

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

**SCHOLARS' CENTER FOR THE STUDY OF
HUMANITIES**

HONORS PROCESS SKILLS II

COURSE DESCRIPTION

Grade Level: 10

Department: Scholars' Center
for the Study of Humanities

Course Title: Honors Process Skills II

Credits: 5

Course Code: 202050

Board of Education adoption date: August 22, 2011

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Honors Process Skills II - Introduction

Introduction

Course Philosophy

To meet the challenges of global technology, the humanities scholar requires a high degree of professional competence in the technical aspects and utilization of the internet, productivity suite, as well as web design. This course is designed to establish an understanding for use and application of the above. Emphasis is placed on computer skills and tools, application of productivity tools, nature and impact of technology, design process and impact assessment, systems in the destined world, career awareness, and planning and employability skills.

Course Description

This is a one-year, five credit, honors level course for Humanities Learning Center students in grade 10. The course will establish an understanding for the use and application of the Microsoft Office Suite advanced features in addition to addition to Web Design, Desktop Publishing and the Internet. The students will learn common features among various Office components as well as those unique to Word, Excel, Access, PowerPoint, Front Page, and Publisher.

Course Map and Proficiencies/Pacing

Course Map

| Relevant Standards | Enduring Understandings | Essential Questions | Assessments | | |
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| | | | Diagnostic | Formative | Summative |
| 3.5, 8.1, 8.2 | Technology allows you to communicate globally and conduct business transactions via the Internet and research topics by utilizing libraries around the world. | <p>Who uses the internet and how do they use it?</p> <p>How do individuals and businesses connect to the Internet?</p> <p>How are technology and the Internet used to expand information and knowledge?</p> <p>What search strategies and tools will give you effective results when searching the World Wide Web?</p> | <p>Student survey</p> <p>Oral questions/discussions</p> <p>Anticipatory set questions</p> | <p>Research projects and assignments</p> <p>Cooperative learning group projects</p> <p>Student evaluation of informational web sites</p> <p>Collaboration with Humanities Social Studies and English classes in research project</p> <p>Quizzes</p> <p>Observations</p> <p>Written assignments</p> | <p>Portfolios</p> <p>Projects</p> <p>Essays</p> <p>Tests</p> <p>Midterm examination</p> <p>Final examination</p> |
| 3.1, 3.2, 4.1, 4.5, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4 | Technology enables you to communicate ideas and solutions, develop strategies for solving problems by utilizing word processor to effectively plan, design, create, format, and edit relevant documents. | <p>How can word processor be used to reinforce good writing practices?</p> <p>What formatting skills are essential for the proper preparation of correspondence?</p> <p>Why is proper formatting essential for successful communications?</p> <p>How does current technology available in communications software help you work more efficiently and effectively?</p> <p>How can word processor be used as a means of communication by people with various interests and responsibilities?</p> | <p>Student survey</p> <p>Oral questions/discussions</p> <p>Anticipatory set questions</p> | <p>Research projects and assignments</p> <p>Cooperative learning group projects</p> <p>Student evaluation of informational web sites</p> <p>Collaboration with Humanities Social Studies and English classes in research project</p> <p>Quizzes</p> <p>Observations</p> <p>Written assignments</p> | <p>Portfolios</p> <p>Projects</p> <p>Essays</p> <p>Tests</p> <p>Midterm examination</p> <p>Final examination</p> |

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| <p>3.1, 3.2, 4.1, 4.5, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4</p> | <p>Technology can be employed in the development of strategies for problem solving through the use of a spreadsheet application to present data using graphs and charts in order to communicate more efficiently and effectively.</p> | <p>What features can be used in problem solving? How can spreadsheet applications be used to communicate ideas and potential solutions? How is a spreadsheet application used in analyzing, interpreting, and presenting data?</p> | <p>Student survey Oral questions/discussions Anticipatory set questions</p> | <p>Research projects and assignments Cooperative learning group projects Student evaluation of informational websites Collaboration with Humanities Social Studies and English classes in research project Quizzes Observations Written assignments</p> | <p>Portfolios Projects Essays Tests Midterm examination Final examination</p> |
| <p>3.1, 3.2, 4.1, 4.5, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4</p> | <p>Advanced and emerging technologies can be utilized to develop problem solving strategies in aspects of professional and personal lives through the use of Microsoft Access in evaluating data.</p> | <p>What features of Microsoft Access can be used in problem solving? How can Microsoft Access be used to communicate ideas and potential solutions? How is Microsoft Access used in gathering, organizing, and presenting data? How are communication skills critical to success in occupational settings?</p> | <p>Student survey Oral questions/discussions Anticipatory set questions</p> | <p>Research projects and assignments Cooperative learning group projects Student evaluation of informational web sites Collaboration with Humanities Social Studies and English classes in research project Quizzes Observations Written assignments</p> | <p>Portfolios Projects Essays Tests Midterm examination Final examination</p> |

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| <p>3.1, 3.2, 4.1, 4.5, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4</p> | <p>In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable multimedia presentation can be employed in evaluating data, solving problems, and communicating ideas and solutions.</p> | <p>How would a multimedia presentation be produced that incorporates text, graphics, moving images, and sounds?</p> <p>How can presentation software be used to formulate strategies to solve problems?</p> <p>Why is it important to stay up to date with technological advances in both our work and personal lives?</p> | <p>Student survey</p> <p>Oral questions/discussions</p> <p>Anticipatory set questions</p> | <p>Research projects and assignments</p> <p>Cooperative learning group projects</p> <p>Student evaluation of informational web sites</p> <p>Collaboration with Humanities Social Studies and English classes in research project</p> <p>Quizzes</p> <p>Observations</p> <p>Written assignments</p> | <p>Portfolios</p> <p>Projects</p> <p>Essays</p> <p>Tests</p> <p>Midterm examination</p> <p>Final examination</p> |
| <p>3.1, 3.2, 4.1, 4.5, 8.1, 8.2, 9.1, 9.2</p> | <p>In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable publication can be employed in evaluating data, solving problems, and communicating ideas and solutions.</p> | <p>How would a publication be produced that incorporates text, graphics, and images?</p> <p>How can publications be used to formulate strategies to solve problems?</p> <p>Why is it important to stay up to date with technological advances in both our work and personal lives?</p> | <p>Student survey</p> <p>Oral questions/discussions</p> <p>Anticipatory set questions</p> | <p>Research projects and assignments</p> <p>Cooperative learning group projects</p> <p>Student evaluation of informational web sites</p> <p>Collaboration with Humanities Social Studies and English classes in research project</p> <p>Quizzes</p> <p>Observations</p> <p>Written assignments</p> | <p>Portfolios</p> <p>Projects</p> <p>Essays</p> <p>Tests</p> <p>Midterm examination</p> <p>Final examination</p> |

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| <p>3.1, 3.2, 4.1, 4.5, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4</p> | <p>In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable web page can be employed in evaluating data, solving problems, and communicating ideas and solutions.</p> | <p>How would a web page be produced that incorporates text, graphics, and images?</p> <p>How can web design software be used to formulate strategies to solve problems?</p> <p>Why is it important to stay up to date with technological advances in both our work and personal lives?</p> <p>What is the impact of technology in our everyday lives?</p> <p>How is technology used as a means of communication by people with various interests and responsibilities?</p> <p>What distinguishes one web site from another?</p> | <p>Student survey</p> <p>Oral questions/discussions</p> <p>Anticipatory set questions</p> | <p>Research projects and assignments</p> <p>Cooperative learning group projects</p> <p>Student evaluation of informational web sites</p> <p>Collaboration with Humanities Social Studies and English classes in research project</p> <p>Quizzes</p> <p>Observations</p> <p>Written assignments</p> | <p>Portfolios</p> <p>Projects</p> <p>Essays</p> <p>Tests</p> <p>Midterm examination</p> <p>Final examination</p> |
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Proficiencies and Pacing

| Unit Title | Unit Understanding(s) and Goal(s) | Recommended Duration |
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| Unit 1: Discovering the Internet | <p>Technology allows you to communicate globally and conduct business transactions via the internet and research topics by utilizing libraries around the world.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Have the skills to utilize the Internet that will enable you to communicate and share information globally. 2. Develop skills in locating, evaluating, and collecting information. 3. Demonstrate ethical behavior when using copyrighted materials. 4. Develop knowledge in utilizing libraries around the world. 5. Understand the importance of recording data, acknowledging sources of information, and citing sources correctly. 6. Understand that a variety of factors affect the authenticity of information derived from mass media and electronic communication. | 3 weeks |
| Unit 2: Microsoft Word | <p>Technology enables you to communicate ideas and solutions, develop strategies for solving problems by utilizing word processor to effectively plan, design, create, format, and edit relevant documents.</p> <p>At the conclusion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Employ word processing to reinforce good writing practices. 2. Utilize correct formatting skills for the proper presentation of correspondences. 3. Understand how proper formatting is essential for successful communications. 4. Understand that Microsoft Word can be used as a means of communication by people with various interests and responsibilities. 5. Understand how writers use technology and the Internet to expand their knowledge. 6. Demonstrate relevance that computer literacy has when making career choices. | 4 weeks |
| Unit 3: Microsoft Excel | <p>Technology can be employed in the development of strategies for problem solving through the use of a spreadsheet application to present data using graphs and charts in order to communicate more efficiently and effectively.</p> <p>At the conclusion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Utilize features of a spreadsheet application in problem solving. 2. Use a spreadsheet application to communicate ideas and potential solutions. 3. Utilize a spreadsheet application in analyzing, interpreting, and presenting data. | 3 weeks |

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| <p>Unit 4: Microsoft Access</p> | <p>Advanced and emerging technologies can be utilized to develop problem solving strategies in aspects of professional and personal lives through the use of Microsoft Access in evaluating data.</p> <p>At the conclusion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Utilize Microsoft Access in problem solving. 2. Use Microsoft Access to communicate ideas and potential solutions. 3. Communicate skills critical to success in occupational settings. 4. Utilize Access in gathering, organizing, and presenting data. | <p>3 weeks</p> |
| <p>Unit 5: Microsoft PowerPoint</p> | <p>In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable multimedia presentation can be employed in evaluating data, solving problems, and communicating ideas and solutions.</p> <p>At the conclusion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Produce a multimedia project that incorporates text, graphics, moving images, and sounds. 2. Utilize presentation software to formulate strategies to solve problems. 3. Understand the importance of staying up to date with technological advances in both our work and personal lives. | <p>7 weeks</p> |
| <p>Unit 6: Desktop Publishing</p> | <p>In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable publication can be employed in evaluating data, solving problems, and communicating ideas and solutions.</p> <p>At the conclusion of this unit the student will be able to:</p> <ol style="list-style-type: none"> 1. Produce a publication that incorporates text, graphics, and images. 2. Understand how publication software can be used to formulate strategies to solve problems. 3. Understand why it is important to stay up to date with technological advances in both our work and personal lives | <p>8 weeks</p> |
| <p>Unit 7: Web Design</p> | <p>In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable web page can be employed in evaluating data, solving problems, and communicating ideas and solutions.</p> <p>At the conclusion of this unit the student will be able to:</p> <ol style="list-style-type: none"> 1. Design a web page that incorporates text, graphics, and images. 2. Understand how web design software can be utilized to formulate strategies to solve problems. 3. Understand why it is important to stay up to date with technological advance in both our personal and work lives. 4. Understand the impact of technology in our everyday lives. 5. Understand how technology is used as a means of communication by people with various interests and responsibilities. 6. Understand what distinguishes one web site from another. | <p>8 weeks</p> |

Honors Process Skills II - Unit 01

Unit 1: Discovering the Internet

Enduring Understandings:

Technology allows you to communicate globally and conduct business transactions via the internet and research topics by utilizing libraries around the world.

Essential Questions:

Who uses the internet and how do they use it?

How do individuals and businesses connect to the internet?

How are technology and the internet used to expand information and knowledge?

What search strategies and tools will give you effective results when searching the World Wide Web?

Unit Goals:

The student will understand key terms related to the internet.

The student will be able to evaluate search techniques and results, given various search tasks.

The student will understand that web sites can be judged using objective criteria.

The student will learn that different search results are derived from the use of search tools.

The student will understand that search engines differ from search directories.

The student will learn that the internet gives you access to electronic databases to explore potential careers and college choices.

Recommended Duration: 3 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>How does technology allow you to communicate globally via the Internet?</p> | <p>Use the internet to conduct research by formulating searches. Utilize key words or symbols to launch a specific search. Create a set of criteria when evaluating a website. Evaluate the credibility of search results Use guidelines to identify research information with high quality and credible content. Identify the different kinds of web sites and URLs. Compare and contrast the internet and the web Categorize websites using bookmarks. Identify and apply copyright and fair use guidelines</p> | <p>Textbook with resources Teacher resources Computer projection system Worksheets</p> | <p>Teacher demonstrations Student demonstrations Lecture and class discussion Perform a web quest on the Renaissance and Reformation Evaluate website for high quality and credible content on the research topic Compose a written analysis enhancing techniques of the information gathered from researching the internet</p> | <p>Class work Projects Tests Rubrics Self and peer assess websites</p> |
| <p>Why is it necessary to demonstrate ethical behavior when using copyrighted materials?</p> | <p>Terms related to intellectual property, including but not limited to "copyright," "fair us," "public domain," "creative commons" Identify and apply copyright and fair use guidelines</p> | <p>Internet Resources</p> | <p>Students take the role of a business owner promoting an event and develop promotional material (a brochure, website, presentation, or other artifact) utilizing only media identified under an appropriate Creative Commons or public domain license</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of terminology and application of skills related to intellectual property.</p> |

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| <p>Why is it relevant to record data for acknowledging sources of information and citing sources correctly?</p> | <p>Use the internet to conduct research by formulating searches. Utilize key words or symbols to launch a specific search. Create a set of criteria when evaluating a website. Evaluate the credibility of search results Use guidelines to identify research information with high quality and credible content. Identify the different kinds of websites and URLs. Compare and contrast the internet and the web. Categorize websites using bookmark</p> | <p>Worksheets indicating appropriate citing format and information required Textbook assignment Computer projection system</p> | <p>Students research and formulate a search on the importance of an accurate acknowledgement of resources Students will research and engage in classroom discussion on the consequences of omitting the citing sources Perform a web quest on the Renaissance and Reformation</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of the importance and correct formatting and citing resources.</p> |
| <p>How does technology allow you to locate, evaluate, and collect information from a variety of sources?</p> | <p>Use the internet to conduct research by formulating searches. Utilize key words or symbols to launch a specific search. Create a set of criteria when evaluating a website. Evaluate the credibility of search results Use guidelines to identify research information with high quality and credible content. Identify the different kinds of websites and URLs. Compare and contrast the internet and the Web</p> | <p>Web research on specific topic (Renaissance and Reformation)</p> | <p>Perform a web quest on the Renaissance and Reformation Student will evaluate websites for high quality and credible content of information on the research topic</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories including student's ability to evaluate websites for high quality and credible content of information on the research topic.</p> |

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| How does the Internet allow users to communicate, share information, and conduct business transactions? | Use the internet to conduct research by formulating searches. Utilize key words or symbols to launch a specific search. Create a set of criteria when evaluating a website. Evaluate the credibility of search results Use guidelines to identify research information with high quality and credible content | Web research on Internet usage for individuals and businesses Textbook with resources Worksheets | Students will research and formulate a search on the different ways the internet can be used by individuals or businesses | Teacher will assess each project utilizing a rubric that includes one or more categories including student's ability to understand how one can utilize the Internet to communicate and conduct business transactions |
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- TEC.K-12.8.1 All students will use computer applications to gather and organize information and to solve problems.
- TEC.K-12.8.1.A Basic Computer Skills and Tools
- TEC.K-12.8.1.B Application of Productivity Tools
- TEC.K-12.8.2.A Nature and Impact of Technology
- WORK.K-12.9.1 All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.
- WORK.K-12.9.1.A Career Awareness and Planning
- WORK.K-12.9.1.B Employability Skills
- WORK.9-12.9.1.12 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
- WORK.9-12.9.1.12.A Critical Thinking & Problem Solving
- WORK.9-12.9.1.12.B Creativity and Innovation

Differentiation

Teacher/students demonstrate using computer-projection system, note-taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Students will be hooked with a discussion of different ways the internet can be used by individuals or businesses. Applying the knowledge acquired from the lesson using the correct technology, students will formulate a search on a specific topic using the internet applying the different search tools learned in the class. Students will be assessed and feedback will be given. Students will self and peer assess the web sites using a list of criteria. Students will be hooked with a discussion on what criteria should be used to evaluate the credibility and quality of a website. Applying the knowledge acquired from the lesson using the correct technology, students will formulate a search on a specific topic and evaluate the information obtained for credibility and quality. Students will be assessed and feedback will be provided based on the search results. Students will self and peer assess the websites using a list of criteria.

College and Workplace Readiness

Students will be hooked with a discussion to identify the different types of websites and URLs available on the World Wide Web. Students will formulate a search on a specific topic and evaluate the type of websites and URLs to prepare for college readiness. Assessment and feedback on the search result will be provided. Students will self and peer assess the websites and URLs using a list of criteria.

Honors Process Skills II - Unit 02

Unit Plan

Enduring Understandings:

Technology enables you to communicate ideas and solutions, develop strategies for solving problems by utilizing Microsoft Word to effectively plan, design, create, format, and edit relevant documents.

Essential Questions:

How can Microsoft Word be used to reinforce good writing practices?

What formatting skills are essential for the proper preparation of correspondence?

Why is proper formatting essential for successful communications?

How does current technology available in communications software help you work more efficiently and effectively?

How can Microsoft Word be used as a means of communication by people with various interests and responsibilities?

Unit Goals:

The student will learn key terms related to Microsoft Office.

The student will learn that documents should follow accepted format and be error free.

The student will understand that Microsoft Word's formatting and editing tools facilitate the writing process.

The student will understand that the appearance of a document can be enhanced in a variety of ways.

The student will learn that Microsoft Word documents can be attached to email and embedded in a web page.

The student will learn that tables can be created in Microsoft Word to present data in an organized format.

The student will learn that Microsoft Word can be used in Desktop Publishing to create printer quality, professional documents.

The student will understand that special features in Word can help organize long documents.

The student will learn that the appearance and quality of a resume and cover letter can impact whether or not an applicant is interviewed for the job.

Recommended Duration: 4 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>Why is technology essential to communicate ideas and solutions in all aspects of today's world and how can the integration of software employed in the development of strategies to solve problems?</p> | <p>Write essays, letters, reports using acceptable format Work with multiple documents Create a web page document in word processing using hyperlinks Create and send an email message with an attachment Create an outline Create a report with footnotes/endnotes and headers and footers Create a newsletter with columns Create criticism to be compiled into volume of literary criticism</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will research online literary criticism, evaluate sources, locate conflicting/dimensional opinions and create their own criticism to be compiled into a volume of literary criticism</p> | <p>Class work will be assessed. Projects assessment rubric will be developed and utilized by teacher. Tests Students will self and peer assess documents.</p> |
| <p>How can advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively?</p> | <p>Write essays, letters, reports using acceptable format Work with multiple documents Create a web page document in word processing using hyperlinks Create and send an email message with an attachment Create a table Create an outline Create a report with footnotes/endnotes and headers and footers Create a newsletter with columns Create a resume and cover letter in proper format to apply for a job in a specific career path</p> | <p>Textbook with resources Teacher resources Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate Internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will research on-line literary criticism, evaluate sources, locate conflicting/dimensional opinions and create their own criticism to be compiled into a volume of literary criticism</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how technology plays a role in effective and efficient communication. Students will self and peer assess work.</p> |

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| <p>How are computers a tool to help writers edit and revise their documents using the process of writing?</p> | <p>Use spell check, grammar check, thesaurus, and autocorrect</p> <p>Use font changes to enhance the document appearance</p> <p>Make corrections using insert and overtype</p> <p>Move and copy text using various methods</p> <p>Apply font and text effects</p> <p>Use bulleted and numbered lists</p> <p>Modify paragraph spacing and use special indents</p> <p>Apply, create, and edit styles</p> <p>Create a web page document in Microsoft Word using hyperlinks</p> <p>Create a table and change the appearance of a table</p> <p>Sort data in a table</p> <p>Create an outline</p> <p>Create a report with footnotes/endnotes and headers and footers</p> <p>Create bookmarks</p> <p>Use collaboration in editing</p> <p>Create a newsletter with columns</p> <p>Enhance a document using drop capitals, borders and shading, clip art, diagrams, and organizational charts</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer projections system</p> <p>Textbook generated hand-outs</p> | <p>Students will use word processing to design and produce a two to three page report using proper format and enhancing techniques, and all the necessary elements acquired from the lesson</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding as to how computers can be utilized in editing and revising documents. Students will self and peer assess work.</p> |
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| <p>How can we develop the process of planning, designing, creating, formatting, and editing an acceptable finished document?</p> | <p>Create a web page document in word processing using hyperlinks Create and send an email message with an attachment Create a table and change the appearance of a table Sort data in a table Create an outline Create a report with footnotes/endnotes and headers and footers Create a newsletter with columns Work with Templates and Wizards</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated hand-outs DVD resources</p> | <p>Students will compare the views of the Federalists and the Democrat-Republicans in report format Report will include an outline, charts, diagrams, footnotes, and endnotes</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding as to how computers can be utilized in planning, designing, creating, formatting, and editing an acceptable document. Students will self and peer assess work.</p> |
| <p>How are computer skills a necessary part of being successful in the world of work?</p> | <p>Create a resume and cover letter in proper format to apply for a job in a specific career path Create criticism to be compiled into volume of literary criticism</p> | <p>Word processing template for resume Hand-out on the purpose and preparation of resumes Internet research on the importance of computer skills with regard to the world of work Newspaper article research on literary themes</p> | <p>Students will utilize word processing templates and teacher handouts/instructions to assist in the creation of a resume in proper format to apply for a job in a specific career path Utilizing sample cover letters provided to the students by the teacher, students will design a cover letter that will accompany resume to apply for a job</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding as to how computers can be utilized in the world of work. Students will self and peer assess work.</p> |

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| TEC.K-12.8.1 | All students will use computer applications to gather and organize information and to solve problems. |
| TEC.K-12. | A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning. |
| TEC.K-12.8.1.A.a | In a world of constant technological change, what skills should we learn? |
| TEC.K-12.8.1.A.b | How do I choose which technological tools to use and when it is appropriate to use them? |
| TEC.K-12.8.1.B.b | What are my responsibilities for using technology? What constitutes misuse and how can it best be prevented? |
| TEC.K-12.8.1.B.2 | Technology use can have positive or negative impact on both users and those affected by their use. |
| WORK.K-12. | Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices. |
| WORK.K-12.9.1.A | Career Awareness and Planning |
| WORK.K-12.9.1.B.a | How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers? |
| WORK.K-12.9.1.B.1 | In the 21st century, people will most likely have multiple careers and jobs. |
| WORK.9-12.9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| WORK.9-12.9.1.12.2 | Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments. |
| WORK.9-12.9.1.12.A.4 | Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country. |
| WORK.9-12.9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. |

Differentiation

Teacher/students demonstrate using computer projection system, note-taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Hook students with a discussion of different forms of technology available to writers. Introduce new programs and vocabulary. Have students begin to consider ways to enhance their documents. Students will design a report on above with all the key elements covered in this lesson. Students will apply the knowledge acquired from the lesson using the correct technology. Students will self and peer assess the reports using a list of criteria.

College and Workplace Readiness

Students will create a plan for a Utopian school and/or university in the spirit of H.D. Thoreau in order to lure potential students to explore college choices. Students will write a plan using word processing to lure potential students to their institution. Teacher will assess and give feedback on results. Students will self and peer assess documents using a list of criteria. Students will complete a simulated version of the Common Application for College. Students will prepare essays based on a list of criteria that fit the requirements for the application. Essays will be teacher assessed and feedback will be provided. Students will self and peer assess using a list of criteria.

Honors Process Skills II - Unit 03

Unit Plan

Enduring Understandings:

Technology can be employed in the development of strategies for problem solving through the use of Microsoft Excel to present data using graphs and charts in order to communicate more efficiently and effectively.

Essential Questions:

What features can be used in problem solving?

How can spreadsheet applications be used to communicate ideas and potential solutions?

How is Excel used in analyzing, interpreting, and presenting data?

Unit Goals:

The student will learn key terms related to spreadsheet applications.

The student will understand that Microsoft Excel is a spreadsheet program that enables you to organize, analyze, and present related information using several forms.

The student will learn that spreadsheet applications can present data in chart or graph form.

The student will understand that spreadsheet applications are a tool used to help us operate efficiently and effectively.

The student will learn that spreadsheet applications can be utilized as a prediction and modeling tool.

Recommended Duration: 3 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>How is technology essential to communicate ideas and solutions in all aspects of today's society?</p> | <p>Apply advanced worksheet and chart options</p> <p>Filter, extract, and use database functions</p> <p>Work with analysis tools</p> <p>Create pivot tables and pivot charts</p> <p>Create macros and menus</p> <p>Import and export data</p> <p>Use templates and protection</p> <p>Work with multiple worksheets and workbooks</p> <p>Use outlines, subtotals, and validation</p> <p>Use advanced spreadsheet applications tools</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer projection system</p> <p>Newspapers/current events</p> <p>Spreadsheet with advanced features</p> | <p>Teacher demonstration</p> <p>Student demonstration</p> <p>Lecture and class discussion</p> <p>Internet research</p> <p>Group/team collaborative reports</p> <p>Students will summarize the different ways Microsoft Excel can be used to present data including specific programs and vocabulary utilizing textbook, handouts, Internet resources, and newspaper resources</p> | <p>Class work</p> <p>Projects</p> <p>Tests</p> <p>Self and peer assess reports</p> <p>Teacher will assess student report utilizing a project designed rubric</p> |
| <p>How can the integration of software be employed in the development of strategies for solving problems?</p> | <p>Apply advanced worksheet and chart options</p> <p>Filter, extract, and use database functions</p> <p>Work with analysis tools</p> <p>Create macros and menus</p> <p>Import and export data</p> <p>Use templates and protection</p> <p>Work with multiple worksheets and workbooks</p> <p>Use outlines, subtotals, and validation</p> <p>Add hyperlinks</p> <p>Use advanced spreadsheet applications</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer projection system</p> <p>Newspapers/current events</p> <p>Spreadsheet with advanced features</p> | <p>Students will utilize spreadsheet applications to create a comparison/contrast of British and American Romantic ideals</p> | <p>Teacher will assess a spreadsheet application project utilizing a rubric that includes one or more categories for displaying an understanding of how the integration of software can be used in the development of strategies for solving problems</p> |

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| <p>How can Microsoft Excel be used to present data using graphs or charts?</p> | <p>Apply advanced worksheet and chart options</p> <p>Create pivot tables and pivot charts</p> <p>Work with charts and graphs (create, move, resize, edit, format, enhance, annotate, draw on, preview, and print)</p> <p>Integrate a chart or graph into</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer projection system</p> <p>Newspapers/current events</p> <p>Spreadsheet with advanced features</p> | <p>Students will create and design a chart comparing view of the Federalists and the Democrat-Republicans with all the necessary elements covered in the lesson</p> | <p>Teacher will assess a spreadsheet application project utilizing a rubric that includes one or more categories for displaying an understanding of how Microsoft Excel can be used to present data using graphs or charts. Students will peer and self assess projects</p> |
| <p>How do advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively?</p> | <p>Apply advanced worksheet and chart options</p> <p>Filter, extract, and use database functions</p> <p>Work with analysis tools</p> <p>Create pivot tables and pivot charts</p> <p>Create macros and menus</p> <p>Import and export data</p> <p>Use templates and protection</p> <p>Work with multiple worksheets and workbooks</p> <p>Use outlines, subtotals, and validation</p> <p>Work with charts and graphs (create, move, resize, edit, format, enhance, annotate, draw on, preview, and print)</p> <p>Integrate a chart or graph into</p> <p>Multimedia presentation or Web page</p> <p>Add hyperlinks</p> <p>Use advanced Microsoft Excel tools</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer-projection system</p> <p>Newspapers/current events</p> <p>Spreadsheet with advanced features</p> | <p>Students will create a spreadsheet application outlining the different attitudes towards God through the eyes of Ann Bradstreet and Jonathan Edwards as historians working with gender issues in Puritan England</p> | <p>Teacher will assess a spreadsheet application project utilizing a rubric that includes one or more categories (analysis of gender roles defining contemporary views of God within religions) for displaying an understanding of how technology plays a role in effective and efficient communication</p> |

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| WORK.9-12.9.1 | All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. |
| WORK.9-12.9.1.12 A | Career Awareness and Planning |
| WORK.9-12.9.1.12 B | Employability Skills |
| WORK.9-12.9.1.12 A.3 | Analyze factors that can impact an individual's career. |
| WORK.9-12.9.1.12 B.3 | Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. |
| TEC.9-12.8.1.12 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. |
| TEC.9-12.8.1.12.A | Technology Operations and Concepts |
| TEC.9-12.8.1.12.B | Creativity and Innovation |
| TEC.9-12.8.1.12.C | Communication and Collaboration |
| TEC.9-12.8.1.12.A.2 | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software. |
| WORK.9-12.9.1.12 | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.9-12.9.1.12.A | Critical Thinking & Problem Solving |
| WORK.9-12.9.1.12.B | Creativity and Innovation |

Differentiation

Teacher/students demonstrate using computer-projection system, note-taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Provide additional suggestions (aside from what you've already suggested above) on how technology might help students participate in relevant, real-world activities based on this unit. Think specifically about scenarios in which students produce content for publication to/interaction with the world.

You may also wish to enter a narrative on how the suggestions you've already made in the unit plan provide these opportunities.

College and Workplace Readiness

Provide suggestions, in addition to what you've suggested above, on how teachers might engage students in college and career readiness exercises within this unit. You may also wish to enter a narrative on how the suggestions you've already made in the unit plan provide these opportunities. Remember, though, that "college and workplace readiness" is primarily about skills that will help students in *any* college or workplace setting, not just one that engages with the advanced content of your subject area.

Honors Process Skills II - Unit 04

Unit Plan

Enduring Understandings:

Advanced and emerging technologies can be utilized to develop problem solving strategies in aspects of professional and personal lives through the use of Microsoft Access in evaluating data.

Essential Questions:

What features of Access can be used in problem solving?

How can Access be used to communicate ideas and potential solutions?

How is Access used in gathering, organizing, and presenting data?

How are communication skills critical to success in occupational settings?

Unit Goals:

The student will learn the key terms related to Microsoft Access.

The student will understand that Microsoft Access is a relational database software program used to manage data that can be organized into lists of related information.

The student will understand that data can be simplified and presented in a report format that can be printed or sent to others in an email attachment.

The student will learn that database software includes tables, queries, forms, reports, pages, macros, and modules.

The student will learn that databases can be merged into a Microsoft Word document.

The student will learn that charts can be generated from specific data.

Recommended Duration: 3 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>How can advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively?</p> | <p>Analyze, plan, and design a database Enter, edit, select, delete, find, and sort records. Create, set criteria for, and sort a query Integrate Microsoft Access with spreadsheet or text data Enhance forms using lists, combo boxes, multi-page forms, hyperlinks, charts, and images. Utilize advanced management tools, report features, queries, and filters Import and export data</p> | <p>Textbook with resources Teacher resources Computer-projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources Database using advanced Microsoft Access features</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate Internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a database on different ways Microsoft Access can be used to gather data Students will begin to consider using a database to gather data</p> | <p>Teacher will assess Microsoft Access project utilizing a rubric that includes one or more categories for displaying an understanding of why it is necessary to develop authenticating skills in evaluating data. Students will peer and self assess.</p> |
| <p>How can the integration of software be employed in the development of strategies for solving problems?</p> | <p>Analyze, plan, and design a database Enter, edit, select, delete, find, and sort records. Create, set criteria for, and sort a query Integrate Microsoft Access with spreadsheet or text data. Enhance forms using lists, combo boxes, multi-page forms, hyperlinks, charts, and images Utilize advanced management tools, report features, queries, and filters Import and export data</p> | <p>Textbook with resources Teacher resources Computer-projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources Database using advanced Microsoft Access features</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate Internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a query to retrieve specific historical data</p> | <p>Teacher will assess Microsoft Access project utilizing a rubric that includes one or more categories for displaying an understanding of how the integration of software can be used in the development of strategies for solving problems. Students will peer and self assess.</p> |

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| <p>How can technology affect all aspects of one's professional and personal life?</p> | <p>Analyze, plan, and design a database Enter, edit, select, delete, find, and sort records. Create, set criteria for, and sort a query Integrate Microsoft Access with spreadsheet or text data Enhance forms using lists, combo boxes, multi-page forms, hyperlinks, charts, and images Utilize advanced management tools, report features, queries, and filters Import and export data</p> | <p>Textbook with resources Teacher resources Computer-projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources Database using advanced Microsoft Access features</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate Internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create and design a database filtering and sorting information using queries with all the necessary elements covered in the lesson</p> | <p>Teacher will assess Microsoft Access project utilizing a rubric that includes one or more categories for displaying an understanding of how technology can affect all aspects of one's personal and professional life. Students will peer and self assess.</p> |
| <p>Why is it necessary to develop authenticating skills in evaluating data?</p> | <p>Analyze, plan, and design a database Enter, edit, select, delete, find, and sort records Create, set criteria for, and sort a query Integrate Microsoft Access with spreadsheet or text data Enhance forms using lists, combo boxes, multi-page forms, hyperlinks, charts, and images Utilize advanced management tools, report features, queries, and filters Import and export data</p> | <p>Textbook with resources Teacher resources Computer-projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources Database using advanced Microsoft Access features</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate Internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a database to gather historical data with a timeline of events leading up to the War of 1812</p> | <p>Teacher will assess Microsoft Access project utilizing a rubric that includes one or more categories for displaying an understanding of why it is necessary to develop authenticating skills in evaluating data. Students will peer and self assess.</p> |

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| <p>What is the connection between personal qualities and those expected by employers?</p> | <p>Analyze, plan, and design a database Enter, edit, select, delete, find, and sort records. Create, set criteria for, and sort a query Integrate Microsoft Access with spreadsheet or text data. Enhance forms using lists, combo boxes, multi-page forms, hyperlinks, charts, and images. Utilize advanced management tools, report features, queries, and filters Import and export data</p> | <p>Textbook with resources Teacher resources Computer-projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources Database using advanced Microsoft Access features</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate Internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a report and design a database of information that lists personal qualities expected by employers, and overall expectations in the work environment</p> | <p>Teacher will assess Microsoft Access project utilizing a rubric that includes one or more categories for displaying an understanding of why it is necessary to develop authenticating skills in evaluating data. Students will peer and self assess.</p> |
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- WORK.9-12.9.1 All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- WORK.9-12.9.1.12 A Career Awareness and Planning
- WORK.9-12.9.1.12 B Employability Skills
- WORK.9-12.9.1.12 B.4.a Communication
- WORK.9-12.9.1.12 B.4.b Punctuality
- WORK.9-12.9.1.12 B.4.c Time management
- WORK.9-12.9.1.12 B.4.e Decision making
- WORK.9-12.9.1.12 B.4.f Goal setting
- TEC.9-12.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- TEC.9-12.8.1.12.A Technology Operations and Concepts
- TEC.9-12.8.1.12.B Creativity and Innovation
- TEC.9-12.8.1.12.C Communication and Collaboration
- TEC.9-12. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
- WORK.9-12.9.1.12 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
- WORK.9-12.9.1.12.A Critical Thinking & Problem Solving
- WORK.9-12.9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- WORK.9-12.9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
- WORK.9-12.9.1.12.B Creativity and Innovation
- WORK.9-12.9.1.12.C Collaboration, Teamwork and Leadership

Differentiation

Teacher/students demonstrate using computer-projection system, note taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Students will be hooked with a discussion on different ways Microsoft Access can be used to gather data. Students will begin to consider using technology and a database to gather historical data to create a timeline of events leading up to the War of 1812. Students will evaluate to what extent the War of 1812 was a second war for independence and hypothesize how the nation may have developed had the conflict never occurred. Students will assess and give feedback on their database. They will self and peer assess using a list of criteria.

College and Workplace Readiness

Students will research different database report styles for professional use. They will develop documents for a portfolio and design a database with all the necessary elements.

Students will be hooked with a discussion of different ways Microsoft Access can be used to manipulate data through sorting, filters, and queries that may be used in college and in the workplace. Students will be asked to create a query to retrieve specific historical data. Students will design a database filtering and sorting information using queries with all the necessary elements covered in the lesson.

Honors Process Skills II - Unit 05

Unit Plan

Enduring Understandings:

In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable publication can be employed in evaluating data, solving problems, and communicating ideas and solutions.

Essential Questions:

How would a publication be produced that incorporates text, graphics, and images?

How can publications be used to formulate strategies to solve problems?

Why is it important to stay up to date with technological advances in both our work and personal lives?

Unit Goals:

The student will learn key terms related to Microsoft Publisher.

The student will understand the process of designing and producing a publication using graphics and electronically generated material.

The student will learn that desktop publishing software emphasizes appearance and formatting for a professional look.

The student will learn that desktop publishing allows you to integrate text, graphics, and charts created in different applications into one document.

The student will learn that before creating a publication, the message to be communicated must be planned, outlined, and the audience identified.

The student will understand that adding images and visual elements such as clipart and photographs to a publication can help to effectively communicate a message.

Recommended Duration: 8 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>Why is technology essential to communicate ideas and solutions in all aspects of today's world?</p> | <p>Create a variety of publications (newspapers, magazines, advertisements, brochures, and manuals) Work with several software programs to create professional publications for multiple audiences Recognize the advantages of desktop publishing over traditional publishing. Design a publication and distinguish features of various typefaces. Establish a style for multi-page documents Set design and style for a publication on Master pages. Use various peripherals (digital, camera, scanner, color printer)</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources Illustrated travel brochures</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a travel brochure analyzing the geographic and demographic differences between the colonies and how these differences affected the development of social, economic, and political systems</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of why technology is essential to communicate ideas and solutions in all aspects of today's world. Students will self and peer assess work.</p> |
| <p>How do advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively?</p> | <p>Create a variety of publications (flyers, newspapers, magazines, advertisements, brochures, and manuals). Work with several software programs to create professional publications for multiple audiences Recognize the advantages of desktop publishing over traditional publishing. Design a publication and distinguish features of various typefaces. Establish a style for multi-page documents Set design and style for a publication on Master pages. Use various peripherals (digital, camera, scanner, color printer)</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create and design a flyer outlining the different ways desktop publishing can be used to enhance communications and communicate more effectively</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how advanced and emerging technologies play a role in effective and efficient communication. Students will self and peer assess work.</p> |

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| <p>How can the integration of software be employed in the development of strategies for solving problems?</p> | <p>Create a variety of publications (flyers, newspapers, magazines, advertisements, brochures, and manuals). Work with several software programs to create professional publications for multiple audiences Recognize the advantages of desktop publishing over traditional publishing. Design a publication and distinguish features of various typefaces Establish a style for multi-page documents Set design and style for a publication on Master pages. Use various peripherals (digital, camera, scanner, color printer)</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources Literature textbooks</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a desktop publishing document that will analyze, emphasize, and highlight the literature and philosophy, visual art, theater and dance, music and architecture from a particular time period</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how the integration of software can be employed in the development of strategies for solving problems. Students will self and peer assess work.</p> |
| <p>How can technology affect all aspects of their professional and personal lives?</p> | <p>Create a variety of publications (newspapers, magazines, advertisements, brochures, and manuals) Work with several software programs to create professional publications for multiple audiences. Recognize the advantages of desktop publishing over traditional publishing. Design a publication and distinguish features of various typefaces. Establish a style for multi-page documents Set design and style for a publication on Master pages Use various peripherals (digital, camera, scanner, color printer)</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources American History textbook and reference material</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a publication illustrating a political cartoon and explaining paragraph which demonstrates an understanding of one key issue emphasized in the Constitution and incorporates political relevance to their current lives</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how technology affects all aspects of professional and personal life. Students will self and peer assess work.</p> |

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| <p>How can the skill of planning, designing, creating, formatting, and editing an acceptable publication be developed?</p> | <p>Create a variety of publications (newspapers, magazines, advertisements, brochures, and manuals) Work with several software programs to create professional publications for multiple audiences Recognize the advantages of desktop publishing over traditional publishing. Design a publication and distinguish features of various typefaces Crop and fit graphics within a frame Use text handles to stretch and squeeze text into column margins Use lines, boxes, shapes, shading, colors, and fill to enhance the appearance of a document. Establish a style for multi-page documents. Set design and style for a publication on Master pages Use various peripherals (digital, camera, scanner, color printer)</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources American History Textbook and reference material</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a magazine that analyzes the geographic and demographic differences between the colonies and how those differences affected the development of social, economic, and political issues</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding for the skill of planning, designing, creating, formatting, and editing an acceptable publication.</p> |
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- WORK.9-12.9.1 All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- WORK.9-12.9.1.12 A Career Awareness and Planning
- WORK.9-12.9.1.12 B Employability Skills
- WORK.9-12.9.1.12 A.5 Research current advances in technology that apply to a selected occupational career cluster.
- WORK.9-12.9.1.12 B.3 Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
- TEC.9-12.8.1.12.A Technology Operations and Concepts
- TEC.9-12.8.1.12.B Creativity and Innovation
- TEC.9-12.8.1.12.C Communication and Collaboration
- TEC.9-12.8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.
- TEC.9-12.8.1.12.B.1 Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.
- WORK.9-12.9.1.12 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
- WORK.9-12.9.1.12.A Critical Thinking & Problem Solving
- WORK.9-12.9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
- WORK.9-12.9.1.12.B Creativity and Innovation
- WORK.9-12.9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- WORK.9-12.9.1.12.C Collaboration, Teamwork and Leadership
- WORK.9-12.9.1.12.D Cross-Cultural Understanding and Interpersonal Communication

Differentiation

Teacher/students demonstrate using computer projection system, note-taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Students will be hooked with a discussion of different ways desktop publishing and technology can be used to enhance communications. Students will consider how they might use this program to communicate more effectively. Students will present and design flyers with all the necessary elements covered in this lesson.

Assessment and feedback will be given on the flyers. Students will self and peer assess the publication using a list of criteria.

Students will be engaged in a discussion on the creation of a desktop publishing document emphasizing and highlighting the literature and philosophy, visual art, theater and dance, music, and architecture from a particular time period. Students will design a Desktop Publishing document with all the necessary elements covered in the lesson using the correct technology. Students will be assessed and feedback will be provided. Students will self and peer assess the publication using a list of criteria.

Students will create a "Puritan Newsletter" depicting the events of a novel or play. Students will research the different desktop publishing communication styles for professional use and apply the correct technology. Students will design a desktop publishing document with all the necessary elements covered in the lesson.

Students will be assessed and feedback will be provided. Students will self and peer assess the publication using a list of criteria.

College and Workplace Readiness

Students will be hooked on creating a brochure to lure potential students to the Utopian school named after H.D. Thoreau. Students will develop documents for their school analysis portfolio. Students will apply knowledge acquired from their school analysis. Students will design a brochure with all the necessary elements covered in the lesson. Students will be assessed and feedback will be given. Students will self and peer assess the brochure using a list of criteria.

Students will be hooked on creating a publication integrating multimedia with the use of sound and video clips from other sources. Students will research a historical event and create a website critiquing the event, as would be approached as a college assignment, by using video clips, interviews, music, and scanned photos. Students will present and discuss the use of multimedia in publications. Assessment and feedback will be provided. Students will self and peer assess the publication using a list of criteria.

Students will be hooked on creating a newsletter illustrating one aspect of Civil War culture. Students will research different desktop publishing communication styles for professional use and develop documents for the portfolio. Students will present and discuss the designed publication with all the necessary elements covered in the lesson. Assessment and feedback will be provided. Students will self and peer assess the finished product using a list of criteria.

Students will be hooked on creating a magazine analyzing the geographic and demographic differences between the colonies and how those differences affected the development of social, economic, and political issues. Students will research different desktop publishing communication styles for professional use and develop documents for the portfolio. Students will present and discuss the designed publication with all the necessary elements covered in the lesson. Assessment and feedback will be provided. Students will self and peer assess the finished product using a list of criteria.

Students will be hooked on creating a publication illustrating a political cartoon/explaining paragraph and demonstrating an understanding of one key issue involved in the drafting of the Constitution. Students will design, present, and discuss publication with all the necessary elements covered in the lesson. Students will be assessed and feedback will be provided. Students will self and peer assess the publication using a list of criteria.

Honors Process Skills II - Unit 06

Unit Plan

Enduring Understandings:

In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable Microsoft PowerPoint presentations presentation can be employed in evaluating data, solving problems, and communicating ideas and solutions.

Essential Questions:

How would a Microsoft PowerPoint presentation be produced that incorporates text, graphics, moving images, and sounds?

How can presentation software be used to formulate strategies to solve problems?

Why is it important to stay up to date with technological advances in both our work and personal lives?

Unit Goals:

The student will learn key terms related to multimedia presentation tools.

The student will understand that Microsoft PowerPoint enables you to create visually compelling presentations with individual slides that can be shown on a computer, video projector, or the internet.

The student will learn how to create a Microsoft PowerPoint presentation and that the presentation must be planned, outlined and the audience identified.

The student will learn that adding images to a presentation can help to effectively communicate a message.

The student will understand that visual elements, such as clip-art, photographs, and charts can be added to help communicate a message.

The student will learn that elements created in Microsoft Word, Excel, and Access can be integrated into Microsoft PowerPoint.

Recommended Duration: 7 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>How is technology essential to communicate ideas and solutions in all aspects of today's world?</p> | <p>Create a slide presentation that can be used to inform, persuade, and educate audience</p> <p>Present information utilizing a variety of methods utilizing a multimedia source</p> <p>Create a slide presentation that can incorporate information from other courses.</p> <p>Create a slide presentation where data can be entered and edited.</p> <p>Change the appearance of information</p> <p>Plan and evaluate an effective presentation</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer projections system</p> <p>Textbook generated handouts</p> <p>Newspapers/current events</p> <p>Guest speakers</p> <p>Internet research</p> <p>DVD resources</p> | <p>Teacher demonstration</p> <p>Student demonstration</p> <p>Lecture and class discussion</p> <p>Adapt current event articles to class assignments</p> <p>Internet research of online literary criticism</p> <p>Evaluate internet sources after locating conflicting/dimensional opinions</p> <p>Oral and written presentations</p> <p>Student will create and design a multimedia presentation on the different forms of technology available for communicating</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how technology plays a role in effective and efficient communication.</p> <p>Students will self and peer assess work.</p> |
| <p>How do advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively?</p> | <p>Present information on a variety of methods utilizing a multimedia source</p> <p>Enter and edit data.</p> <p>Change the appearance of information</p> <p>Incorporate information from other sources</p> <p>Plan and evaluate an effective presentation</p> | <p>Textbook with resources</p> <p>Teacher resources</p> <p>Computer projections system</p> <p>Textbook generated handouts</p> <p>Newspapers/current events</p> <p>Guest speakers</p> <p>Internet research</p> <p>DVD resources</p> | <p>Teacher demonstration</p> <p>Student demonstration</p> <p>Lecture and class discussion</p> <p>Adapt current event articles to class assignments</p> <p>Internet research of online literary criticism</p> <p>Evaluate internet sources after locating conflicting/dimensional opinions</p> <p>Oral and written presentations</p> <p>Create a multimedia presentation that imports text from a word processing document and imports charts and graphs from an Excel spreadsheet</p> | <p>Students will self and peer assess presentations</p> <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how advanced and emerging technologies play a role in the ability to communicate.</p> |

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| <p>How can the integration of software be employed in the development of strategies for solving problems?</p> | <p>Present information on a variety of methods utilizing a multimedia source Enter and edit data. Change the appearance of information Incorporate information from other sources Plan and evaluate an effective presentation</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Create a multimedia presentation comparing and contrasting the long term effects of the Civil War on American society to the long term effects of other social revolutions, including contemporary ones</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding of how technology plays a role in effective and efficient communication. Students will self and peer assess presentations.</p> |
| <p>How can technology affect all aspects of one's personal and professional life?</p> | <p>Present information on a variety of methods utilizing a multimedia source Enter and edit data Change the appearance of information Incorporate information from other sources Plan and evaluate an effective presentation</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Create a multimedia presentation with the use of sound and video clips from the internet comparing three universities in different categories</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding as to how technology affects all aspects of one's personal and professional life Students will self and peer assess work</p> |

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| <p>How can we develop the skill of planning, designing, creating, formatting, and editing an acceptable multimedia presentation?</p> | <p>Present information on a variety of methods utilizing a multimedia source Enter and edit data. Change the appearance of information Incorporate information from other sources Plan and evaluate an effective presentation Create and edit slide text Use the outline tab Draw, modify, and edit an object Align and group object Add, arrange, and format text. Import text from a word processing document Customize the appearance of a presentation using color and background scheme Insert, crop, and scale clipart and pictures Embed and format a chart Create tables in multimedia presentations. Use slide show timings and transitions Set slide animation effects Insert sound effects and movies into multimedia presentations Embed, link, and edit objects</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated handouts Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of online literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Create Multimedia presentations presentation "Museum Exhibit" for the Philadelphia Museum of Art, including illustrating a series of images inspired by theme or character from a Puritan text Multimedia presentation integrating multimedia</p> | <p>Teacher will assess each project utilizing a rubric that includes one or more categories for displaying an understanding as to how computers can be utilized in planning, designing, creating, formatting, and editing and acceptable document Students will self and peer assess work.</p> |
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| WORK.9-12.9.1 | All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. |
| WORK.9-12.9.1.12 A | Career Awareness and Planning |
| WORK.9-12.9.1.12 B | Employability Skills |
| WORK.9-12.9.1.12 A.2 | Evaluate academic and career skills needed in various career clusters. |
| WORK.9-12.9.1.12 B.1 | Assess personal qualities that are needed to obtain and retain a job related to career clusters. |
| WORK.9-12.9.1.12 B.3 | Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. |
| TEC.9-12.8.1.12 | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. |
| TEC.9-12.8.1.12.A | Technology Operations and Concepts |
| TEC.9-12.8.1.12.B | Creativity and Innovation |
| TEC.9-12.8.1.12.C | Communication and Collaboration |
| TEC.9-12.8.1.12.A.1 | Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results. |
| TEC.9-12.8.1.12.A.4 | Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations. |
| TEC.9-12.8.1.12.C.1 | Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community. |
| WORK.9-12.9.1.12 | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.9-12.9.1.12.A | Critical Thinking & Problem Solving |
| WORK.9-12.9.1.12.A.2 | Participate in online strategy and planning sessions for course-based, school-based, or outside projects. |
| WORK.9-12.9.1.12.B | Creativity and Innovation |
| WORK.9-12.9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. |
| WORK.9-12.9.1.12.C | Collaboration, Teamwork and Leadership |
| WORK.9-12.9.1.12.2 | Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. |

Differentiation

Teacher/students demonstrate using computer projection system, note-taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Students will be hooked on a discussion on different forms of technology available for communicating. Students will begin to consider how Multimedia presentations can help them communicate more effectively. Students will design a Multimedia presentations presentation indicating the different forms of technology available for communicating. Presentation will be assessed and feedback will be provided. Students will self and peer assess the presentation evaluating advanced features using a list of criteria.

College and Workplace Readiness

Students will be hooked with a discussion of ideas in creating a presentation using an Edgar Allan Poe short story that might be studied in college literature class. Students will create a presentation using a Poe short story, illustrating a scene, using images, sounds, graphics, etc. Students will present and discuss a particular exercise and design the presentation with all the necessary elements covered in the lesson.

Students will be hooked on creating a Power Point presentation comparing the long-term effects of the Civil War on American society to the long-term effects of other social revolutions, including temporary ones. Students will present their projects and conduct the presentation in small cooperative learning groups. Students will collaborate with each other on ideas for presentation. Collaboration and cooperation skills enhance and develop workplace readiness skills.

Honors Process Skills II - Unit 07

Unit Plan

Enduring Understandings:

In as much as advanced and emerging technologies play an important role in the ability to communicate, the skill of planning, designing, creating, formatting, and editing an acceptable web page can be employed in evaluating data, solving problems, and communicating ideas and solutions.

Essential Questions:

How would a web page be produced that incorporates text, graphics, and images?

How can web design software be used to formulate strategies to solve problems?

Why is it important to stay up to date with technological advances in both our work and personal lives?

What is the impact of technology in our everyday lives?

How is technology used as a means of communication by people with various interests and responsibilities?

What distinguishes one website from another?

Unit Goals:

The student will understand key terms related to web page creation tools.

The student will understand the process of designing and producing a web page using graphics and electronically generated material.

The student will learn that web design software emphasizes appearance and formatting for a professional look.

The student will learn how web design allows you to integrate text, graphics, and charts created in different applications into one web page.

The student will understand that before creating a web page, the message to be communicated must be planned, outlined, and the audience identified.

The student will understand that adding images and visual elements such as clipart and photographs to a web page can help to effectively communicate a message.

The student will understand how graphics, background, sound, and animation can be added to enhance a web page.

Recommended Duration: 8 weeks

| Guiding/Topical Questions | Content/Themes/Skills | Resources and Materials | Suggested Strategies | Suggested Assessments |
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| <p>How is technology essential to communicate ideas and solutions in all aspects of today's world?</p> | <p>Plan a website and create a map of the site. Evaluate and create web content. Use Microsoft FrontPage to create a web page. Identify and apply principles of a good website design Identify and select appropriate navigation schemes Use templates and create a custom page template Use hyperlinks, graphics, and multimedia elements in a website Create, crop, resize, and resample graphics. Create an image with hotspots. Explain privacy policies and Website security measures Debug and test a web page. Identify techniques for publicizing sites and increasing website traffic. Integrate other Microsoft software into a Web page</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Teacher demonstration Student demonstration Lecture and class discussion Adapt current event articles to class assignments Internet research of on-line literary criticism Evaluate internet sources after locating conflicting/dimensional opinions Oral and written presentations Students will create a travel website analyzing the geographic and demographic differences between the colonies and how those differences affected the development of social, economic, and political issues</p> | <p>Teacher will assess Web Design project utilizing a rubric that includes one or more categories for displaying an understanding of how technology is essential to communicate ideas and solutions in all aspects of today's world. Students will peer and self-assess.</p> |
| <p>How can advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively?</p> | <p>Plan a website and create a map of the site. Evaluate and create web content. Use Microsoft FrontPage to create a web page. Identify and apply principles of a good website design Identify and select appropriate navigation schemes Use templates and create a custom page template Use hyperlinks, graphics, and multimedia elements in a Website Create, crop, resize, and resample graphics. Create an image with hotspots Explain privacy policies and Website security measures Debug and test a web page Identify techniques for publicizing sites and increasing Website traffic Integrate other Microsoft software into a web page</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Students will design and create a Renaissance website with advertisements, parodies of texts, literary criticism, articles and pictures</p> | <p>Teacher will assess Web Design project utilizing a rubric that includes one or more categories for displaying an understanding of how advanced and emerging technologies play a role in the ability to communicate more efficiently and effectively. Students will peer and self-assess.</p> |

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| <p>How can the integration of software be employed in the development of strategies for solving problems?</p> | <p>Plan a website and create a map of the site. Evaluate and create web content Use Microsoft FrontPage to create a web page. Identify and apply principles of a good Website design Identify and select appropriate navigation schemes Use templates and create a custom page template Use hyperlinks, graphics, and multimedia elements in a Website Create, crop, resize, and resample graphics. Create an image with hotspots Explain privacy policies and website security measures Debug and test a web page Identify techniques for publicizing sites and increasing Website traffic Integrate other Microsoft software into a web page</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Students will design and create a Website with links to various Lyceum presentations-"Virtual Lyceum"</p> | <p>Teacher will assess Web Design project utilizing a rubric that includes one or more categories for displaying an understanding of how the integration of software can be used in the development of strategies for solving problems. Students will peer and self-assess.</p> |
| <p>How can technology affect all aspects of one's professional and personal life?</p> | <p>Plan a website and create a map of the site. Evaluate and create Web content. Use Microsoft FrontPage to create a web page. Identify and apply principles of a good website design Identify and select appropriate navigation schemes Use templates and create a custom page template Use hyperlinks, graphics, and multimedia elements in a website Create, crop, resize, and resample graphics. Create an image with hotspots Explain privacy policies and Website security measures Debug and test a web page Identify techniques for publicizing sites and increasing website traffic Integrate other Microsoft software into a web page</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Students will design and create a Website publishing documents emphasizing and highlighting the literature and philosophy, visual art, theater and dance, music and architecture from that period</p> | <p>Teacher will assess Web Design project utilizing a rubric that includes one or more categories for displaying an understanding of how technology can affect all aspects of one's professional and personal life. Students will peer and self-assess.</p> |

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| <p>How do we develop the skill of planning, designing, creating, formatting, and editing an acceptable web page?</p> | <p>Plan a website and create a map of the site. Evaluate and create Web content Use Microsoft FrontPage to create a web page Identify and apply principles of a good website design Identify and select appropriate navigation schemes Use templates and create a custom page template Use hyperlinks, graphics, and multimedia elements in a website Create, crop, resize, and resample graphics. Create an image with hotspots Explain privacy policies and Website security measures Debug and test a web page Identify techniques for publicizing sites and increasing website traffic Integrate other Microsoft software into a web page</p> | <p>Textbook with resources Teacher resources Computer projections system Textbook generated hand-outs Newspapers/current events Guest speakers Internet research DVD resources</p> | <p>Students will design and create a website embedding other Microsoft software and using available templates in Microsoft FrontPage for a documents-based question on events during the Critical Period</p> | <p>Teacher will assess Web Design project utilizing a rubric that includes one or more categories for displaying an understanding of how we develop the skill of planning, designing, creating, formatting, and editing an acceptable web page. Students will peer and self-assess.</p> |
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- WORK.9-12.9.1 All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- WORK.9-12.9.1.12 A Career Awareness and Planning
- WORK.9-12.9.1.12 B Employability Skills
- WORK.9-12.9.1.12 A.3 Analyze factors that can impact an individual's career.
- WORK.9-12.9.1.12 B.2 Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
- TEC.9-12.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- TEC.9-12.8.1.12.B Creativity and Innovation
- TEC.9-12.8.1.12.C Communication and Collaboration
- TEC.9-12.8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
- WORK.9-12.9.1.12 All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
- WORK.9-12.9.1.12.A Critical Thinking & Problem Solving
- WORK.9-12.9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- WORK.9-12.9.1.12.A.3 Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- WORK.9-12.9.1.12.B Creativity and Innovation
- WORK.9-12.9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- WORK.9-12.9.1.12.C Collaboration, Teamwork and Leadership

Differentiation

Teacher/students demonstrate using computer projection system, note-taking, lecture, hands-on instruction, small group, and one-on-one instruction.

Teacher may employ cooperative learning strategies to facilitate peer assistance to all students.

Teacher may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

Teacher may incorporate activities that appeal to multiple intelligence and learning styles.

Technology

Students will be hooked with a discussion of different ways Web Design can assist us in communicating. They will be introduced to a new program and vocabulary. Student will consider how they might use this program to communicate more effectively and efficiently. Students will plan a website with all the necessary elements covered in the lesson. Assessment and feedback will be given on the designed website. Students will peer and self assess the website using a list of criteria.

Students will be hooked with a discussion of creating a website publishing document emphasizing and highlighting the literature and philosophy, visual art, theater and dance, music and architecture from that time period. Students will design a website publishing document with all the necessary elements covered in the lesson. Assessment and feedback on the website publication will be provided. Students will peer and self assess the Website publication using a list of criteria.

Students will be hooked on designing a website with links to various Lyceum presentations- "virtual lyceum." Students will research the different on-line communication styles for professional use and develop documents for their portfolios. Students will design a website with all the necessary elements covered in this lesson. Assessment and feedback will be provided on the website and its links. Students will self and peer assess the website and links using a list of criteria.

Students will be hooked on creating a website embedding other Microsoft software. Students will design a website with all the necessary elements covered in this lesson. Assessment and feedback will be provided on the website. Students will self and peer assess the website using a list of criteria.

College and Workplace Readiness

Students will create a Renaissance website complete with advertisements, parodies of texts, literary criticism, articles, and pictures. Students will develop documents for this portfolio. Students will design a magazine with all the necessary elements covered in this lesson. Assessment and feedback will be provided on the magazine. Students will self and peer assess the finished product using a list of criteria. Students will be creating a website illustrating one aspect of culture of the Civil War. Students will develop documents for the portfolio. Students will design a publication with all the necessary elements covered in the lesson. Assessment and feedback will be provided. Students will self and peer assess the document using a list of criteria. Students will be creating a travel website analyzing the geographical and demographic differences between the colonies and how those differences affected the development of social, economic, and political issues. Students will research the different on-line publishing communication styles for professional use. Students will develop documents for the portfolio. Students will design a publication with all the necessary elements covered in the lesson. Assessment and feedback will be provided. Students will self and peer assess the finished product in the portfolio using a list of criteria. Students will be creating a website using available templates in Microsoft FrontPage for a documents-based question on events during the critical period. Students will research the different template styles for professional use. Students will develop document for the portfolio. Students will design a website using templates with all the necessary elements covered in the lesson. Assessment and feedback will be provided. Students will self and peer assess the finished product using a list of criteria.