| Pine Hill Public Schools Curriculum | | | |
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| **Content Area:** | **Electives** | | |
| **Course Title/ Grade Level:** | **Technology in Action:Power Point and Publisher** | | |
| **Unit 1:** | **PowerPoint** | **Duration:** | **8 Weeks** |
| **Unit 2:** | **Publisher** | **Duration::** | **8 Weeks** |
| **BOE Approval Date:** | August 26, 2014 | | |

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| **Pine Hill Public Schools** **Curriculum** | |
| **Unit Title**: PowerPoint | **Unit #: One** |
| **Course or Grade Level:  Technology in Action:Power Point and Publisher** | **Length of Time:  8 Weeks** |
| **Pacing** | Weeks 1-8 |
| **Essential Questions** | • What kind of information is best communicated by using presentation graphics? <br> • What are the characteristics of a good presentation? <br> • How does text, color, and slide background improve the appearance of a presentation? <br> • How does the use of graphics, charts, and tables improve the effectiveness of a presentation? <br> • When should animations and transitions be used? <br> • How can hyperlinks and printing of a slideshow aid the presenter? <br> • What is copyright and why is it important? |
| **Content** | • Create various slides <br> • Using a master slide <br> • Adding text, objects, drawings, tables, graphics, etc <br> • Formatting; ie, bold, underline, alignments bullets and numbering, etc <br> • Organize and present presentations <br> • Convey different views to various audiences <br> • Copyright laws and Creative Commons |
| **Skills** | • Learn different views of slides <br> • Use templates <br> • Formatting presentations <br> • Insert animation/transitions/sound/timing and music <br> • Move, copy, duplicate and delete slides <br> • Use the slide and title master and format bullets <br> • Create charts, tables, and insert Excel worksheets <br> • Insert organizational charts <br> • Print handouts <br> • Why having excellent presentation skills are important <br> • Purpose of copyright laws <br> • Using free images |
| **Assessments** | • Benchmark Assessment <br> • Quizzes <br> • Tests <br> • Student and teacher created rubrics <br> • Student Portfolio of Products <br> • Alternative assessments (i.e. performance based, inquiry project) |
| **Interventions / differentiated instruction** | • Extended time for completion of assignments or tests <br> • Grouping <br> • Shortened assignments <br> • Assignment notebooks |

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| | • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)<br>• Visual demonstrations<br>• Presentation of material in small steps<br>• Visual or multisensory materials<br>• Functional level materials<br>• Mnemonic aids/devices<br>• Credit for class participation, effort and attendance<br>• Modified tests<br>• Tutoring assistance (peer, pal, teacher, etc.)<br>• Emphasis on successes<br>• Graphic Organizers<br>• CITW strategies<br>• Peer editing, think/pair/share, small group<br>• Include strategies aimed at assisting English Language Learners |
| **Inter-disciplinary Connections** | • History<br>• Mathematics<br>• Language Arts<br>• Art<br>• Science |
| **Lesson resources / Activities** | • Learning Microsoft Office 2010 Deluxe Edition<br>• Teacher created handouts<br>• Teacher website |

| Common Core Standards | |
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| **Content Statement:** | **Standard(s):**<br>**8.1 Technology**<br>**(Strand A. Technology Operations and Concepts)** |
| The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | 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.<br>8.1.12.A.2   Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.<br>8.1.12.A.4   Create a personalized digital portfolio that contains a resume, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations |
| Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behavior. | **(Strand D. Digital Citizenship)**<br>8.1.12.D.2   Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.<br><br>**9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed** |

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| The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. | **to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.** <br> **(Strand A Critical Thinking & Problem Solving)** <br> 9.1.12.A.1     Apply critical thinking and problem-solving strategies during structured learning experiences. |
| Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. | **(Strand B. Creativity and Innovation)** <br> 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. |
| Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. | **(Strand C. Collaboration, Teamwork and Leadership)** <br> 9.1.12.C.5     Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. |
| Digital media are 21st-century tools used for local and global communication. | **(Strand E. Communication and Media Fluency)** <br> 9.1.12.E.1     Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets. <br> 9.1.12.E.2     Generate digital media campaigns in support of or opposing a current political, social, or economic issue. |
| Ethical behaviors support human rights and dignity in all aspects of life. | **(Strand F. Accountability, Productivity and Ethics)** <br> 9.1.12.F.2     Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. <br> 9.1.12.F.3     Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad. |

| | 21st Century Themes | | | | | | |
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| X | Global Awareness | X | Financial, Economic, Business,  and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |

| | 21st Century Skills | | | | | | |
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| X | Creativity and Innovation | X | Critical Thinking and Problem Solving | X | Communication and Collaboration | X | Information Literacy |
| X | Media Literacy | X | ICT Literacy | X | Life and Career Skills | | |

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| **Unit Title**: Publisher | | **Unit #: Two** |
| **Course or Grade Level:  Technology in Action:Power Point and Publisher** | **Length of Time:  8 Weeks** | |
| **Pacing** | Weeks 8-16 | |
| **Essential Questions** | <ul><li>How do I use publishing software to create publications of varying length?</li><li>Why use Publisher vs. Word?</li><li>How can you use publishing software to create professional documents that clearly displays information?</li></ul> | |
| **Content** | <ul><li>Understanding the screen and ribbons</li><li>Purpose of the layout guides</li><li>Purpose of rulers</li><li>How to layer objects and group</li><li>How to use text boxes</li><li>How to use templates</li><li>How to create new documents</li><li>Discuss the numerous types of documents that can be created</li><li>Discuss color schemes and fonts</li><li>Formatting documents</li><li>Copyright laws and Creative Commons</li></ul> | |
| **Skills** | <ul><li>Moving, copying, and deleting objects/text boxes</li><li>Inputting text in a document</li><li>Inserting graphics</li><li>Editing graphics</li><li>Formatting skills; ie. Attributes, bullets, font styles, and alignments</li><li>Purpose of copyright laws</li><li>Using free images</li><li>Creating numerous documents:<ul><li>Business card</li><li>Greeting card</li><li>Signs</li><li>Flyers/posters</li><li>Invitations</li><li>Newsletters</li><li>Menus</li><li>Brochures</li></ul></li></ul> | |
| **Assessments** | <ul><li>Benchmark Assessment</li><li>Quizzes</li><li>Tests</li><li>Student and teacher created rubrics</li><li>Student Portfolio of Products</li><li>Alternative assessments (i.e. performance based, inquiry project)</li></ul> | |

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| **Interventions / differentiated instruction** | • Extended time for completion of assignments or tests<br>• Grouping<br>• Shortened assignments<br>• Assignment notebooks<br>• Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.)<br>• Visual demonstrations<br>• Presentation of material in small steps<br>• Visual or multisensory materials<br>• Functional level materials<br>• Mnemonic aids/devices<br>• Credit for class participation, effort and attendance<br>• Modified tests<br>• Tutoring assistance (peer, pal, teacher, etc.)<br>• Emphasis on successes<br>• Graphic Organizers<br>• CITW strategies<br>• Peer editing, think/pair/share, small group<br>• Include strategies aimed at assisting English Language Learners |
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| The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | |
| Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behavior. | **(Strand D. Digital Citizenship)**<br>8.1.12.D.2    Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. |

| | **9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
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| | **(Strand A. Critical Thinking & Problem Solving)** |
| The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. | 9.1.12.A.1    Apply critical thinking and problem-solving strategies during structured learning experiences. |
| | **(Strand B. Creativity and Innovation)** |
| Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. | 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. |
| | **(Strand C. Collaboration, Teamwork, and Leadership)** |
| Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. | 9.1.12.C.5    Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. |
| | **(Strand D. Cross-Cultural Understanding and Interpersonal Communications)** |
| Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. | 9.1.12.D.1    Interpret spoken and written communication within the appropriate cultural context. |
| | **(Strand E. Communication and Media Fluency)** |
| Digital media are 21st-century tools used for local and global communication. | 9.1.12.E.1    Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.<br>9.1.12.E.2    Generate digital media campaigns in support of or opposing a current political, social, or economic issue. |
| y<br>There are ethical and unethical uses of communication and media. | 9.1.12.E.5    Compare laws governing the unethical use of media in different countries. |
| | **(Strand F. Accountablitily, Productivity, and Ethics)** |
| The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. | 9.1.12.F.1    Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace. |

| Ethical behaviors support human rights and dignity in all aspects of life. | 9.1.12.F.3      Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad. |
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| | 21st Century Themes | | | | | | |
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| X | Global Awareness | X | Financial, Economic, Business,  and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |

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