8th Computer
Curriculum Mapping
2019-2020
Christina Strid

Unit: *Unit 1 - Office Basics*	Time: *January 2020*

Standards Taught
FT 5.1 –Demonstrate knowledge of features in the operating system   *FT 5.2 –Analyze operating system capabilities and restrictions*   - FT 6.1 –Demonstrate advanced search techniques within search engines   - FT 6.2 – Analyze different search engines   - FT 6.3 – Evaluate different Internet browsers   - FT 8.1 –Demonstrate various methods of backing up files using different options   - FT 8.2 –Conduct Internet browser maintenance   - FT 8.3 –Explain the importance of antivirus software   - FT 8.4 –Communicate an understanding of the importance of password creation and management

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.*	*The students will be learning about operating systems, search engines, command options, antivirus software and passwords.*

Prior Knowledge Needed	Vocabulary	Assessments
Students have a foundation in computer science that they will upon in this course.	*Operating system* *Search engines and techniques* *Internet browsers* *Antivirus software* *Password security*	*Students will answer questions in class, participate in discussions, daily assignments and a unit test.*

Reflection:	Essential Questions:
This is a unit that reviews the importance of operating systems, search engines, computer maintenance and Internet security.	*Why are operating systems important?* *How do you use search engines effectively?* *What are important things for computer maintenance?* *Why are passwords important?*
Relevance	Operating systems, search engines and computer maintenance and passwords are vital skills for students to have for any future career path.

Unit: *Unit 2 -Word*	**Time:** *January- February 2020*

Standards Taught	
Use word processing skills to create documents. • *FT 1.1 Modify and manipulate paragraphs and paragraph* • *FT 1.2Use tables to enhance documents* • *FT 1.3 Customize document formatting* • *FT 1.4 Create a mail merge document* • *FT 1.5 Create and use features of word processing software* • *FT 1.6 Format characters* • *FT 1.7 Use Help features*	

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.*	*The students will be using word processing software to make documents, work with graphics, edit table, create reports and newsletters.*

Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students have a foundation in computer science that they will build upon in this course.	*Headers and footers* *Themes* *Alignment* *SmartArt* *Tables* *Document properties* *Managing sources* *Format painter*	*Students will answer questions in class, participate in discussions, daily assignments and a unit test.*

Reflection: *Every career needs to be able to use word processing software. Students will be able to use these skills throughout high school and into their future career.*	**Essential Questions:** • *Why are word software skills important?* • *How are tables and templates useful?* • *Why are reports effective in giving information?*
Relevance	Word software skills are important in every 21st century career path.

Unit: *Unit 3 -Excel*		Time: *February-March 2020*
Standards Taught		

Create and format spreadsheets for a variety of personal and work applications
- *FT 2.1 Format a spreadsheet to enhance its appearance*
- *FT 2.2 Insert formulas into a worksheet to enhance its functionality*
- *FT 2.3 Manipulate data within and between workbooks*
- *FT 2.4 Create charts within a spreadsheet to represent data graphically*

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.*	*The students will be using spreadsheet software to make charts, use formulas and make worksheets.*

Prior Knowledge Needed	Vocabulary	Assessments
Students have a foundation in computer science that they will build upon in this course.	*Worksheet and workbook* *Formatting* *Ranges* *Formulas* *Tables* *Functions* *Conditional formatting* *Charts and analyze data*	*Students will answer questions in class, participate in discussions, daily assignments and a unit test.*

Reflection: *This unit will help the students as they complete analyzing their information for their science fair projects.*	Essential Questions: • *Why are Excel software skills important?* • *How are tables and workbooks useful?* • *Why are charts effective in giving information?*
Relevance	Being able to create a spreadsheet, use formals, tables and charts are vital skills for students to have for any future career path.

Unit: *Unit 4 -PowerPoint*		**Time:** *March- April 2020*
Standards Taught		

Create and format professional presentations
- *FT 3.1 Create a presentation using presentation software*
- *FT 3.2 Modify a presentation*
- *FT 3.3 Add visual appeal and animation to a presentation*
- *FT 3.4 Add visual elements to a present*
- *FT 3.5 Share and present professional presentation*

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.*	*The students will be using software to create professional presentations using presentation software.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students have a foundation in computer science that they will build upon in this course.	*Slides* *Headers and footers* *Slides* *Transformation and animation*	*Students will answer questions in class, participate in discussions, daily assignments and a unit test.*
Reflection: *The students completed these online lessons and have a good foundation for the future.*	**Essential Questions:** • *Why are presentation software skills important?* • *How are presentations useful?* • *Why are graphics effective in giving information?*	
Relevance	Being able to create a professional presentation to convey information to an audience is an important skill.	

Unit: *Unit 5 -Access*		**Time:** *April –May 2020*
Standards Taught		
• *FT 7.1 –Create a database table* • *FT 7.2 –Create relationships between database tables* • *FT 7.3 –Perform queries and filter records* • *FT 7.4 –Create forms in the database* • *FT 7.5 –Create reports in the database*		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.*	*The students will be using software to create professional presentations using presentation software.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students have a foundation in computer science that they will build upon in this course.	*Database* *Queries* *Forms* *reports*	*Students will answer questions in class, participate in discussions, daily assignments and a unit test.*
Reflection: *The students did a modified unit this year due to online learning but have a good foundation for the future.*	**Essential Questions:** • *Why are database skills important?* • *How are databases useful?*	
Relevance	Database skills are important to students so they will be able to sort and filter large amounts of data.	

Unit: *Unit 6 –Ethical Communication*	Time: *May 2020*

Standards Taught
FT 9.1 –Demonstrate an understanding of the importance of privacy and security within relevant technological tools   *FT 9.2 -Analyze the effect of technology on relationships and communication*   *FT 9.3 -Demonstrate the complexity of safe, legal and responsible creation of digital footprints and reputations*   *FT 9.4 -Follow ethical and legal guidelines in gathering and using digital information and applications*   *FT 9.5 Effectively decipher reliable information on the web*

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using nine tables. The students move into different groups to practice speech and listening skills. Overall the environment is structured and has rules and procedures in place.*	*The students will be using software to create professional presentations using presentation software.*

Prior Knowledge Needed	Vocabulary	Assessments
Students have a foundation in computer science that they will build upon in this course.	*Digital footprint* *Privacy* *security*	*Students will answer questions in class, participate in discussions, daily assignments and a unit test.*

Reflection:	Essential Questions:
The students did a modified unit this year due to online learning but have a good foundation in digital citizenship.	*Why is privacy so important in the digital era?* *What is a digital footprint?* *How do you effectively find information.* *What are my ethical digital responsibilities?*

Relevance	*Digital footprints will follow a student throughout their life and they need to realize their importance.*