1 – 4)

(Week 12 of class – 2nd of 2+ weeks of MS PowerPoint lessons – last week will be finishing group project and presenting to classmates)

**Lesson Topic:** Continuation ofIntro to PowerPoint and Finishing a Presentation with PowerPoint

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| **Content** | **Objectives (TSWBAT)** | **Methods** | **Evaluation** |
| PowerPoint Basics | Learn how to add between slide and within slide animations (bullet builds, word fade and enlargements, etc.) | Demo by me prior to individual project work. | All group projects must include both kinds of animation and individual projects will demonstrate at least one kind. |
| PowerPoint Basics | Use spell check and thesaurus in Review Tab of PowerPoint screen | Demo by me prior to individual project work. | Remind students importance of this in proofreading and take points off for all misspellings when evaluating individual and group presentation projects |
| PowerPoint Basics | Work with tables and charts within a PowerPoint slide | Demo by me prior to individual project work. | Observe students as they work to ensure proper incorporation of skill. |
| PowerPoint - Putting it all together  | Create a presentation to educate classmates about a topic (country’s geography, history, economy, government, etc.) | Project work in groups of 2-3 with individual assistance from me as needed following kick-off discussion to review Internet research. | Rubric distributed to class and reviewed together at kick-off so that all understand how grade is calculated on the project. |

Notes –

Monday – Start with the overview slide to show students where they are in the schedule as we finish off the year. Demo on adding animation to a presentation.

Tuesday – Go over spell check review tab on PowerPoint. Have each student show me their presentation as they complete it for class work grade.

Wednesday – Finish review of each student’s autobiographical presentation for class work grade. Review use of tables and charts. Kick-off group project by assigning groups and countries. Review Internet research to ensure proper references and citations are used. Discuss paraphrasing vs. copying.

Thursday / Friday – Meg takes the lead for online testing of technology aptitude for grant purposes.