



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Documents

School: Township of Ocean Intermediate School

Course: Intro to Multi Media Productions

Department: Technology

Supervisor: Patrick O'Neill

| Board Approval | Supervisor | Notes |
|----------------|-----------------|------------------|
| August 2011 | James Maliff | Update Standards |
| December 2017 | Patrick O'Neill | Update Standards |

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#spartanlegacy



**Into to Multi-Media Productions
TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL**

COURSE TIMELINE FOR: 8TH GRADE Into to Multi-Media Productions

| | 1 | 2 | Throughout the Semester | 3 | 4 | 5 | 5 | 6 | 7 | 9 | | | |
|---------|---|---|----------------------------|---|----|----|---|----|----|-----------------------------------|----|----|----|
| MP 1 | Manage Files Email Review and Applications Internet Safety/Cyberbullying Review District Acceptable Use Policy | | | Advanced Microsoft Word, Review Skills and Learn /Apply New Skills Evaluating Websites Sources for Research Review Citing Sources (MLA Format) | | | Advanced Microsoft Excel Projects | | | | | | |
| | 10 | | | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| MP 2 | Introduction to Microsoft Access | | | Desktop Publishing using Microsoft Publisher | | | Advanced Microsoft PowerPoint Projects | | | Capstone Team Projects | | | |

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|--|---|---|----------------------|---|----------------|---------------|
| Time Frame | September/February (Demonstrated throughout the semester) | | | | | |
| Topic | | | | | | |
| Acceptable User Policy | | | | | | |
| Essential Questions | | | | | | |
| <ul style="list-style-type: none"> • What are the consequences for unethical, unsafe behavior when using the computer? • What are my responsibilities for using technology? • How can misuse be best considered and prevented? • How will misuse affect not only me, but others? | | | | | | |
| Enduring Understandings | | | | | | |
| <ul style="list-style-type: none"> • Technology can have positive or negative impact on both users and those affected by their use. | | | | | | |
| Alignment to NJSLs | | | | | | |
| <ul style="list-style-type: none"> • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. ▪ (8.1.8.D.2) Summarize the application of fair use and Creative Commons guidelines. ▪ (8.1.4.D.3) Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology. | | | | | | |
| Key Concepts and Skills | | | | | | |
| <ul style="list-style-type: none"> • Discuss the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology. • Brainstorming and discussion of ideas based upon knowledge of the proper use of the computer/network while in school. | | | | | | |
| Learning Activities | | | | | | |
| <ul style="list-style-type: none"> • Identity need for Acceptable Use Policy • Discussion on the school's Acceptable Use Policy • Describe consequences for misusing school computers/networks | | | | | | |
| Assessments | | | | | | |
| <ul style="list-style-type: none"> • AUP Practice Quiz on Quia: http://www.quia.com/quiz/391861.html • AUP Quiz on Quia: http://www.quia.com/quiz/528566.html • Ongoing daily assessments | | | | | | |
| 21st Century Skills | | | | | | |
| | Creativity | | Critical Thinking | ✓ | Communication | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | |
| Interdisciplinary Connections | | | | | | |
| <ul style="list-style-type: none"> • Language Arts | | | | | | |

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|--|-------------------------|--|----------------------|----------------|---------------|
| Time Frame | Throughout the Semester | | | | |
| Topic | | | | | |
| Safe Posture /RSI | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> ▪ What is safe posture while working at the computer? What is RSI and how can it be avoided? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Technology can have positive or negative impact on both users and those affected by their use. | | | | | |
| Alignment to NJSLS | | | | | |
| <ul style="list-style-type: none"> • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. ▪ (8.1.4.D.3) Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology. | | | | | |
| <ul style="list-style-type: none"> • Recognize and prevent workplace-related injuries • RSI and Safe Posture • Exercises to prevent RSI • Demonstrate safe posture when sitting at the computer. • Seat oneself properly in the work station. • Exercises used to reduce daily strain. | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Discussion on safe posture • Exercises to avoid RSI - Stretch Breaks for Kids | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Safe Posture/RSI Practice Quiz on Quia: http://www.quia.com/quiz/427803.html • Safe Posture/RSI Quiz on Quia: http://www.quia.com/quiz/601974.html • Daily assessments | | | | | |
| 21st Century Skills | | | | | |
| | Creativity | | Critical Thinking | Communication | Collaboration |
| ✓ | Life & Career Skills | | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Physical Education and Health | | | | | |

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|--|--------------------------------|---|----------------------|----------------|---------------|
| Time Frame | Throughout the Semester | | | | |
| Topic | | | | | |
| Manage Files | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • How can files be saved, stored, organized and managed? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Knowledge of technology tools and operational procedures enables people to use technology effectively. A tool is as good as the person using it. | | | | | |
| Alignment to NJSLs | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Demonstrate the ability to save and manage documents into created folders. • Demonstrate the ability to find and delete files. • Demonstrate the ability to organize folders | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Create folders on H Drive for the class • Practice saving, finding and deleting files | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Ongoing daily assessments | | | | | |
| 21st Century Skills | | | | | |
| | Creativity | | Critical Thinking | Communication | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts | | | | | |

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|--|--------------------------------|----------------------|---|----------------|---------------|
| Time Frame | Throughout the Semester | | | | |
| Topic | | | | | |
| E-Mail, Communication, and the Internet | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • How can email be used to communicate and attach documents? • What are the responsibilities when using network email demonstrates ethical and safe use? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources. | | | | | |
| Alignment to NJSLs | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Discuss email, email etiquette, safety, and spam • Explore different forms of communication via the Internet and the effects these electronic mediums have on social relationships. • Accessing the Internet and gathering information • Use of the computer and the email site www.K12usa.com • Send an Email and insert an attachment • Recognize the responsibility of being safe on the Internet while Emailing | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Lab # 1: Write an email to teacher using the proper address and subject. (Possible topics for short email: Respond to a quote, Favorite Sports, Favorite Music) • Lab # 2: Email Attachments: Respond to questions from a MS Word document (Student Profile), save file and email as attachment • Question of the Day: Research daily question - http://assignaday.4teachers.org/. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Email with note • Email with an attachment • Email answer to Question of Day | | | | | |
| 21st Century Skills | | | | | |
| Creativity | ✓ | Critical Thinking | ✓ | Communication | Collaboration |
| Life & Career Skills | ✓ | Information Literacy | | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts | | | | | |

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|---|--------------------------------|---|----------------------|----------------|---------------|
| Time Frame | Throughout the Semester | | | | |
| Topic | | | | | |
| Internet Safety: Online Cyberbullies | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • What is cyberbullying? • How can cyberbullying make kids feel? • What kinds of online behaviors could be considered cyberbullying? • What does it mean to be a bystander to Cyberbullying? • What are some things a bystander can do when he or she witnesses Cyberbullying? • How is cyberbullying the same and different than other bullying? • What are some ways to handle a cyberbullying situation? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Technology can have positive or negative impact on both users and those affected by their use. Recognize and practice how to staying safe on the Internet. | | | | | |
| Alignment to NJSLs | | | | | |
| <ul style="list-style-type: none"> • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Critical thinking • Recognize personal comfort levels and recognize unacceptable behavior. • Recognize Cyberbullying as bullying that takes place online. • Identify strategies for responsibly dealing with Cyber bullying. | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • View and discuss I-Safe Webcast: “Cyber Harassment, Bullying, and Stalking Online” • View and discuss “Adina’s Deck - Episode 1: Skye’s Cyber Bullying Mystery” DVD. • Create Cyberbullying awareness posters and PowerPoint presentations. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Class discussions • Completed projects • Quiz on Quia: Cyberbullying Quiz - http://www.quia.com/quiz/2469937.html • Quiz on Quia: Cyberbullying Quiz - http://www.quia.com/quiz/2470157.html | | | | | |
| 21st Century Skills | | | | | |
| | Creativity | ✓ | Critical Thinking | Communication | Collaboration |
| ✓ | Life & Career Skills | | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts | | | | | |

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|---|--------------------------------|----------------------|----------------|
| Time Frame | Throughout the Semester | | |
| Topic | | | |
| Staying Safe Online: Cyber Relationships and Social Issues | | | |
| Essential Questions | | | |
| <ul style="list-style-type: none"> How can students be protected online from online predators and inappropriate content? | | | |
| Enduring Understandings | | | |
| <ul style="list-style-type: none"> Technology can have positive or negative impact on both users and those affected by their use. Recognize and practice how to staying safe on the Internet and become aware of possible online predators. | | | |
| Alignment to NJSLs | | | |
| <ul style="list-style-type: none"> The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. (8.1.8.D.2) Summarize the application of fair use and Creative Commons guidelines. Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. | | | |
| Key Concepts and Skills | | | |
| <ul style="list-style-type: none"> Critical thinking Cyber Security Awareness Demonstrate understanding of staying safe while online. | | | |
| Learning Activities | | | |
| <ul style="list-style-type: none"> Discussion of online safety after video clips or DVD movies. View and discuss Online Predators: “Adina’s Deck - Episode 2: The Case of the Online Crush” DVD View and discuss Create Internet Safety Posters to be displayed in the school Create a PowerPoint Internet Safety game | | | |
| Assessments | | | |
| <ul style="list-style-type: none"> Discussion participation Completed Internet Safety Posters Personal Safety Practice Quiz on Quia: http://www.quia.com/quiz/1100990.html Personal Safety Final Quiz on Quia: http://www.quia.com/quiz/1100981.html | | | |
| 21st Century Skills | | | |
| Creativity | ✓ | Critical Thinking | Communication |
| Life & Career Skills | | Information Literacy | Media Literacy |
| Interdisciplinary Connections | | | |
| <ul style="list-style-type: none"> Language Arts | | | |

| Time Frame | Throughout the Semester | | | | |
|--|-------------------------|----------------------|---|----------------|---------------|
| Topic | | | | | |
| Internet Security | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • What are viruses and worms and what ways can students safeguard their computers from such cyber attacks? • Why should students protect their own and families personal information and how to avoid becoming a victim of ID Theft? • What can students do to protect themselves from online security threats? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources. | | | | | |
| Alignment to NJSLs | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. ▪ (8.1.8.D.2) Summarize the application of fair use and Creative Commons guidelines. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Critical thinking • Cyber Security Awareness • Use of the Internet • Understanding of Phishing, Spyware and Worms | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Students will take part in Live Scripts to become more aware of Cyber Security Awareness • Play Anti-Phishing game to identify invalid and dangerous sites. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Response statements – oral participation | | | | | |
| 21 st Century Skills | | | | | |
| Creativity | ✓ | Critical Thinking | ✓ | Communication | Collaboration |
| Life & Career Skills | | Information Literacy | | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts | | | | | |

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|--|--------------------------|---|----------------------|--|----------------|--|---------------|
| Time Frame | September/January | | | | | | |
| Topic | | | | | | | |
| Microsoft Word 2007 | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> How will precise use of Word Processing help in creating documents which are properly formatted and published? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> Technology is constantly changing and requires continuous learning of new skills. Selection of technology should be based on personal and/or career needs assessment. | | | | | | | |
| Alignment to NJSLs | | | | | | | |
| <ul style="list-style-type: none"> The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> (8.1.8.A.1) Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> MS Word 2007 features Word Screen Ribbons (Home, Insert, Page Layout, References, Mailings, Review, View) Word Screen Buttons/Icons (Microsoft Office Button, Save, Undo, etc.) Use Word Processing skills for a variety of activities | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> Review MS Word 2007 Practice using Word 2007 by formatting text using 20 Questions assignment Create and format a Bio Poem | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> Completed projects Microsoft Word 2007 Ribbon and Tabs Practice on Quia http://www.quia.com/quiz/1866288.html Microsoft Word 2007 Ribbon and Tab Quiz on Quia http://www.quia.com/quiz/1866289.html Daily use of the MS Word 2007 features | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | | Communication | | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> Language Arts, Social Studies | | | | | | | |

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|---|---------------------------|----------------------|---|----------------|---------------|
| Time Frame | September/February | | | | |
| Topic | | | | | |
| Evaluating Websites | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • Is everything on the web the truth? • Why do Web pages need to be looked at critically and evaluated for content accuracy and authenticity? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Not all information is valid, reliable, relevant, or appropriate. | | | | | |
| Alignment to NJSL | | | | | |
| <ul style="list-style-type: none"> • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. ▪ (8.1.8.D.2) Summarize the application of fair use and Creative Commons guidelines. ▪ (8.1.8.D.3) Demonstrate how information on a controversial issue may be biased. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Evaluate a website for authenticity, applicability, authorship, bias, and usability. | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Critically evaluate a Web page. • Class discussions • View and discuss DVD - “Research Skills for Students - Evaluating Sources”. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Completed evaluations of Websites • Quiz on Quia: Website Evaluation Practice - http://www.quia.com/quiz/1185745.html • Quiz on Quia: Website Evaluation Quiz - http://www.quia.com/quiz/1786409.html | | | | | |
| 21st Century Skills | | | | | |
| Creativity | ✓ | Critical Thinking | | Communication | Collaboration |
| Life & Career Skills | ✓ | Information Literacy | ✓ | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Social Studies | | | | | |

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|--|---------------------------|---|----------------------|----------------|---------------|
| Time Frame | September/February | | | | |
| Topic | | | | | |
| Collecting Data and Citing Sources | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • What copyright procedures must be followed when creating a document? How sources are cited using the proper MLA format? • What is toggling? How can it help me create a word processing document more efficiently? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | |
| Alignment to NJSL | | | | | |
| <ul style="list-style-type: none"> • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.A.1) Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. <ul style="list-style-type: none"> ▪ (8.1.8.D.1) Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. ▪ (8.1.4.D.2) Analyze the need for and use of copyrights. ▪ (8.1.8.D.2) Summarize the application of fair use and Creative Commons guidelines. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Toggle between the Internet and a Word document • Gather and cite information used for citation using the most updated MLA format • Format hanging indents | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Research and collect data on topic from the Internet and create a citation. • View and discuss “Research skills for Students Searching the Internet”. • View and discuss “Research Skills for Students Avoiding Plagiarism”. • View and discuss “Adina’s Deck - Episode 3: The Case of the Plagiarized Paper”. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Research a vacation spot or country of World Language course and create a Postcard using MS Word and cite sources. • Various assignments throughout the semester. • Quiz on Quia: “Plagiarism and MLA Citations Practice quiz” http://www.quia.com/quiz/1550960.html • Quiz on Quia: “Plagiarism and MLA Citations” http://www.quia.com/quiz/1550876.html | | | | | |
| 21st Century Skills | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | Communication | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Science, Social Studies, World Language | | | | | |

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|--|---|---|----------------------|--|----------------|---------------|
| Time Frame | September-October/February-March | | | | | |
| Topic | | | | | | |
| Use Excel as Graphic Organizer | | | | | | |
| Essential Questions | | | | | | |
| <ul style="list-style-type: none"> • How can Microsoft Excel be used as a graphical organizer or a database? | | | | | | |
| Enduring Understandings | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | |
| Alignment to NJSLs | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | | |
| Key Concepts and Skills | | | | | | |
| <ul style="list-style-type: none"> • Identify spreadsheet parts of Microsoft 2007 • Enter data • Select cells • Format and edit data • Change column widths • Insert and delete rows and columns • Sort data | | | | | | |
| Learning Activities | | | | | | |
| <ul style="list-style-type: none"> • Review of Excel 2007 via DVD • Create a spreadsheet: Computer Club Members • Create a spreadsheet: Presidents of the United States Graphical Organizer | | | | | | |
| Assessments | | | | | | |
| <ul style="list-style-type: none"> • Spreadsheet as Graphical Organizer • Excel Basics Practice Quiz on Quia: http://www.quia.com/quiz/1112900.html • Excel Basics Quiz on Quia: http://www.quia.com/quiz/1112849.html | | | | | | |
| 21st Century Skills | | | | | | |
| | Creativity | ✓ | Critical Thinking | | Communication | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | |
| Interdisciplinary Connections | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Social Studies, Math | | | | | | |

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|--|----------------------|--|----------------------|---|----------------|--|---------------|
| Time Frame | | October/ March | | | | | |
| Topic | | | | | | | |
| Use Excel as Graphic Organizer and Calculation Tool | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How can data be organized into a spreadsheet? • How can Excel perform simple mathematical equations? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | | |
| Alignment to NJSLS | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Critical Thinking • Identify spreadsheet parts in Excel 2007 • Create and edit a spreadsheet • Enter data and select cells • Format and edit data | | <ul style="list-style-type: none"> • Change column widths • Insert and delete rows and columns • Sort data • Enter simple formulas to add, subtract, multiply, and divide • Use proper symbols for the formulas | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Review parts of a spreadsheet Excel 2007 • Create and format spreadsheet S.A.T. Scores • Create and format spreadsheet Sales Report • Create and format spreadsheet American Idol Chart • Create and format spreadsheet “Let’s Go to Lunch Menu Spreadsheet” - Wood’s Texas Grill Menu: Lunch for Two <p>Possible Additional Activities:</p> <ul style="list-style-type: none"> • “Precipitation Data for a State of the US • “Fast Food and Healthy Eating” | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Final spreadsheet products • Excel Basics Practice Quiz on Quia: http://www.quia.com/quiz/1112900.html • Excel Basics Quiz on Quia: http://www.quia.com/quiz/1112849.html | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Social Studies, Science, Math, Health | | | | | | | |

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| Time Frame | October/March | | | | |
| Topic | | | | | |
| Graph Survey Results in Excel | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • How can Microsoft Excel be used to graph results from a survey? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | |
| Alignment to NJSLs | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Identify spreadsheet parts of Excel 2007 • Data collection • Create and edit a spreadsheet • Enter data and select cells • Format and edit data • Change column widths • Insert and delete • Identify parts of a chart • Create a chart | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Brainstorm topic ideas for student surveys • Conduct surveys and collect data • Create spreadsheet and chart for data | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Completed spreadsheet and charts | | | | | |
| 21st Century Skills | | | | | |
| Creativity | ✓ | Critical Thinking | Communication | ✓ | Collaboration |
| Life & Career Skills | ✓ | Information Literacy | Media Literacy | | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Math | | | | | |

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| Time Frame | October/March | | | | | | |
| Topic | | | | | | | |
| Creating Charts in Excel | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How else can data be displayed using Excel Charts? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | | |
| Alignment to NJSLs | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Thermometer Style Chart • Create a Pictograph • Create pie, bar, and 3D charts using same data • Critical Thinking | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Create bar charts and pictographs: <ul style="list-style-type: none"> ▪ “Investigating Daylight” – Collect and graph sunrise and sunset times for Asbury Park for the first day of each month in a calendar year. ▪ Create a Thermometer-Style Chart ▪ “Hollywood’s Top Ten Grossing Movies” Bar Chart and Pictograph | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Completed charts • Interpretation of chart (“Investigating Daylight”) | | | | | | | |
| 21st Century Skills | | | | | | | |
| | Creativity | ✓ | Critical Thinking | | Communication | | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Science, Language Arts, Math | | | | | | | |

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| Time Frame | October/March | | | | |
| Topic | | | | | |
| Excel – Creating an Interactive Crossword Puzzle | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> How can Excel features of conditional formatting and comments be used to construct an educational tool? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> Technology is constantly changing and requires continuous learning of new skills. Selection of technology should be based on personal and/or career needs assessment. | | | | | |
| Alignment to NJSL | | | | | |
| <ul style="list-style-type: none"> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> Critical thinking Format cells and cell borders Insert Comments Make puzzle interactive using Conditional Formatting (if /then statements) Copy and Paste and use the Format Painter Rename Tabs Create MLA Works Cited page | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> Create sample interactive puzzle based upon a topic Play students’ puzzles once completed. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> Completed Interactive Puzzle Excel Final Practice Quiz on Quia: http://www.quia.com/quiz/2294957.html Excel Final Quiz on Quia: http://www.quia.com/quiz/1112849.html | | | | | |
| 21st Century Skills | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | Communication | Collaboration |
| | Life & Career Skills | | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> Language Arts, Science, Social Studies, Math | | | | | |

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| Time Frame | Throughout the Semester | | | | | | |
| Topic | | | | | | | |
| Use Excel to Construct a Timeline: (Semester Long Term Project Choice) | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How can Microsoft Excel be used to organize information into a chronological timeline? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | | |
| Alignment to NJSLS | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Gather and understand information about a given period • Organize information in chronological timeline • Insert and format clip art • Use Excel formatting features • Create MLA Works Cited page | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Create an illustrated timeline based upon one of the following topics: <ul style="list-style-type: none"> ▪ Autobiography Timeline ▪ Historical Period ▪ Natural Disasters ▪ Story Map for a piece of literature | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Finished Timeline | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | | Communication | | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Science, Social Studies, Math, Science | | | | | | | |

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| Time Frame | October /March | | | | |
| Topic | | | | | |
| Create Database Tables | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • Which strategies did I use to collect and organize information for solving problems in a database? • Where and why is there a need to store, organize and analyze large amounts of information into a database? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | |
| Alignment to NJSLs | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.2) Plan and create a simple database, define fields, input data, and produce a report using sort and query. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Identify database parts • Define fields • Enter data into a table • Edit database • Organize information | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Create database – “ Friends” - Name, City, State, Birthday, E-mail and Phone • Create database on Presidents of US • Create a database to solve a mystery | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Completed Database • Access Practice Quiz on Quia: http://www.quia.com/quiz/1135767.html • Access Final quiz on Quia: http://www.quia.com/quiz/1135762.html | | | | | |
| 21st Century Skills | | | | | |
| | Creativity | ✓ | Critical Thinking | Communication | Collaboration |
| ✓ | Life & Career Skills | | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Language Arts. Social Studies | | | | | |

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|--|----------------------|---|----------------------|--|----------------|---------------|
| Time Frame | October/March | | | | | |
| Topic | | | | | | |
| Database Sorts and Queries | | | | | | |
| Essential Questions | | | | | | |
| <ul style="list-style-type: none"> • What questions can be asked after constructing a database? | | | | | | |
| Enduring Understandings | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | |
| Alignment to NJSL | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.2) Plan and create a simple database, define fields, input data, and produce a report using sort and query. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | | |
| Key Concepts and Skills | | | | | | |
| <ul style="list-style-type: none"> • Create a simple query using query wizard • Use queries to do simple sorts • Use queries to do multiple sorts • Use queries to filter data | | | | | | |
| Learning Activities | | | | | | |
| <ul style="list-style-type: none"> • Create a query to solve a mystery. • Create a query based on “Friends” database • Create one or more of the following database topics: <ul style="list-style-type: none"> ▪ Music ▪ Planets ▪ Plan a Career ▪ Animal Classification ▪ Nutrition – Healthy Eating ▪ Plant and Animal Habitats ▪ Natural Disasters | | | | | | |
| Assessments | | | | | | |
| <ul style="list-style-type: none"> • Completed databases using queries, sorting and filtering • Access Practice Quiz on Quia: http://www.quia.com/quiz/1135767.html • Access Final quiz on Quia: http://www.quia.com/quiz/1135762.html | | | | | | |
| 21st Century Skills | | | | | | |
| | Creativity | ✓ | Critical Thinking | | Communication | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | |
| Interdisciplinary Connections | | | | | | |
| <ul style="list-style-type: none"> ▪ Language Arts, Health, Science | | | | | | |

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| Time Frame | November/March-April | | |
| Topic | | | |
| Elements of Microsoft Publisher | | | |
| Essential Questions | | | |
| <ul style="list-style-type: none"> • How can a software layout program allow you to place images and text exactly where and how you want them on a page? • How can templates be modified? | | | |
| Enduring Understandings | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | |
| Alignment to NJSLs | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | |
| Key Concepts and Skills | | | |
| <ul style="list-style-type: none"> • Become comfortable with elements of the Publisher window, and use menus and toolbars • Insert, edit, position, and format text • Create and format drawing objects, insert clip art • Use templates and wizards, rotate a shape • Modify templates • Apply layout guides • Change brightness and contrast • Add a background image • Display creativity | | | |
| Learning Activities | | | |
| <ul style="list-style-type: none"> • Create a publication from a design template and from scratch • Design the one or more of following: business card, greeting card, postcard, CD case, award certificate, party invitation, or a yearly calendar. | | | |
| 21st Century Skills | | | |
| <ul style="list-style-type: none"> • Finished newsletter • Microsoft Publisher Practice Quiz on Quia: http://www.quia.com/quiz/2054259.html • Microsoft Publisher Quiz on Quia: http://www.quia.com/quiz/2063674.html | | | |
| 21st Century Skills | | | |
| ✓ | Creativity | ✓ | Critical Thinking |
| | Life & Career Skills | | Information Literacy |
| | | | Communication |
| | | | Collaboration |
| | | | Media Literacy |
| Interdisciplinary Connections | | | |
| <ul style="list-style-type: none"> • Language Arts, Science, Social Studies | | | |

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| Time Frame | November/March-April | | | | | | |
| Topic | | | | | | | |
| Microsoft Publisher Design Gallery | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How can a publication be made visually appealing and practical? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | | |
| Alignment to NJSL | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Design publication using MS Publisher features • Insert and format WordArt • Create and format a bulleted list • Flip an image • Insert Design Gallery object • Create tear offs • Create a custom sized document • Insert and resize dingbats | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Create a flyer advertising a community service program such as a clothing, food or toy drive. • Create a calendar to be printed in color and bound by the teacher • Create a Friendship Coupon • Create a Certificate | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Finished products from one or more of the activities. | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | | Collaboration |
| | Life & Career Skills | | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Visual Arts | | | | | | | |

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| Time Frame | November/March-April | | | | | |
| Topic | | | | | | |
| Create a Newsletter using Microsoft Publisher | | | | | | |
| Essential Questions | | | | | | |
| <ul style="list-style-type: none"> • What features of Microsoft Publisher can be used to display information in a newspaper-style with columns? | | | | | | |
| Enduring Understandings | | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | | |
| Alignment to NJSLS | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. • Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> ▪ (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | | | | | | |
| Key Concepts and Skills | | | | | | |
| <ul style="list-style-type: none"> • Critical Thinking • Internet Research • Cooperative Learning • Understand general layout of a newsletter • Design a newsletter using MS Publisher | | <ul style="list-style-type: none"> • Use design gallery • Insert text file and clip art • Edit text • Add and delete pages • Create MLA Works Cited page | | | | |
| Learning Activities | | | | | | |
| <ul style="list-style-type: none"> • Create newsletter on Local or Global issues facing society today: Internet Safety, Endangered Species, a Country, Recycling/Caring for the Environment, Health and Fitness | | | | | | |
| Assessments | | | | | | |
| <ul style="list-style-type: none"> • Finished newsletter • Microsoft Publisher Practice Quiz on Quia: http://www.quia.com/quiz/2054259.html • Microsoft Publisher Quiz on Quia: http://www.quia.com/quiz/2063674.html | | | | | | |
| 21st Century Skills | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | Communication | ✓ | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | Media Literacy | | |
| Interdisciplinary Connections | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Health, Science, Social Studies, Science | | | | | | |

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| Time Frame | Additional Activity if time permits | | | | | |
| Topic | | | | | | |
| Design a Brochure using Microsoft Publisher | | | | | | |
| Essential Questions | | | | | | |
| <ul style="list-style-type: none"> • How can layout software help create appealing information resources? | | | | | | |
| Enduring Understandings | | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | | |
| Alignment to NJSL | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | | | | | | |
| Key Concepts and Skills | | | | | | |
| <ul style="list-style-type: none"> • Critical thinking • Internet research • Design a brochure using MS Publisher features • Apply ruler guides • Link text boxes • Apply layout guides • Layout text and graphics • Create a master page • Create MLA Works Cited page | | | | | | |
| Learning Activities | | | | | | |
| <ul style="list-style-type: none"> • Create a brochure – Topics may include: Travel Brochure, Foreign Language, Science, Amusement Parks, Business Brochure, The Home of the Future, Internet Safety, Endangered Species, a Country, Recycling/Caring for the Environment, Health and Fitness | | | | | | |
| Assessments | | | | | | |
| <ul style="list-style-type: none"> • Finished products from one or more of the learning activities. | | | | | | |
| 21st Century Skills | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | | Communication | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | |
| Interdisciplinary Connections | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Science, Social Studies | | | | | | |

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| Time Frame | | Semester Long Project | | | | | |
| Topic | | | | | | | |
| Desktop Publishing Using Microsoft Word Draw Tools: (Semester Long Term Project Choice) | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How can Microsoft Word be used to create a work of art to express ideas? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and/or career needs assessment. | | | | | | | |
| Alignment to NJSLs | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. • Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> ▪ (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Critical Thinking • Research • Change page orientation • Use drawing tools to create objects • Layer and group objects • Keyboarding and proofreading • Using features of Microsoft Word • Using Microsoft Word Draw features | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Design pages with drawing tools • Create an illustrated comic strip – Sample Topics: Internet Safety, subject from school, Save the Environment, or other global awareness approved topic | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Completed project - Comic Strip | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | ✓ | Collaboration |
| | Life & Career Skills | | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Health, Science, Social Studies, Science, Visual Arts, Music | | | | | | | |

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| Time Frame | November-December/April-May | | | | | | |
| Topic | | | | | | | |
| PowerPoint – Karaoke | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How can you use PowerPoint to create a multi-media presentation? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | | | |
| Alignment to NJSLs | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.3) Create a multimedia presentation including sound and images. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Use PowerPoint features • Rip music from CD • Insert music to PowerPoint • Search Internet for animated clip art to match the song’s lyrics • Set up slide transitions to music • Set animation of words and clip art to follow the song’s lyrics | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Create karaoke presentation based upon a song. | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Finished karaoke product • Students present karaoke projects to class • Quiz on Quia: PowerPoint Karaoke Practice Quiz http://www.quia.com/quiz/2448464.html • Quiz on Quia: PowerPoint Karaoke Quiz - http://www.quia.com/quiz/2458277.html | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | ✓ | Collaboration |
| | Life & Career Skills | | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Visual Arts, Music | | | | | | | |

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|--|-----------------------------------|---|----------------------|--|----------------|--|---------------|
| Time Frame | Semester Long Term Project | | | | | | |
| Topic | | | | | | | |
| PowerPoint Book /Alphabet Journal Book/or /Picture Collage: (Semester Long Term Project Choice) | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • What is the most effective way of presenting and citing content information when planning, designing and developing a multi-media product using PowerPoint? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | | | |
| Alignment to NJSLs | | | | | | | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.3) Create a multimedia presentation including sound and images. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. • Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> ▪ (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Create a story board on topic • Change slide view of a presentation • Navigate through a presentation • Create a new presentation • Apply a design template • Edit slide text • Add and delete slides | | <ul style="list-style-type: none"> • Change slide order and layout • Insert and resize clip art and pictures • Add animation to slides • Add sounds or music • Change animation order • Keyboarding and proofreading • Presentation to class | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Create children’s book or picture collage in PowerPoint based upon the 8th grade curriculum or topics: Internet Safety, Save the Environment, or other local/global awareness approved topic • Create an alphabet journal entry book on PowerPoint with music as a background. Students answer a journal question for each letter of the alphabet. | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Completed PowerPoint and presentation to class | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | | Communication | | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Health, Science, Social Studies, Science, Visual Arts, Music | | | | | | | |

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| Time Frame | Semester Long Assignment | | | | |
| Topic | | | | | |
| PowerPoint – Create a PowerPoint Flip Book. (Semester Long Term Project Choice) | | | | | |
| Essential Questions | | | | | |
| <ul style="list-style-type: none"> • How can a multi-media flip book be created using PowerPoint? | | | | | |
| Enduring Understandings | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | |
| Alignment to NJSL | | | | | |
| <ul style="list-style-type: none"> • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> • Use PowerPoint features to create an animated book • Create background. • Use Draw Tools to create clip art. • Insert and format text • Insert music • Set up slide transitions to make clip art move. | | | | | |
| Learning Activities | | | | | |
| <ul style="list-style-type: none"> • Create a colorful flip book using PowerPoint. | | | | | |
| Assessments | | | | | |
| <ul style="list-style-type: none"> • Completed flip book | | | | | |
| 21st Century Skills | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | Communication | Collaboration |
| | Life & Career Skills | | Information Literacy | Media Literacy | |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Visual Arts, Music | | | | | |

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| Time Frame | Semester Long Assignment | | | | | | |
| Topic | | | | | | | |
| PowerPoint: Create a Game (Semester Long Term Project Choice) | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • How can you use PowerPoint to create an interactive game using action buttons and hyperlinks? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | | | |
| Alignment to NJSL | | | | | | | |
| <ul style="list-style-type: none"> • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> ▪ (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Critical thinking • Use PowerPoint features to create an interactive game • Insert action buttons and hyperlinks • Insert and format text • Insert music if appropriate • Set up slide transitions • Game Presentation <ul style="list-style-type: none"> ▪ Internet research ▪ Create MLA Works Cited page • Collaborative working skills | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Create an interactive game on PowerPoint based upon Internet Safety, Save the Environment, or other local/global awareness approved topics. | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Finished interactive game • Presentation of the game | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • Language Arts, Science, Math, Social Studies, Visual Arts, Music, Health, Physical Education | | | | | | | |

| Time Frame | | Semester Long Assignment | | | | | |
|---|----------------------|--------------------------|--|---|----------------|---|---------------|
| Topic | | | | | | | |
| Create Web Page using Publisher: (Semester Long Term Project Choice) | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> How can information be displayed and viewed on the World Wide Web? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> Technology can facilitate learning when it enables students to explore ideas, solve problems, and derive meaning. | | | | | | | |
| Alignment to NJSLs | | | | | | | |
| <ul style="list-style-type: none"> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> (8.1.8.A.1) Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. (8.1.8.A.3) Create a multimedia presentation including sound and images. (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> Lay out Web Page Create a master page Choose color and texture backgrounds Add and format text Add and delete pages Insert hyperlinks | | | <ul style="list-style-type: none"> Preview site Ms Office Application Skills Internet research Create MLA Works Cited page Collaborative working skills | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> Create a Webpage based upon Internet Safety, Save the Environment, or other local/global awareness approved topics. | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> Finished Webpage | | | | | | | |
| 21st Century Skills | | | | | | | |
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | ✓ | Collaboration |
| | Life & Career Skills | ✓ | Information Literacy | ✓ | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> Language Arts, Science, Math, Social Studies, Visual Arts, Music, Health, or Physical Ed. | | | | | | | |

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| Time Frame | January/June |
| Topic | |
| Sports Marketing Simulation – Using Microsoft Office Applications | |
| <i>Team Project Choice</i> | |
| Essential Questions | |
| <ul style="list-style-type: none"> • How can students integrate MS Office applications to take on the role of a Sports Marketing Specialist while working on a team? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Technology can facilitate learning in a team situation when it enables students to explore ideas, solve problems, and derive meaning. | |
| Alignment to NJSLS | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.1) Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. ▪ (8.1.8.A.3) Create a multimedia presentation including sound and images. ▪ (8.1.8.A.2) Plan and create a simple database, define fields, input data, and produce a report using sort and query. <ul style="list-style-type: none"> ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. • (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. • Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> ▪ (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | |
| Key Concepts and Skills | |
| <ul style="list-style-type: none"> • Critical thinking • Ms Office Application Skills <ul style="list-style-type: none"> ▪ Internet research ▪ Create MLA Works Cited page ▪ Collaborative working skills | |
| Learning Activities | |
| <p>“The Dream Team” - A Microsoft Office Sports Marketing Simulation Tasks:</p> <ul style="list-style-type: none"> • Create a team name, logo, and roster. • Develop and organize professional documents needed to promote and manage the team using Microsoft Office software. • Design eye-catching marketing documents to advertise the team. • Create a multi media commercial advertising the team using PowerPoint. | |
| Assessments | |
| <ul style="list-style-type: none"> • Completed Team Tasks | |

21st Century Skills

| | | | | | | | |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | ✓ | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | ✓ | Media Literacy | | |

Interdisciplinary Connections

- Language Arts, Math, Social Studies, Visual Arts, Music

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|---|-----------------------|
| Time Frame | January / June |
| Topic | |
| Capstone Team Projects – Using Microsoft Office Applications | |
| <i>Team Project Choice</i> | |
| Essential Questions | |
| <ul style="list-style-type: none"> ▪ How can students integrate MS Office applications to create an across the curriculum multimedia project? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> ▪ Technology can facilitate learning in a team situation when it enables students to explore ideas, solve problems, and derive meaning. | |
| Alignment to NJSLs | |
| <ul style="list-style-type: none"> • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. <ul style="list-style-type: none"> ▪ (8.1.8.A.1) Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. ▪ (8.1.8.A.2) Plan and create a simple database, define fields, input data, and produce a report using sort and query. ▪ (8.1.8.A.3) Create a multimedia presentation including sound and images. ▪ (8.1.8.A.4) Generate a spreadsheet to calculate, graph, and present information. ▪ (8.1.8.A.5) Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. <ul style="list-style-type: none"> ▪ (8.1.8.B.1) Synthesize and publish information about a local or global issue or event on a collaborative, web-based service. • Effective use of digital tools assists in gathering and managing information. <ul style="list-style-type: none"> ▪ (8.1.8.E.1) Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. • (8.1.8.C) Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. • (8.1.8.F) Information accessed through the use of digital tools assists in generating solutions and making decisions. | |
| Key Concepts and Skills | |
| <ul style="list-style-type: none"> ▪ Critical thinking • Ms Office Application Skills ▪ Internet research ▪ Create MLA Works Cited page ▪ Collaborative working skills | |
| Learning Activities | |
| Team Project Choices include tasks MS Word, Excel, Publisher, and PowerPoint. | |
| <ul style="list-style-type: none"> • Create a Restaurant Business • Create Virtual Vacation • Create Virtual Field Trip • Research Decades of the 1900's • Plan a Band Tour | |
| Assessments | |
| <ul style="list-style-type: none"> ▪ Finished products from one or more of the activities | |

| 21st Century Skills | | | | | | | |
|--|----------------------|---|----------------------|---|----------------|---|---------------|
| ✓ | Creativity | ✓ | Critical Thinking | ✓ | Communication | ✓ | Collaboration |
| ✓ | Life & Career Skills | ✓ | Information Literacy | ✓ | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| ▪ Language Arts, Science, Math, Social Studies, Visual Arts, Music, Health, and/or World Languages | | | | | | | |