TA:TEKS (Technology Applications)

Week 1 **Unit of Study: Acceptable Use, Copyright, and Fair Use** **First Grading Period**

TEKS 1 Demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.
- E use technology terminology appropriate to the task;

TEKS 3 Complies with the laws and examines the issues regarding the use of technology in society.
- A discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;
- B demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;
- C describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;

TEKS 6 Evaluates the acquired electronic information.
- A determine and employ methods to evaluate the electronic information for accuracy and validity;
- C demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

College Prep

Vocabulary

Word Wall
- computer
- monitor
- printer
- keyboard
- mouse
- cursor
- database
- Internet
- World Wide Web
- web site
- Internet browser
- print
- Acceptable Use Policy
- copyright
- ownership
- ethical
- plagiarism
- etiquette
- consequences
- security
- searches
- electronic information
- technology
- applications

Resources

TA:TEKS SAISD Curriculum
Week 1
- **Day 1 – Acceptable Use and Class Rules**
- **Day 2 – Big 6 and Internet**
- **Day 3 – Copyright and Fair Use**
- **Day 4 – Copyright and Fair Use**
- **Day 5 – Reliability, Validity and Source Citation**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- discuss the SAISD Acceptable Use Policy and demonstrate effective use of copyrights
- apply the **Big 6©** as a problem solving strategy for technology
- discuss copyright laws/issues
- explain ethical acquisition and use of digital information
- explain how to cite sources using established methods
- discuss the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting and invasion of privacy
- explain methods used to evaluate electronic information for accuracy and validity

Rigor / Relevance: A

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ What are some of the laws and issue regarding the use of technology in society? ➢ What are some of the main points of the SAISD Acceptable Use Policy (AUP)? ➢ How does the SAISD AUP effect you as a student? ➢ How could we create a classroom AUP? ➢ How may you use the Big 6 © Problem Solving Model to help organize research?	➢ Discuss copyright laws and issues ➢ Model ethical acquisition and use of digital information ➢ Properly cite sources ➢ Demonstrate proper etiquette and knowledge of AUP while in the classroom, and lab, on the Internet or Intranet ➢ Describe the consequences reguarding copyright violations ➢ Evaluate electronic information for accuracy and validity, source, location, media type, and relevancy.	➢ Reading for Understanding ➢ Class Discussion ➢ Class Brainstorming ➢ Practical Application ➢ Information Problem Solving ➢ Group Collaboration ➢ Class Discussion - Teacher Led, Student Driven

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- Evaluating for Validity and Reliability handout

LoTi Levels: 0 – Nonuse. The perceived lack of access to technology-based tools or lack of time to pursue

	Bilingual Word Wall		electronic technology implementation. Existing technology is predominately text-based (e.g, ditto sheets, chalkboard, overhead projector). 2 - Exploration. Technology-based tools serve as a supplement (e.g., tutorials, educational games, simulations) to the existing instructional program. The electronic technology is employed either for extension activities or for enrichment exercises to the instructional program.  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate an understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts

TA:TEKS (Technology Applications)

Week 2 | **Unit of Study: History and Future of the Web** | **First Grading Period**

TEKS 1 Demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.
- G explain the differences between analog and digital technology systems and give examples of each;
- I compare and contrast LANs, WANs, Internet, and intranet.

TEKS 3 Complies with the laws and examines the issues regarding the use of technology in society.
- D identify the impact of technology applications on society through research, interviews, and personal observation; and
- E demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

TEKS 4 Uses a variety of strategies to acquire information from electronic resources, with appropriate supervision.
- A use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- B apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

TEKS 6 Evaluates the acquired electronic information.
- B resolve information conflicts and validate information through accessing, researching, and comparing data; and

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- A participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;

TEKS 9 Uses technology applications to facilitate evaluation of work, both process and product.
- A design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and
- B resolve information conflicts and validate information through research and comparison of data.

College Prep

Vocabulary

Word Wall
- laws
- issues
- technology applications
- society
- careers
- life-ling learning
- analog
- digital technology system
- Local Area Network, LANs
- Wide Area Network, WANs
- Internet
- Intranet
- keyword
- Boolean
- research
- communication
- communities

Resources

TA:TEKS SAISD Curriculum
Week 2

- **Day 6 – AC175 Great Moments in Communication**
- **Day 7 – AC175 Great Moments in Communication**
- **Day 8 – AC182 Debating the Future**
- **Day 9 – AC182 Debating the Future**
- **Day 10 – AC182 Debating the Future**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- explain the laws and issues regarding the use of technology within society
- discuss the impact of technology applications on society through research, interviews, and personal observations
- discuss the relevancy of technology to future careers, life-long learning and daily living for individuals of all ages
- discuss the difference between an analog and digital technology system
- discuss the difference between LANs, WANs, Internet and Intranet
- demonstrate keyword and Boolean search strategies used to locate and acquire information on the Internet, Intranet and other software packages
- demonstrate how to resolve information conflicts and validate information through accessing, researching and comparing data
- demonstrate how to use research skills and electronic communication to participate in electronic communities as a learner, initiator, contributor, and teacher/mentor
- discuss how to improve a product by reviewing and evaluating its progress using established criteria or rubrics

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How has technology impacted society? ➢ How has technology changed the future? ➢ What are keyword and Boolean search strategies? ➢ What is the difference between	➢ Identify the impace of technology applications on society ➢ Explain the relevancy of technology to future careers, life-long learning, an daily life ➢ Explain the difference between an analog and digital technology	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

- electronic communication
- electronic communities
- learner
- initiator
- contributor
- teacher
- mentor

Bilingual Word Wall

an analog and digital technology system? ➢ What is the difference between a LANs and a WANs. ➢ What is the Internet? ➢ What is the difference between the Internet and a Intranet?	system ➢ Explain the difference between a LANs and WANs ➢ Explain the difference between the Internet and a Intranet ➢ Use keyword and Boolean search strategies to located and acquire desire information from the Internet, Intranet, and other software packages ➢ Access, research and compare and validate data ➢ Use research skills to actively participate with electronic communities	
Assessment ➢ Student's Cornell Notes ➢ Big 6 © Problem Solving Worksheet ➢ Take a Position handout ➢ TC175 ➢ TC182		

LoTi Levels: 2 - Exploration. Technology-based tools serve as a supplement (e.g., tutorials, educational games, simulations) to the existing instructional program. The electronic technology is employed either for extension activities or for enrichment exercises to the instructional program.

3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools).

Reading Connection:

- use the Reading Process to develop understanding of sources and content validity and accuracy

Writing Connection:

- use the Writing Process to develop an understanding of vocabulary
- use the Writing Process to summarize content found using Internet searches

Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts create visual timeline illustrating the 'Great moments in Communication'
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts create visual timeline illustrating the 'Great moments in Communication'
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts create a brochure illustrating the 'Great moments in Communication'

TA:TEKS (Technology Applications)

Week 3 | **Unit of Study: Web Research** | **First Grading Period**

TEKS 1 Demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.

- F perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;
- H use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML);

TEKS 5 Acquires electronic information in a variety of formats, with appropriate supervision.

- A identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.

- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- F differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- J use foundation and enrichment curricula in the creation of products.

TEKS 10 Formats digital information for appropriate and effective communication.

- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate;

College Prep

Vocabulary

Word Wall

- open
- create
- modify
- print
- save
- Internet
- electronic information
- formats
- text
- bitmapped graphics
- vector graphics
- graphics
- image
- video
- audio files
- graphics tools
- digital information

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum

Unit 1

- **Day 11 – AC182 Debating the Future**
- **Day 12 – AC095 Vending Machines at School?**
- **Day 13 – AC095 Vending Machines at School?**
- **Day 14 – AC098 Explore Web Publishing**
- **Day 15 – AC098 Explore Web Publishing**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:

- apply the **Big 6©** as a problem solving strategy for technology
- demonstrate how to open, create, modify, print and save documents in an application program
- discuss terminology used to relate to the Internet
- demonstrate how to acquire electronic information in a variety of formats
- discuss the difference between a variety of graphic tools found in draw and paint applications
- demonstrate how to appropriate use a variety of graphic tools found in draw and paint applications
- discuss the appropriate use of different formats in digital information
- demonstrate how to appropriate use of different formats in digital information

Rigor C Relevance

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you open an application? ➢ How do you save, modify and print a document? ➢ What is e-mail? ➢ What does URL stand for? ➢ What is HyperText Markup Language? ➢ What does WWW stand for? ➢ How do you create a bitmapped graphics? ➢ What is the difference between a bitmapped and vector graphics?	➢ Open an application program ➢ Create, modify, print, and save documents ➢ Use proper Internet terminology ➢ Identify, acquire, create, and use various formats of text, graphic, image, video, and audio files ➢ Plan, create and edit word processing documents ➢ Understand the difference between and demonstrate how to use a variety of graphic tools found in draw and paint programs ➢ Use foundation and enrichment curricula to create products ➢ Demonstrate appropriate formats for digital information	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment

- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- TC182

			➢ TC095 ➢ TC098 ***LoTi Levels:*** 2 - Exploration. Technology-based tools serve as a supplement (e.g., tutorials, educational games, simulations) to the existing instructional program. The electronic technology is employed either for extension activities or for enrichment exercises to the instructional program. 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools).  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** work with peer tutors to communicate an understanding of important terms and concepts

GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts create a brochure illustrating the pros or cons to 'Vending machines in schools'

TA:TEKS (Technology Applications)

Week 4 | **Unit of Study: Web Publishing** | **First Grading Period**

TEKS 2 Uses data input skills appropriate to the task.
- D develop strategies for capturing digital files while conserving memory and retaining image quality.

TEKS 5 Acquires electronic information in a variety of formats, with appropriate supervision.
- A identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;
- C use on-line help and other documentation.

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- C use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

College Prep

Vocabulary

Word Wall
- digital files
- identify
- create
- desktop publishing
- web publishing
- desktop publishing techniques
- multi-column
- multi-section
- text-wrapped frame
- printed copy
- monitor display
- Internet documents
- video
- telecommunication tools
- Internet browsers
- video conferencing
- distance learning
- electronic information

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 4
- **Day 16 – AC028 Create a Web Page**
- **Day 17 – AC028 Create a Web Page**
- **Day 18 – Dreamweaver Tutorial**
- **Day 19 – Personal Web Page using Dreamweaver**
- **Day 20 – Internet Research – Historical Newspaper**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss strategies used for capturing digital files
- demonstrate how to acquire, identify, create, and use files in various formats
- demonstrate how to use on-line help and other documentation
- discuss desktop publishing techniques
- demonstrate how to publishing electronic information in a variety of ways

Rigor C Relevance

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ What is a digital file? ➢ What are some strategies for capturing digital files? ➢ Why is it important to retain image quality? ➢ What is a multi-column document? ➢ What is a multi-section document? ➢ How does a printed copy differ from a monitor display?	➢ Use appropriate strategies to capture digital files while conserving memory and retaining image quality ➢ Acquire, identify, create, and use various electronic information formats ➢ Use on-line help and other documentation ➢ Create a document using desktop publishing techniques ➢ Use telecommunication tools to publish electronic information in a variety of ways	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- My Own Web Page Checklist
- Student Project Grading Rubric

LoTi Levels: 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and

			telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools).  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add audio, animation, and original graphics to the web page

TA:TEKS (Technology Applications)

Week 5 | **Unit of Study: Desktop Publishing** | **First Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats
- G integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;

College Prep

Vocabulary

Word Wall
- plan
- create
- edit
- word processing
- desktop publishing
- fonts
- styles
- sizes
- graphics
- page design
- readable fonts
- alignment
- page setup
- tabs
- ruler settings
- multimedia
- multimedia authoring programs
- linear
- non-linear
- tables
- chars
- graphs

Resources

TA:TEKS SAISD Curriculum

Week 5
- **Day 21 – MS Word Tutorial**
- **Day 22 – Historical Newspaper**
- **Day 23 – Historical Newspaper**
- **Day 24 – Fireworks Tutorial #1**
- **Day 25 – Fireworks Tutorial #2**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- demonstrate how to create and edit a word processing document using readable fonts, alignment, page setup and ruler settings
- demonstrate how to appropriate use computer-based productivity tools to format digital information
- discuss desktop publishing techniques used to create a word processing document
- demonstrate how to integrate two or more productivity tools into a word processing/image document

Rigor / C / Relevance

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ What are readable fonts? ➢ What are tabs and ruler settings? ➢ Describe a linear project? ➢ Describe a non-linear project? ➢ What type of font should be used for printed copy? ➢ What type of font should be used for monitor display or Internet documents?	➢ Plan, create, and edit a word processing document ➢ Create a multi-column or multi-sectioned word processing document incorporating different productivity tools ➢ Use fonts, styles, sizes, graphics and page design appropriately ➢ Delivers an electronic product in a variety of ways	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- Historically Based Newspaper Checklist
- Student Project Grading Rubric

LoTi Levels: 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or

	□ paint programs □ draw programs □ mail merge **Bilingual Word Wall**		graphs to analyze results, telecommunications activities involving data sharing among schools).  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics to the newspaper create and add an advertisement to the newspaper

TA:TEKS (Technology Applications)

Week 6 | **Unit of Study: Graphics Design and Multimedia** | **First Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- F differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- G integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

TEKS 10 Formats digital information for appropriate and effective communication.
- A use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- B design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and

College Prep

Vocabulary

Word Wall
- defined audiences
- slide shows
- posters
- multimedia presentations
- newsletters
- brochures
- reports
- graphics design

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum

Week 6
- **Day 26 – AC143 Building a Robot**
- **Day 27 – AC143 Building a Robot**
- **Day 28 – PowerPoint Tutorial #1**
- **Day 29 – My Family PowerPoint Presentation**
- **Day 30 – PowerPoint Tutorial #2**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss how to plan a multimedia project incorporating text, audio, video, and graphics
- demonstrate how to incorporate text, audio, video, and graphics into a multimedia project
- discuss productivity tools
- demonstrate integrate two or more productivity tools into a project
- discuss how to effectively use a multimedia project to communicate with a defined audience

Rigor / Relevance: C

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you define a audience? ➢ While designing a product, why is it important to identifying your target audience? ➢ What type of font style and sizes should be used at the beginning, middle, and end of a multimedia presentation?	➢ Plan, create, and modify a multimedia project incorporating text, audio, video, and graphics ➢ Use appropriately a variety of graphic tools found in draw and paint applications ➢ Integrate two or more productivity tools into a project to communicate effectively with a defined audience ➢ Use fonts, styles, sizes, graphics, and page design to format digital information	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- TC143
- MS PowerPoint Student Checklist
- Student Project Grading Rubric

LoTi Levels: 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools).

			 **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts create a promotional brochure/flyer for the 'Building a Robot' add audio, animation, and original graphics to the presentation

TA:TEKS (Technology Applications)

Week 7 | **Unit of Study: Multimedia Presentations** | **First Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- H use interactive virtual environments, appropriate to level, such as virtual reality or simulations;

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 9 Uses technology applications to facilitate evaluation of work, both process and product.
- A design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- B design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and

TEKS 12 Uses technology applications to facilitate evaluation of communication, both process and product.
- B determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;

College Prep

Vocabulary

Word Wall
- multimedia
- multimedia presentations
- virtual environments
- virtual reality
- simulations
- technology application skills
- technology application strategies
- product
- reviewing
- evaluating
- established criteria
- established rubrics
- word processor
- database
- spreadsheet
- telecommunications
- draw
- paint
- utility programs
- foundation
- enrichment curricula

Resources

TA:TEKS SAISD Curriculum

Week 7
- **Day 31 – AC044 The Mysteries of Ancient Egypt**
- **Day 32 – AC044 The Mysteries of Ancient Egypt**
- **Day 33 – AC044 The Mysteries of Ancient Egypt**
- **Day 34 – Historical Multimedia Presentation**
- **Day 35 – Historical Multimedia Presentation**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss research and technology application skills and strategies
- discuss the use of virtual environments in education/research
- discuss how to improve a product by reviewing and evaluating its progress using established criteria or rubrics

Rigor / Relevance

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ What is a virtural environment? ➢ What is virtural reality? ➢ What is a simulation? ➢ How can you use a simulation to solve a problem? ➢ How do you define a audience? ➢ While designing a product, why is it important to identifying your target audience? ➢ What type of font style and sizes should be used at the beginning, middle, and end of a multimedia presentation?	➢ Plan, create, and edit a word processing document ➢ Appropriately use computer-based productivity tools ➢ Use interactive virtual environments as a research tool ➢ Use research skills and electronic communication to share products with a defined audience ➢ Integrate technology application skills and strategies ➢ Improve a product by reviewing and evaluating its progress using established criteria or rubrics ➢ Design and create a multimedia presentation for a defined audience	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- TC044
- Student Project Grading Rubric

	Bilingual Word Wall		***LoTi Levels:*** 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools).  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts ***After:*** paraphrase each of the important terms and concepts create a promotional brochure/flyer for the 'The Mysteries of Ancient Egypt' add audio, animation, and original graphics to the presentation

TA:TEKS (Technology Applications)

Week 8 | **Unit of Study: Desktop Publishing** | **First Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats
- G integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

College Prep

Vocabulary

Word Wall
- desktop publishing
- fonts
- alignment
- page setup
- tabs
- ruler settings
- proficiency
- integrate
- productivity tools
- research skills
- electronic communications

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 8

- **Day 36 – Restaurant Intro and Logo Creation**
- **Day 37 – Logo and Business Cards**
- **Day 38 – Business Cards and Letterhead**
- **Day 39 – Promotional Flyer**
- **Day 40 – Menu**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- demonstrate how to create and edit a word processing document using readable fonts, alignment, page setup and ruler settings
- demonstrate how to appropriate use computer-based productivity tools to format digital information
- discuss desktop publishing techniques used to create a word processing document
- discuss how to effectively produce a product with a defined audience
- demonstrate how to integrate two or more productivity tools into a word processing/image document

Rigor D Relevance

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you define an audience? ➢ How should a defined audience influence the creation of a product? ➢ What type of font should be used for printed copy? ➢ What type of font should be used for monitor display or Internet documents?	➢ Plan, create, and edit a word processing document ➢ Create a multi-column or multi-sectioned word processing document incorporating different productivity tools ➢ Use research skills and electronic communication to share products with a defined audience ➢ Use fonts, styles, sizes, graphics and page design appropriately	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- Logo Student Checklist
- Business Card Student Checklist
- Letterhead Student Checklist
- Flyer Student Checklist
- Restaurant Menu Student Checklist
- Student Project Grading Rubric

			LoTi Levels: 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools). 4 – Integration (mechanical). Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts

ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 9 | **Unit of Study: Desktop Publishing** | **First Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats
- G integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- C use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

College Prep

Vocabulary

Word Wall
- printed copy
- monitor display
- Internet documents
- video
- telecommunication
- telecommunication tools
- Internet
- Internet browsers
- video
- video conferencing
- distance learning

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 9
- **Day 41 – Menu**
- **Day 42 – Restaurant Website**
- **Day 43 – Restaurant Website**
- **Day 44 – Restaurant Promotional Materials**
- **Day 45 – Restaurant Promotional Materials**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- demonstrate how to create and edit a word processing document using readable fonts, alignment, page setup and ruler settings
- demonstrate how to appropriate use computer-based productivity tools to format digital information
- discuss desktop publishing techniques used to create a word processing document
- discuss how to effectively produce a product with a defined audience
- demonstrate how to integrate two or more productivity tools into a word processing/image document
- demonstrate how to publishing electronic information in a variety of ways

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you define an audience? ➢ How should a defined audience influence the creation of a product? ➢ What type of font should be used for printed copy? ➢ What type of font should be used for monitor display or Internet documents?	➢ Plan, create, and edit a word processing document ➢ Create a multi-column or multi-sectioned word processing document incorporating different productivity tools ➢ Use research skills and electronic communication to share products with a defined audience ➢ Use fonts, styles, sizes, graphics and page design appropriately ➢ Use telecommunication tools to publish electronic information in a variety of ways	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

			Assessment ➢ Student's Cornell Notes ➢ Big 6 © Problem Solving Worksheet ➢ Restaurant Menu Student Checklist ➢ Restaurant Web Site Student Checklist ➢ Promotional Materials Student Checklist ➢ Student Project Grading Rubric ***LoTi Levels:*** 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools). 4 – Integration (mechanical). Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts

ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 10 | **Unit of Study: Spreadsheets** | **Second Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- B create and edit spreadsheet documents using all data types, formulas and functions, and chart information;
- J use foundation and enrichment curricula in the creation of products.

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- C create a variety of spreadsheet layouts containing descriptive labels and page settings;

College Prep

Vocabulary

Word Wall
- technology
- technology application skills
- technology application strategies
- spreadsheets
- data
- data types
- formulas
- functions
- chart information
- descriptive labels
- page settings

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 10

- **Day 46 – MS Excel Tutorial**
- **Day 47 – AC113 Pizza Profit**
- **Day 48 – AC113 Pizza Profit**
- **Day 49 – AC114 Sales, Deals, and Discounts**
- **Day 50 – AC114 Sales, Deals, and Discounts**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- demonstrate how to use data types, formulas, and functions to create and edit a spreadsheet
- discuss integrating technology application skills and strategies
- demonstrate how to create a variety of spreadsheet layouts containing descriptive labels and page settings

Rigor / Relevance: A

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ What is a spreadsheet? ➢ How may you use a spreadsheet in a business setting? ➢ How may you use a spreadsheet at home? ➢ How may you use a spreadsheet at school? ➢ What are descriptive labels and page settings in a spreadsheet?	➢ Use data types, formulas and functions to create and edit a spreadsheet ➢ Use acquired technology application skills and strategies to create a variety of spreadsheet layouts containing descriptive labels and page settings	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- TC113
- TC114

LoTi Levels: 2 – Exploration. Technology-based tools serve as a supplement (e.g., tutorials, educational games, simulations) to the existing instructional program. The electronic technology is employed either for extension activities or for enrichment exercises to the instructional program.

3 – Infusion. Technology-based tools including databases, spreadsheets, graphing packages,

			probes, calculators, multimedia applications, desktop publishing, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheets or graphs to analyze results, telecommunications activities involving data sharing among schools.)  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 11 **Unit of Study: Spreadsheets and Databases** **Second Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- B create and edit spreadsheet documents using all data types, formulas and functions, and chart information;
- C plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
- J use foundation and enrichment curricula in the creation of products.

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- B demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;
- C create a variety of spreadsheet layouts containing descriptive labels and page settings;

College Prep

Vocabulary

Word Wall
- spreadsheets
- databases
- fields
- data
- entering data
- designing
- designing layouts
- reports
- reporting
- horizontal layouts
- vertical layouts

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 11

- **Day 51 – AC117 Scheduling Radio Programs**
- **Day 52 – AC117 Scheduling Radio Programs**
- **Day 53 – MS Access tutorial**
- **Day 54 – AC067 Writing a letter to make a difference**
- **Day 55 – AC067 Writing a letter to make a difference**

Assessments
Unit 4

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss planning a database by defining fields and layouts appropriate for reporting
- demonstrate how to created and edit a database
- demonstrate how to use data types, formulas, and functions to create and edit a spreadsheet
- discuss integrating technology application skills and strategies
- demonstrate how to create a variety of spreadsheet layouts containing descriptive labels and page settings
- demonstrate how to create a variety of database layouts

Rigor / Relevance: C

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ What is a database? ➢ How may you use a database in a business setting? ➢ How may you use a database at home? ➢ How may you use a database at school? ➢ What are horizontal and vertical layouts in a database/	➢ Plan, create and edit a database by defining fields, entering data, and designing layouts appropriate for reporting ➢ Use data types, formulas and functions to create and edit a spreadsheet ➢ Use acquired technology application skills and strategies to create a variety of layouts in a database ➢ Use acquired technology application skills and strategies to create a variety of spreadsheet layouts containing descriptive labels and page settings	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- TC117
- TC067

		• Activity 4.5 - Rubric for Cooperative Learning (II), Summary Graphic Organizer • Activity 4.6 - Rubric for Cooperative Learning (II)	***LoTi Levels:*** 3 - Infusion. Technology-based tool including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheet or graphs to analyze results, telecommunications activities involving data sharing among schools). 4 – Integration (mechanical). Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** verbally communicate understanding of important terms and concepts

ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 12 | **Unit of Study: Database and Desktop Publishing** | **Second Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- C plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;
- J use foundation and enrichment curricula in the creation of products.

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- B demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- C use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

College Prep

Vocabulary

Word Wall
- database
- desktop publishing
- self-directed activities
- products

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 12

- **Day 56 – AC118 Managing Projects**
- **Day 57 – AC118 Managing Projects**
- **Day 58 – AC118 Managing Projects**
- **Day 59 – Magazine Project Introduction**
- **Day 60 – Magazine Project**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss planning a database by defining fields and layouts appropriate for reporting
- demonstrate how to created and edit a database
- discuss integrating technology application skills and strategies
- demonstrate how to create a variety of database layouts
- demonstrate how to create and edit a word processing document using readable fonts, alignment, page setup and ruler settings
- demonstrate how to appropriate use computer-based productivity tools to format digital information
- discuss desktop publishing techniques used to create a word processing document
- discuss how to effectively produce a product with a defined audience
- demonstrate how to integrate two or more productivity tools into a word processing/image document
- demonstrate how to publishing electronic information in a variety of ways

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you define an audience? ➢ How should a defined audience influence the creation of a product? ➢ What type of font should be used for printed copy? ➢ What type of font should be used for monitor display or Internet documents?	➢ Plan, create and edit a database by defining fields, entering data, and designing layouts appropriate for reporting ➢ Use acquired technology application skills and strategies to create a variety of layouts in a database ➢ Plan, create, and edit a word processing document	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

	➢ Create a multi-column or multi-sectioned word processing document incorporating different productivity tools ➢ Use research skills and electronic communication to share products with a defined audience ➢ Use fonts, styles, sizes, graphics and page design appropriately ➢ Use telecommunication tools to publish electronic information in a variety of ways	

Assessment
- Student's Cornell Notes
- Big 6 © Problem Solving Worksheet
- TC118
- Magazine Student Checklist
- Magazine Project Grading Rubric

LoTi Levels: 4 – Integration (mechanical). Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.

4a - Integration. (mechanical) Technology-based tools are mechanically integrated, providing a rich context for student's understanding of the pertinent concepts, these, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.

Reading Connection:
- use the Reading Process to develop understanding of sources and content validity and accuracy

Writing Connection:
- use the Writing Process to develop an understanding of vocabulary
- use the Writing Process to summarize content found using Internet searches

Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 13 | **Unit of Study: Desktop Publishing** | **Second Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;
- J use foundation and enrichment curricula in the creation of products.

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- C use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

College Prep

Vocabulary

Word Wall
- audience
- computer-based productivity tools
- create
- modify
- solutions
- supervision
- knowledge

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 13
- **Day 61 – Magazine Project continued**
- **Day 62 – Magazine Project continued**
- **Day 63 – Magazine Project continued**
- **Day 64 – Magazine Project continued**
- **Day 65 – Magazine Project continued**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss integrating technology application skills and strategies
- demonstrate how to create and edit a word processing document using readable fonts, alignment, page setup and ruler settings
- demonstrate how to appropriate use computer-based productivity tools to format digital information
- discuss desktop publishing techniques used to create a word processing document
- discuss how to effectively produce a product with a defined audience
- demonstrate how to integrate two or more productivity tools into a word processing/image document
- demonstrate how to publishing electronic information in a variety of ways

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you define an audience? ➢ How should a defined audience influence the creation of a product? ➢ What type of font should be used for printed copy? ➢ What type of font should be used for monitor display or Internet documents?	➢ Plan, create, and edit a word processing document ➢ Create a multi-column or multi-sectioned word processing document incorporating different productivity tools ➢ Use research skills and electronic communication to share products with a defined audience ➢ Use fonts, styles, sizes, graphics and page design appropriately ➢ Use telecommunication tools to publish electronic information in a variety of ways	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

			Assessment ➢ Student's Cornell Notes ➢ Big 6 © Problem Solving Worksheet ➢ Student Project Grading Rubric ***LoTi Levels:*** 4 – Integration (mechanical). Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept. 4a - Integration. (mechanical) Technology-based tools are mechanically integrated, providing a rich context for student's understanding of the pertinent concepts, these, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts

ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 14 **Unit of Study: Graphic design and animation** **Second Grading Period**

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;
- J use foundation and enrichment curricula in the creation of products.

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 10 Formats digital information for appropriate and effective communication.
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- C use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

College Prep

Vocabulary

Word Wall
- graphics design
- animation

Bilingual Word Wall

Resources

TA:TEKS SAISD Curriculum
Week 14
- **Day 66 – Magazine Project continued**
- **Day 67 – Magazine Project continued**
- **Day 68 – Magazine Project continued**
- **Day 69 – Entrepreneur Project**
- **Day 70 – Entrepreneur Project**

Instructional Guidelines

The teacher will use resources and the **Big6©** strategies to:
- apply the **Big 6©** as a problem solving strategy for technology
- discuss integrating technology application skills and strategies
- demonstrate how to create and edit a word processing document using readable fonts, alignment, page setup and ruler settings
- demonstrate how to appropriate use computer-based productivity tools to format digital information
- discuss desktop publishing techniques used to create a word processing document
- discuss how to effectively produce a product with a defined audience
- demonstrate how to integrate two or more productivity tools into a word processing/image document
- demonstrate how to publishing electronic information in a variety of ways

Rigor D Relevance

Key Questions	Student Behaviors Getting the Big Ideas	Strategies
➢ How do you define an audience? ➢ How should a defined audience influence the creation of a product? ➢ What type of font should be used for printed copy? ➢ What type of font should be used for monitor display or Internet documents?	➢ Plan, create, and edit a word processing document ➢ Create a multi-column or multi-sectioned word processing document incorporating different productivity tools ➢ Use research skills and electronic communication to share products with a defined audience ➢ Use fonts, styles, sizes, graphics and page design appropriately	➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion

			<table><tr><td></td><td>➢ Use telecommunication tools to publish electronic information in a variety of ways</td><td></td></tr><tr><td colspan="3">Assessment ➢ Student's Cornell Notes ➢ Big 6 © Problem Solving Worksheet</td></tr></table> ***LoTi Levels:*** 4a - Integration. (mechanical) Technology-based tools are mechanically integrated, providing a rich context for student's understanding of the pertinent concepts, these, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.  **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy  **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** verbally communicate understanding of important terms and concepts
ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion ***After:*** work with peer tutors to communicate an understanding of important terms and concepts

GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project

TA:TEKS (Technology Applications)

Week 15-18 | **Unit of Study*: Semester Evaluation*** | **Second Grading Period**

TEKS 1 Demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.
- E use technology terminology appropriate to the task;
- F perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;
- G explain the differences between analog and digital technology systems and give examples of each;
- H use terminology related to the Internet appropriately including, but not limited to, electronic mail (e-mail), Uniform Resource Locators (URLs), electronic bookmarks, local area networks (LANs), wide area networks (WANs), World Wide Web (WWW) page, and HyperText Markup Language (HTML); and
- I compare and contrast LANs, WANs, Internet, and intranet.

TEKS 2 Uses data input skills appropriate to the task.
- D develop strategies for capturing digital files while conserving memory and retaining image quality.

TEKS 3 Complies with the laws and examines the issues regarding the use of technology in society.
- A discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;
- B demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;
- C describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
- D identify the impact of technology applications on society through research, interviews, and personal observation; and
- E demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

TEKS 4 Uses a variety of strategies to acquire information from electronic resources, with appropriate supervision.
- A use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
- B apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

TEKS 5 Acquires electronic information in a variety of formats, with appropriate supervision.
- A identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;
- C use on-line help and other documentation.

TEKS 6 Evaluates the acquired electronic information.
- A determine and employ methods to evaluate the electronic information for accuracy and validity;
- B resolve information conflicts and validate information through accessing, researching, and comparing data; and
- C demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

TEKS 7 Uses appropriate computer-based productivity tools to create and modify solutions to problems.
- A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;
- B create and edit spreadsheet documents using all data types, formulas and functions, and chart information;
- C plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;
- D demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;
- E create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;
- F differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;
- G integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;
- H use interactive virtual environments, appropriate to level, such as virtual reality or simulations;
- J use foundation and enrichment curricula in the creation of products.

TEKS 8 Uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- A participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;
- D use technology in self-directed activities by sharing products for defined audiences; and
- E integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS 9 Uses technology applications to facilitate evaluation of work, both process and product.
- A design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and
- B resolve information conflicts and validate information through research and comparison of data.

TEKS 10 Formats digital information for appropriate and effective communication.
- A use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;
- B demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts;
- C create a variety of spreadsheet layouts containing descriptive labels and page settings;
- D demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

TEKS 11 Delivers the product electronically in a variety of media, with appropriate supervision.
- A publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;
- B design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and
- C use telecommunication tools for publishing such as Internet browsers, video conferencing, or distance learning.

TEKS 12 Uses technology applications to facilitate evaluation of communication, both process and product.
- B determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;

9 e	Vocabulary	Resources	Instructional Guidelines

	Word Wall Review for vocabulary comprehension **Bilingual Word Wall**	***TA:TEKS SAISD Curriculum*** **Weeks 15 - 18** • **Day 71 – 90 – Entrepreneur Project**	**The teacher will** use resources and the **Big6©** strategies to: • apply the **Big 6©** as a problem solving strategy for technology • measure degrees of understanding when it comes to skills acquired throughout the semester Rigor / Relevance: D **Key Questions:** ➢ How do you define an audience? ➢ How should a defined audience influence the creation of a product? **Student Behaviors Getting the Big Ideas:** ➢ Use skills acquired throughout the semester to create an multimedia project **Strategies:** ➢ Practical Application ➢ Independent Practice ➢ Group Collaboration ➢ Brainstorming ➢ Class Discussion Assessment ➢ Student's Cornell Notes ➢ Big 6 © Problem Solving Worksheet ***LoTi Levels:*** 4a - Integration. (mechanical) Technology-based tools are mechanically integrated, providing a rich context for student's understanding of the pertinent concepts, these, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept. **Reading Connection:** • use the Reading Process to develop understanding of sources and content validity and accuracy **Writing Connection:** • use the Writing Process to develop an understanding of vocabulary • use the Writing Process to summarize content found using Internet searches
Special Education		Instructional Modifications/ Accommodations Determined by ARD/IEP	**During:** highlight important terms and concepts create visual flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** verbally communicate understanding of important terms and concepts

ELL			**During:** highlight important terms and concepts create flash cards based on major terms in small groups, outline the major concepts outlined during class discussion **After:** work with peer tutors to communicate an understanding of important terms and concepts
GT			**During:** Work as peer tutors to communicate an understanding of important terms and concepts **After:** paraphrase each of the important terms and concepts add original graphics and photographs to the project