**Classroom 2.0**

**Goal Area 1 : Keyboarding**

**Pennsylvania Academic Standards**:

Science and Technology: 3.6.10.B, 3.7.10.C, 3.7.10.D

Career Education and Work: 13.3.8.E

Reading, Writing, Speaking and Listening: 1.1.8.E, 1.1.8.F

**NETS Standards:**

6a, 6c, 6d

**Essential Understandings:**

Proper keyboarding, body position and touch typing is essential for keying accuracy and speed.

**Overarching and Essential Questions:**

How should students position their body and hands?

What is the correct fingering for striking keys?

How can students accomplish better speed and accuracy?

What functions will best improve efficiency?

**Vocabulary:**

Alternate key, Arrow keys, Backspace, Caps lock, Control, Command, Function, Delete, Tab, Enter/Return, Escape key, Shift, Home keys, Ergonomics, posture

**Assessments: Performance Tasks, Projects**

Self paced lessons

MicroType (or other appropriate software) skills tutorial and practice

**Assessments: Quizzes, Tests and Academic Prompts**

Pre and Post Testing of Speed and Accuracy

MicroType (or other appropriate software)  Pro Skills Quizzes

Keying For Speed Quizzes

**Assessments: Other Evidence (e.g., observations, work samples, dialogues)**

Student demonstration of proper fingering technique

**Assessments: Student Self-Assessment**

Write a reflection of their skill development.

**Students will need to know . . . (targeted understandings):**

Proper keyboarding position of body and hands.

Proper techniques while keying by touch, correct fingering.

Paced key stroking for accuracy and higher speeds through practice.

Commonly used shortcut keys

**Students will be able to do . . . (targeted skills):**

Demonstrate proper posture and fingering position for keyboarding.

Apply paced key stroking in effort to improve speed and accuracy.

**Teaching and learning experiences:**

Teacher Demonstrated

Teacher Directed

**Materials and Resources:**

Teacher developed materials

**Accommodations:**

Student IEP and 504 plans will be followed.

Adjustment of speed and accuracy expectation.

**Enrichments:**

Student GIEP plans will be followed.

Instruction will be differentiated for students who have demonstrated mastery of

content.  Self-paced

**Time:** Approximately 12 class periods (2 periods for introduction, 10 periods of integrated practice

sessions)

**Classroom 2.0 Grade 8**

**Goal Area 2 : File Management**

**Pennsylvania Academic Standards**:

Science and Technology: 3.6.10.B, 3.7.10.C, 3.7.10.D, 3.7.10.E

Career Education and Work: 13.3.8.E

Reading, Writing, Speaking and Listening: 1.1.8.E, 1.1.8.F

**NETS Standards:**

6a, 6b, 6c, 6d

**Essential Understandings:**

File management and transfer skills are necessary for utilizing technology efficiently.

**Overarching and Essential Questions:**

How can files/folders be best organized, retrieved, and stored?

What are some commonly used file formats and their related parent applications?

How can files be transported?

How can search tools be used to locate local and network files?

How can a hierarchal file system be used to organize files?

How can a conventional naming system help you to manage your files?

How can shortcuts make you more efficient?

**Vocabulary:** file, folder, sub folders, file extensions: .doc, .docx,.xls, .xlsx, ppt, .pptx, .exe, .jpg, .gif, .pdf, mov, .tiff, .png, .mp3, .wav, .mov, .wmf, etc., optical media, flash memory, shortcuts, alias

**Assessments: Performance Tasks, Projects**

Saving and retrieving files

Matching extensions with applications

Organizing Files and Folders

**Assessments: Quizzes, Tests and Academic Prompts**

Matching extensions with applications

**Assessments: Other Evidence (e.g., observations, work samples, dialogues)**

Teacher observation of students network drive.

**Assessments: Student Self-Assessment**

Students ability to find their files

**Students will need to know . . . (targeted understandings):**

Organize, save, and retrieve stored files using various techniques.

Recognize common file formats.

Move files using a variety of methods.

Transferring files using email attachments.

Utilizing operating system's tools to locate files.

Folders and subfolders can be use to organize and retrieve files efficiently.

A logical file naming system is essential for file management.

Executing shortcuts.

**Students will be able to do . . . (targeted skills):**

Create a new folders

Moving/copying files from folder to folder

Organize files in folders and subfolders

Name files and folders thoughtfully

Save to the network drive

Recognize file formats: .doc, .docx,.xls, .xlsx, ppt, .pptx, .exe, .jpg, .gif, .pdf, *.mov, .tiff, .png, .mp3, .wav, .mov, .wmf, etc.

Transport files home via travel drives, CD's, DVD's, email attachments

Use "Search" or "Find" to locate local and network files

Utilize shortcuts: Command-C, Control-C, Command-X, Control-X, Command-V, Control-V,

Command-Z, Control-Z, Shift-Click, double click, click and drag, right click/control click, management of multiple windows).

**Teaching and learning experiences:**

Teacher Demonstrated

Teacher Directed

**Materials and Resources:**

Teacher created materials

**Accommodations:**

Student IEP and 504 plans will be followed.

Modified rubrics and requirements.

Extended time allowance.

**Enrichments:**

Student GIEP plans will be followed.

Instruction will be differentiated for students who have demonstrated mastery of content.

Teacher approved independent project.

**Time:** Approximately 5 class periods

**Classroom 2.0**

**Goal Area 3: Word Processing**

**Pennsylvania Academic Standards**:

Science and Technology: 3.6.10.B, 3.7.10.C, 3.7.10.D

Career Education and Work: 13.3.8.E

Reading, Writing, Speaking and Listening: 1.6.8.F, 1.1.8.E, 1.1.8.F, 1.4.8.B, 1.5.8.F

**NETS Standards:**

6a, 6b, 6c, 6d

**Essential Understandings:**

Creating clear and properly formatted documents are essential for personal productivity and effective communication.

**Overarching and Essential Questions:**

How can a basic table be used to organize information?

What features can be applied to a table?

What is the format to follow when creating a report?

What are some ways to format various letter types?

How can students customize a pre-formatted document template?

How can digital images be used to enhance a document?

How can tables, charts and graphs to be used to efficiently display data?

What tools can be used to graphically organize information?

**Vocabulary:** Fonts, templates, MLA, margins, alignment, justification, wrapping spacing, headers, footers, borders, weight, hard break, non breaking space, landscape, orphan, symbol, copy and paste, tables, banners

**Assessments: Performance Tasks, Projects**

Rubric driven letter project

Rubric driven report project

Rubric driven table project

**Assessments: Quizzes, Tests and Academic Prompts**

Vocabulary quiz

Screen shot quiz

**Assessments: Other Evidence (e.g., observations, work samples, dialogues)**

Saved file

Printed document

Teacher observation

Student participation

**Assessments: Student Self-Assessment**

Self reflection

Self assessed rubric

**Students will need to know . . . (targeted understandings):**

Basic formatting features.

MLA style format.

Proper outlining format.

Parts of a letter.

The differences/similarities between business and personal letter.

Programs include pre-designed, customizable, templates.

Tables can be used to organize information.

Placement and formatting of a basic table

**Students will be able to do . . . (targeted skills):**

Utilize basic formatting features: font size/color/type/style, margins, spacing, alignment,

bullets/numbering, borders, indentation, headers/footers

Use the MLA format when creating reports

Input data into outline format

Identify the parts of a business letter: logo/letterhead/business address, date, sender's address (including person's position), salutation, body, complimentary close, signature (with position), reference initials, enclosure notation

Identify the parts of a personal letter: return address, date, sender's address, salutation, body, complimentary close, signature

Create and format tables within a document

Utilize and customize a pre-designed template to create a product

Insert tables to organize and display information within a document

Utilize table formatting features: line style/weight, borders types/colors, shading, merge cell, split cell, draw, distribution

**Teaching and learning experiences:**
Teacher Demonstrated
Teacher Directed
Independent Self Learning
Student Exploration

**Materials and Resources:**
Book: iWork '09: Keynote, Pages and Number by Richard Harrington
Software: Open office, Microsoft Word, Pages
Online Tutorials
Teacher prepared materials

**Accommodations:**

Student IEP and 504 plans will be followed.

Modified rubrics and requirements.

Extended time allowance.

**Enrichments:**

Student GIEP plans will be followed.

Instruction will be differentiated for students who have demonstrated mastery of content.

Teacher approved independent project.

**Time:** Approximately 12 class periods

**Classroom 2.0**

**Goal Area 4: Data/Spreadsheets**

**Pennsylvania Academic Standards**:

Science and Technology: 3.6.10.B, 3.7.10.D

Mathematics: 2.6.8.A, 2.6.8.F

Career Education and Work: 13.3.8.E

Reading, Writing, Speaking and Listening: 1.6.8.F, 1.1.8.E, 1.1.8.F, 1.4.8.B

**NETS Standards:**

3c, 3d, 4c, 6a, 6b, 6c, 6d

**Essential Understandings:**

Spreadsheets are used to create graphic representations of data for analysis.

**Overarching and Essential Questions:**

How can students calculate, recalculate and organize data?

How can students use spreadsheets to efficiently manage/sort text & data?

How can students extract information from a spreadsheet?

What are some basic functions found in a spreadsheet program?

How can a spreadsheet be formatted to make the information more readable?

How can students choose the most effective application for manipulating and/or displaying data?

How can students choose the correct graphic chart to display data?

**Vocabulary:** cell, column, row, formula, function, sum, average, autosum, formula bar, main box, address, chart, range, sort, ascending, descending, gridlines, print area, header row, value, label, worksheet, template, wrap, merge

**Assessments: Performance Tasks, Projects**

Multiple student created projects

## Assessments: Quizzes, Tests and Academic Prompts

Vocabulary quiz

Screen shot quiz

Chart quiz

## Assessments: Other Evidence (e.g., observations, work samples, dialogues)

Saved file

Printed document

Teacher Observation

Student participation

## Assessments: Student Self-Assessment

Self reflection

Self assess rubric

## Students will need to know . . . (targeted understandings):

Entering, sorting, formatting and organization of data.

How to filter and export data.

Auto Sum function and other basic functions.

Utilization of color, shading and grid lines

Different applications are better suited for specific outcomes

Different graphs are better suited for specific outcomes

## Students will be able to do . . . (targeted skills):

Enter data into a cell.

Navigate from cell to cell by using arrow key, tab and enter keys.

Navigation between worksheets in a book using sheet tabs.

Format data using format menu/banner to correct identify the data type

(currency, time, text, date, general number, Labels vs Values, apostrophe).

Sort data ascending and descending by outside column or by specific column

(custom sort).

Labeling column headings and row headings.

Utilize filter to view selected data from a worksheet.

To export selected columns of data for use in other applications.

Use AutoSum for adding a column or row of numbers.

Use Functions such as AVG, MIN, MAX to calculate average, minimum, maximum values for a range of data.

Format a worksheet using font color, borderline color, style and shading (background cell color).

Demonstrate selecting data for charts and choosing appropriate style of chart.

## Teaching and learning experiences:

Teacher Demonstrated
Teacher Directed
Independent Self Learning
Student Exploration

## Materials and Resources:

Book: iWork '09: Keynote, Pages and Number by Richard Harrington
Software: Open office, Microsoft Excel, Numbers
Online Tutorials
Teacher prepared materials

## Accommodations:

Student IEP and 504 plans will be followed.

Modified rubrics and requirements.

Extended time allowance.

## Enrichments:

Student GIEP plans will be followed.

Instruction will be differentiated for students who have demonstrated mastery of content.

Teacher approved independent project.

**Classroom 2.0**

**Goal Area 5: Presentation Software**

**Pennsylvania Academic Standards**:

Science and Technology: 3.6.10.B, 3.7.10.D, 3.7.10.E

Career Education and Work: 13.3.8.B, 13.3.8.C, 13.3.8.E

Reading, Writing, Speaking and Listening: 1.6.8.F, 1.1.8.E, 1.1.8.F, 1.2.8.B, 1.4.8.B,

1.5.8.B, 1.5.8.F, 1.6.8.A, 1.6.8.C, 1.8.8.A, 1.8.8.B, 1.8.8.C

**NETS Standards:**

1a, 1b, 2a 2b, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d

**Essential Understandings:**

Presentation software can be used to effectively communicate information about topic in a concise engaging manner.

**Overarching and Essential Questions:**

How can students use presentation software as a tool to demonstrate what they have learned?

What are the elements of an effective slide show?

How can the effective use of special effects, animations, transitions, etc. be used to enhance a project?

What are some free digital resources that can be utilized?

How does fair use, creative commons, and copyright affect a project?

How do statements need to be worded for a presentation?

How can students choose the most effective presentation software?

**Vocabulary:** slide, presentation, creative commons, copyright, animation, transition,
 build effects, 7x7 rule, pane, slide sorter, outline, note, slide master, header, footer,
File types: j .doc, .docx,.xls, .xlsx, ppt, .pptx, .exe, .jpg, .gif, .pdf, *.mov, .tiff, .png, .mp3, .wav, .mov, .wmf, etc.

**Assessments: Performance Tasks, Projects**

Intro Presentation Skills Project - Teacher directed

Student Vacation Project - rubric based

Current Event Topic Presentation Project - rubric based

**Assessments: Quizzes, Tests and Academic Prompts**

Vocabulary Quiz

Screen Shot Quiz

**Assessments: Other Evidence (e.g., observations, work samples, dialogues)**

Completed Presentations, saved file, printouts, teacher observation, student participation

**Assessments: Student Self-Assessment**

Student reflection

Student Self Assessed Rubric

**Students will need to know . . . (targeted understandings):**

Effective elements of a quality presentation

Utilizing 7 by 7 rule, graphics, word choice and effects

Know where to find quality digital resources

Understanding the implications of fair use, creative commons and copyright relating to individual

presentations

Different presentation software are better suited for specific outcomes

**Students will be able to do . . . (targeted skills):**

Use transitions effectively without creating distractions.

Use animation to engage the viewer.

Use the 7x7 rule to manage the content on a page.

Select the appropriate slide layout as needed.

Manipulate the slide order for the most effective flow of information.

Use complete sentences only for direct quotes.

Package a complete presentation with all effects.

Import digital files.(Sound, video, and photo).

**Teaching and learning experiences:**

Teacher Demonstrated

Teacher Directed

Independent Self Learning

Student Exploration

Project based learning

Peer Review

Cooperative Learning Activities

**Materials and Resources:** Atomic Learning,

iWork '09, Microsoft Office,

**Accommodations:**

Student IEP and 504 plans will be followed.

Modified rubrics and requirements

Extended Time allowance

**Enrichments:**

Student GIEP plans will be followed.

Instruction will be differentiated for students who have demonstrated mastery of content.

Teacher approved independent projections

**Time:** Approximately 13 class periods

**Classroom 2.0**

**Goal Area 6: Digital Media Productions**

**Pennsylvania Academic Standards**:

Science and Technology: 3.6.10.B, 3.7.10.D, 3.7.10.E

Career Education and Work : 13.3.8.B, 13.3.8.C, 13.3.8.E

Reading, Writing, Speaking and Listening: 1.6.8.F, 1.1.8.E, 1.1.8.F, 1.2.8.B, 1.5.8.B, 1.5.8.F, 1.6.8.C, 1.8.8.A, 1.8.8.B, 1.8.8.C

**NETS Standards:**

1a, 1b, 2a 2b, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d

**Essential Understandings:**

Students will use digital storytelling to package their understanding into an easily absorbed product. The process of creating the digital story requires technical skills, communication, collaboration, creativity, visual and sound literacy, organization and project management skills.

**Overarching and Essential Questions:**

Given a task, which application would be useful and appropriate?

What hardware and software are needed to produce a multimedia production?

What preparations are needed to develop and organize a digital media production?

What are some free digital resources that can be utilized?

How does fair use, creative commons, and copyright affect a project?

What are the basic elements of telling a story?

How can the effective use of special effects, transitions, etc. be used to enhance a project?

How can a rubric be used as a guide to produce a final product?

What is the proper way to use and care for electronic peripherals?

How can you examine and evaluate media as a viewer?

How can a project be completed given a finite amount of time?

**Vocabulary:** Digital Law, Copyright, Fair Use, Creative Commons, Digital Storytelling, Transitions, Digital Media, Media Literacy, Story Maps, Story Boards, MPEG-video, AVI, Quick Time (.mov), Aspect Ratio, Rule of Thirds, Podcast, MP3, RSS, Ducking, Jumpcut, Cutaway, Frame, Leadroom,

Establishing Shot, Over-the-shoulder shot (O/S),

**Assessments: Performance Tasks, Projects**

Teacher-directed audio project

Teacher-directed video project

Student-directed audio/video project

**Assessments: Quizzes, Tests and Academic Prompts**

Vocabulary quiz

Screen shot quiz

**Assessments: Other Evidence (e.g., observations, work samples, dialogues)**

Completed Presentation

Saved file

Printed document

Teacher observation

Student participation

Student cooperative work

**Assessments: Student Self-Assessment**

Self reflection

Self assessed rubric

**Students will need to know . . . (targeted understandings):**

Digital media software and hardware

Storyboards and Scripts

Know where to find quality digital resources

Fair use, creative commons, copyright

Complete Story: Beginning, problem, resolution/change, end

Special effects, transitions, etc. used effectively to enhance a project

Use and Follow a rubric

Respect school equipment

Media Literacy

Digital Photography and basic photo editing

Organizational and time management skills.

**Students will be able to do . . . (targeted skills):**

Identify the essential elements of the story (beginning, problem, resolution, end)

Organize the storytelling process using a storyboard and/or script

Identify appropriate software and hardware necessary

Locate and incorporate online resources while respecting intellectual property

Effectively capture, import and edit engaging audio/video/digital images

Identify and apply special effects to enhance the project

Utilize media literacy concepts

Incorporate all the advanced elements of the rubric into their project

Utilize time management skills to meet a deadline

Complete a project cooperatively with a partner

**Teaching and learning experiences:**

Teacher demonstration

Teacher directed activity

Independent, self-guided learning

Student exploration

Project-based learning

Cooperative learning activity

Peer review

**Materials and Resources:**

Software - Garage Band, iMovie, PhotoStory, MovieMaker, iPhoto, Audacity, iTunes

Online - Creative Commons Resources (freeplaymusic, podsafemusic, musopen)

Hardware - Computer, Digital Camera, Keyboard, Mouse, Microphones, Scanner, Digital Camcorder, Cables

Online Tutorials - Atomic Learning, Apple

Books - iLife '09: iPhoto, iMovie, Garageband, iWeb, iDVD by Michael E. Cohen

Teacher Prepared Materials

Note : nice glossary at http://www.wpa.net/~hahsvad/CONCEPT/VIDEO/VideoVocab.html

**Accommodations:**

Student IEP and 504 plans will be followed.

Modified rubrics and requirements.

Extended time allowance.

**Enrichments:**

Student GIEP plans will be followed.

Instruction will be differentiated for students who have demonstrated mastery of content.

Teacher approved independent project.

**Time:** Approximately 30 class periods

**September 2009 – Robert Voron, Jennifer Kindt, Corry Robbins, Michael Pauling**