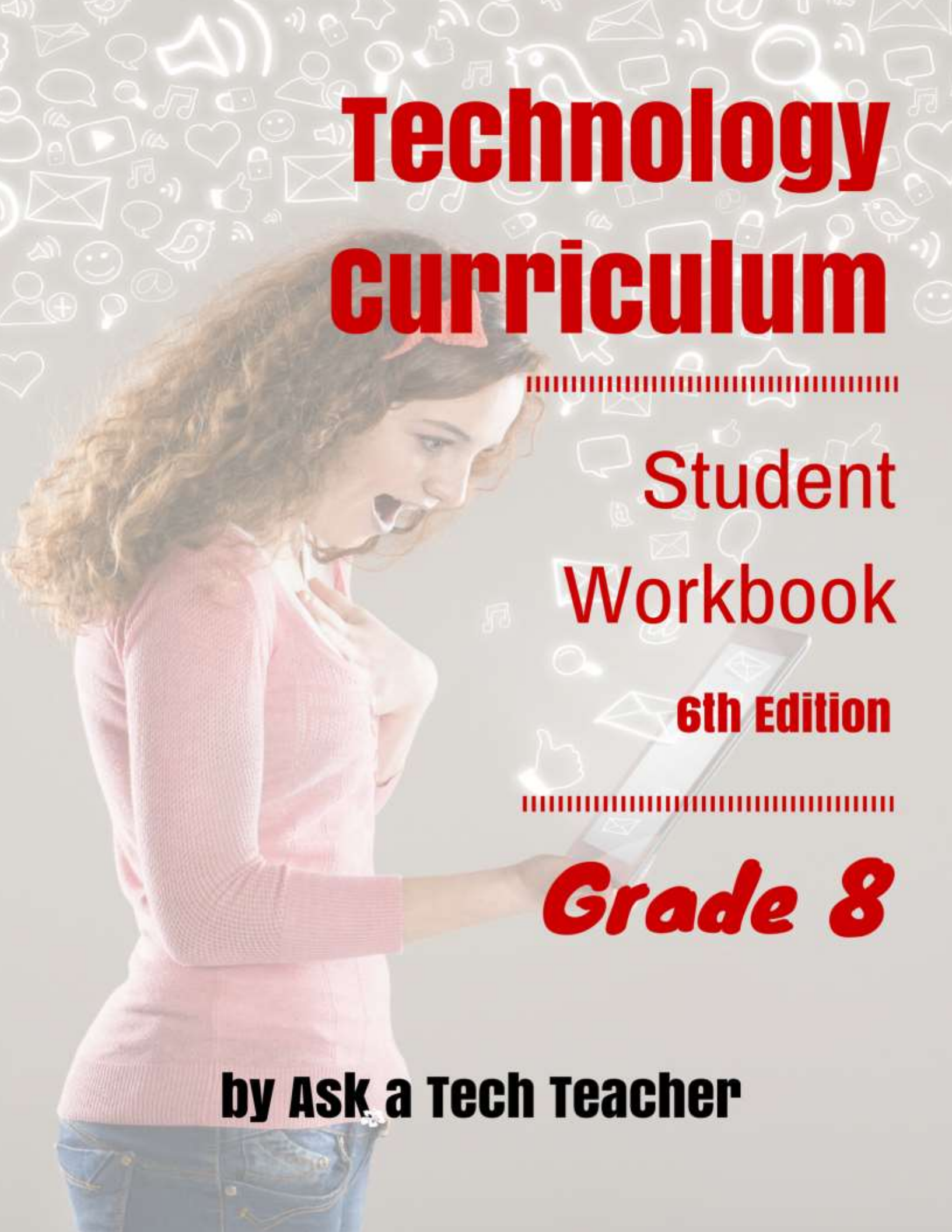


Technology Curriculum

Student Workbook

6th Edition

Grade 8

by Ask a Tech Teacher

Technology Curriculum Student Workbook

Eighth Grade

Sixth Edition

By Ask a Tech Teacher©

Part Nine of Nine in the SL Technology Curriculum

Sixth Edition 2016

ISBN 978-1-942101-14-7

Printed in the United States of America

INTRODUCTION

Technology in your classroom—what an exciting way to enhance your learning! You won't be memorizing tools and struggling through new programs. You'll learn them as you use them—authentically, part of class activities. Your goal: Make school easier, more relevant, and more in tune with how you learn. We're going to help. All you need to do is follow this workbook.

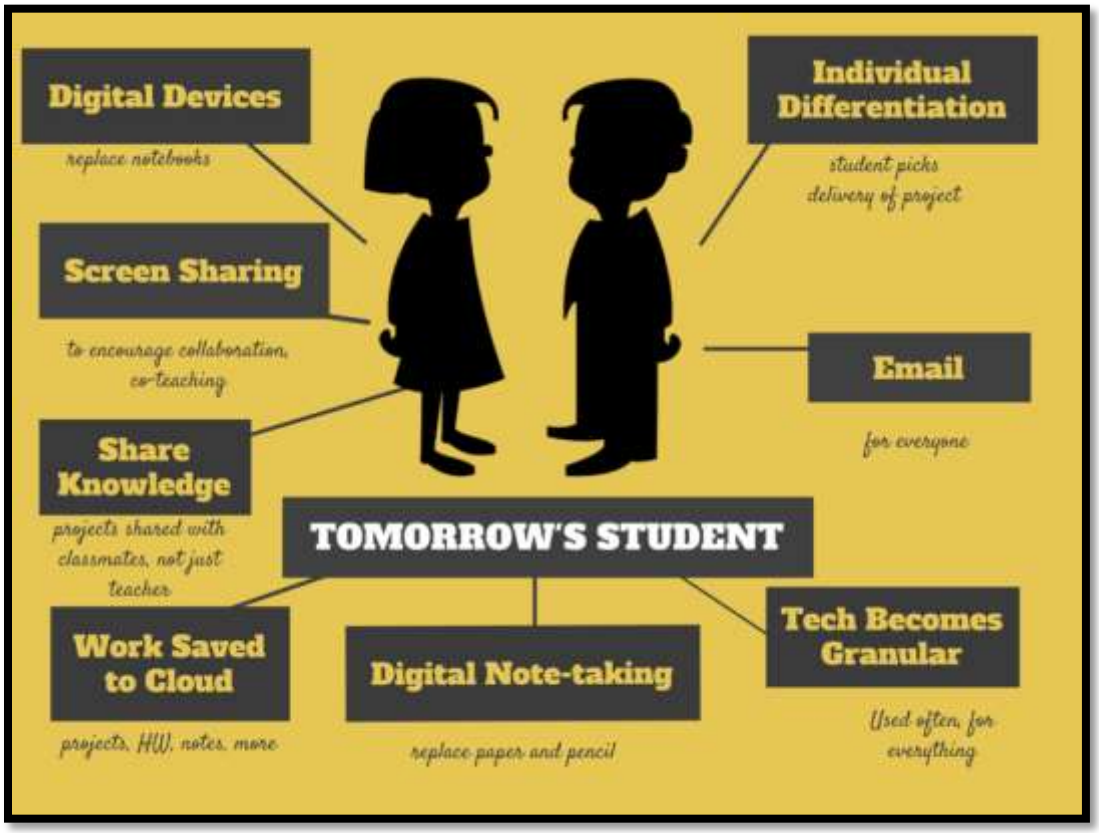
How much time will that take? Here's an estimate:

Grades K-2	***15-30 min. a week***
Grades 3-8	***30-60 min. a week***

Are you surprised you can learn so much in such a short time? Wait till you see how much fun it is! We give you lots of choices. You can even work with a friend, both of you on laptops, Chromebooks, iPads (sometimes) or desktops, Windows or Macs.

Here's where you're headed (*Figure 1*):

Figure 1—Tomorrow's student



Follow the plan. Execute it faithfully. It works.

PROGRAMS YOU'LL USE

Programs used in this curriculum focus on those that serve the fullness of your educational journey. Free alternatives are included where possible:

General		K-2
Email	*Drawing tools*	*Productivity tools (Office, Google Docs)*
Google Earth	*Keyboard tools*	*Desktop publishing tools*
Web tools		*Photo editing tool(s)*

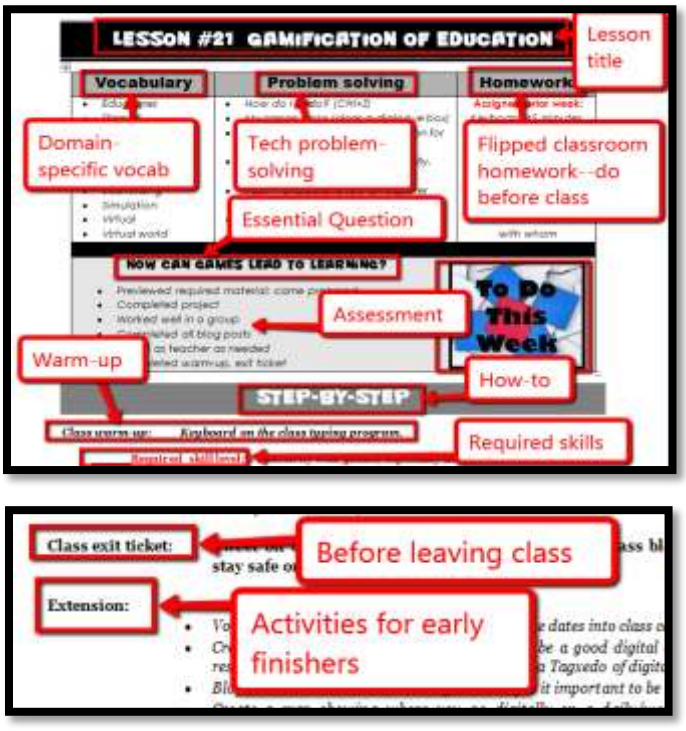
WHAT'S IN THIS WORKBOOK?

Each lesson includes:

- *activities to extend lessons*
- *class exit ticket*
- *class warm-up*
- *essential question*
- *examples, rubrics, images, printables*
- *problem solving*
- *skills—new and scaffolded*
- *steps to accomplish goals*
- *suggestions based on digital device*
- *supporting links*
- *to-do list*
- *vocabulary used*

Figures 2a-b shows what comes at the beginning of each lesson and the end (zoom in if needed):

Figure 2a-b—What's included in each lesson



How to use this book

Your teacher(s) (meaning: all those who direct your technology training) will work with you during classtime. You'll spend an additional thirty-sixty minutes each week using your tech skills—online, with software, teaching friends, for homework, and in class projects. If there is a skill you don't understand, get help, especially when you see it come up a second or third time. By the end of 8th grade, you'll have a well-rounded tech education that prepares you for college and career.

The curriculum map (*Figure 3)* shows what's covered in which grade. Units taught multiple years reflect increasingly less scaffolding and more student direction. Here's how to use it:

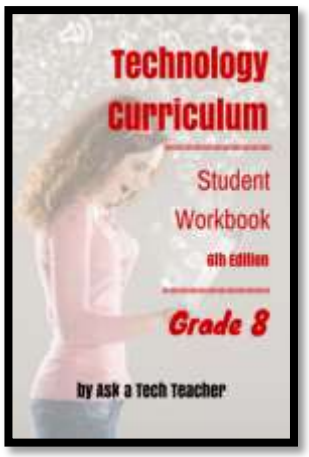
- Determine what skills were covered in earlier years. Transfer that knowledge to this new school year. Your teacher will review the topics and skills from prior years, but won't re-teach.

Figure 3—Curriculum Map—K-8

	Mouse Skills	Vocabulary - Hardware	Problem-solving	Platform	Keyboard	WP	Slide-shows	DTP	Spread-sheet	Google Earth	Search/ Research	Graphics/	Co-ding	WWW	Games	Dig Cit
K	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
1	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
2		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
3		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
4		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
5		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
6		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
7		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
8		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

Here are hints on using this curriculum:

Fig. 4—Student workbook



- This workbook is part of the K-8 curriculum your school selected to guide you through technology skills. Each lesson takes two sessions of 30-45 minutes with equal time devoted to home practice.
- This curriculum uses the 'flipped classroom' approach. Homework prepares you for the class lesson so class time is spent on enrichment. Homework materials will be shared via the class website, blog, Internet start page, as videos, links, or other resources. You will cover the homework material before class, arriving at class prepared to fully participate in activities. If you have any difficulties accessing the homework, talk to your teacher so s/he can help you work that out.
- Every effort has been made to accommodate varied digital devices. Lesson samples are often in multiple platforms. If you have difficulty adapting your digital device to lesson expectations, talk to your

teacher.

- You can use this workbook on PCs, Macs, Chromebooks, or iPads. You can use a desktop, laptop, or a netbook.

Figure 5a-h—Digital Devices for workbooks

…at school or at home

- Check with your teacher on which of these are available with your program license.
- A number of lessons are mixed throughout the year:

  #3 Digital Citizenship
  #4 Keyboarding
  #5 Problem-solving

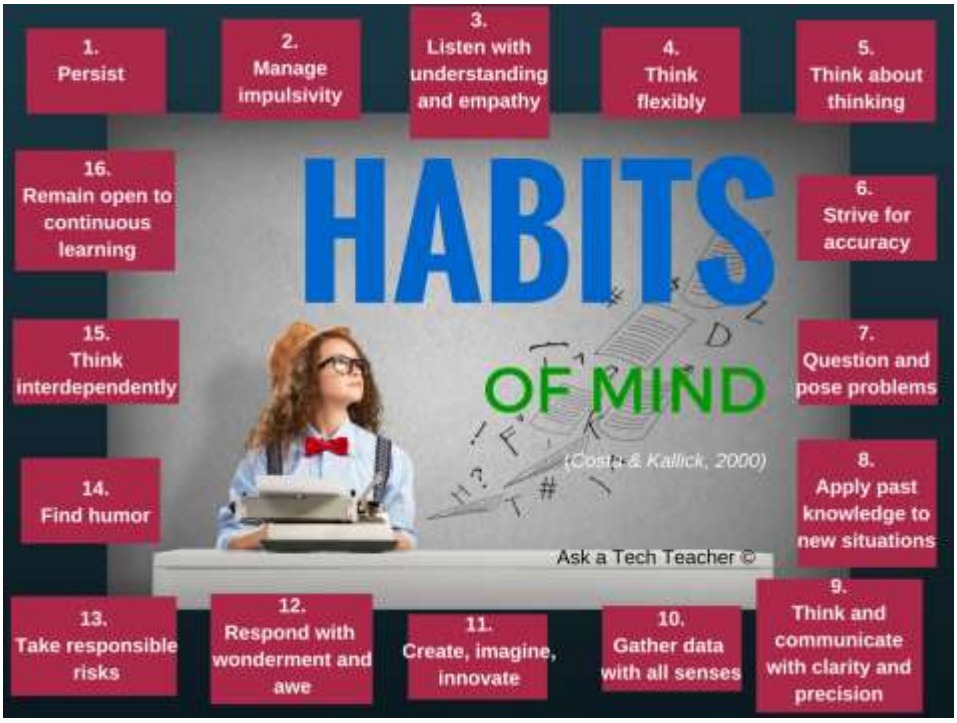
- Lessons include *Extensions*, in case you finish early.
- Zoom in or out of workbook pages to get exactly the size that works for your needs.
- Most lessons start with a warm-up to get you into tech and end with a summative exit ticket.
- Some lessons offer several activities that meet goals outlined in the Essential Question.

-  *indicates video*
-  *indicates work with a partner*
-  *indicates workbook material*

- Always use lesson vocabulary. You gain an authentic understanding of terms by using them in conversation.
- Consider backing up your work—as a life habit. This can be done with a flash drive, by emailing the document to yourself, or saving to a secondary location.
- Expect to be a risk taker. Your teacher won't rush in to solve your problems. Instead, s/he'll ask you to think how it was done in the past. Don't be afraid of failing. That often precedes success.

- Lessons expect you to develop sixteen 'habits of mind' (*Figure* 6). In a sentence: Habits of Mind ask you to engage in learning, not simply memorize. Your teacher will cover this in more depth.

Figure 6—Habits of Mind



- Each lesson includes a short list of tech problems. Be sure you are able to solve those before leaving the lesson.
- Your teacher will assess your work based on the weekly 'To Do' list and the Essential Question. Be sure you've completed items and submitted in the manner required.
- If lesson instructions don't work, ask your teacher for help or email us (with parent and/or teacher approval) at askatechteacher@gmail.com.
- Check off items you finish (using the _____ in front of each task). It's fine if you don't get everything done. Return to it when you finish a lesson ahead of time. Use an annotator like iAnnotate, Evernote, OneNote, Notability, or Adobe Reader. Also, use these tools to add notes to the lessons.
- When you finish each lesson, transfer knowledge to projects at school, home, the library, a club—wherever you use digital devices.
- Remember: It takes five times get a skill—

Figure 7—Tech use plan

  - *First:* *you hope it'll go away*
  - *Second:* *you try it*
  - *Third:* *you remember it*
  - *Fourth:* *you use it outside of class*
  - *Fifth:* *you teach a friend*

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ABOUT THE AUTHOR

Ask a Tech Teacher *is a group of technology teachers who run an award-winning resource blog. Here they provide free materials, advice, lesson plans, pedagogical conversation, website reviews, and more to all who drop by. The free newsletters and website articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education. They have published hundreds of ebooks, workbooks, articles, and have materials shared throughout the world.*

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Programming

#4-5	*Problem solving*	*#25-27*	*Programming with Alice*
#12	*Gradebook and Budgets*	*#28-30*	*SketchUp*
#22-24	*Robotics*		

Collaborate/Publish/Present

#1	*Intro*	*#11*	*Word Certification*
#2	*Digital Tools*	*#16-18*	*Learn Through Service*
#3	*Keyboarding*	*#19-21*	*Visual Learning*
#6-8	*Digital Citizenship*	*#31-32*	*Web Communication Tools*
#9-10	*Search/Research*		

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TABLE OF ASSESSMENTS

LESSON #1 INTRODUCTION

Vocabulary	Problem solving	Homework
• *Back-up* • *Digital* • *Digital citizen* • *Right-click menu* • *Save-as* • *Save early/often* • *Select-do* • *Technology* • *Webtool*	• *What's the difference between 'save' and 'save-as'?* • *What's a quick way to ** (shortkey)?* • *How do I annotate workbook (check Digital Tools Lesson)?* • *I don't have a flash drive (how do you back up files?)* • *I can't do my keyboarding homework at home (come to afterschool club)*	**Assigned prior week:** *What rules would you add to class?* *What's a 'flipped class'?* *What's 'tech'?* *Review materials* ***Check 'Homework' cell each week to prepare for class***

HOW DO I USE TECHNOLOGY TO LEARN?

- *Previewed required material; came prepared*
- *Completed exit ticket*
- *[tried to] solve own problems*
- *Decisions followed class rules*
- *Higher order thinking and Habits of Mind observed*
- *Successfully annotated workbook*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***None***

_____**Required skill level: Enthusiasm and passion for technology.**

_____Welcome to 8th grade technology! Success in this class is predicated on your enthusiasm for learning, transfer of knowledge, and evidence of problem-solving skills. You will often 'pick which program works best' or 'devise a plan to accomplish goals' or 'teach yourself'.

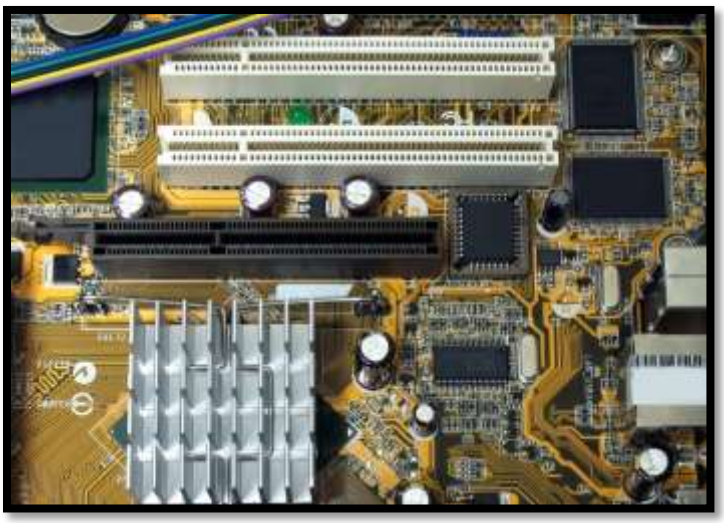
_____Share your tech background with classmates—what you know, want to know, and difficulties you see taking this class. Discuss your expectations.

_____Decode domain-specific technology language these ways:

- *Use correct 'geek speak' words during class.*
- *Decode words you don't understand. Don't skip over it.*
- *Add unknown words to a virtual wall or a similar collection spot.*

_____What does 'technology' mean at your school? Is it *Figure 8a* or *Figure 8b*?

Figure 8a-b—Which image represents 'technology'?



_____Discuss the focus of 8th grade technology:

1. **Think critically:**

   - *which programs, tools, and strategies work best for what activity*
   - *devise solutions to problems based on past knowledge*
   - *trouble-shoot; find alternatives*
   - *work collaboratively to draw on everyone's knowledge*
   - *understand what you do and don't know, and the difference*
   - *research answers effectively and ethically*

2. **Employ problem-solving skills:**

   - *use available tools to solve a problem*
   - *critically think about a problem; ignore chaff; focus on pertinent details*
   - *present information in a way others understand*
   - *make sense of data*

3. **Transfer knowledge:**

   - *…to other parts of academic and social life*
   - *publish and share to collaborate and seek constructive criticism*
   - *create a digital portfolio accessible from many locations*
   - *link information to others*

4. **Be a good digital citizenship:**

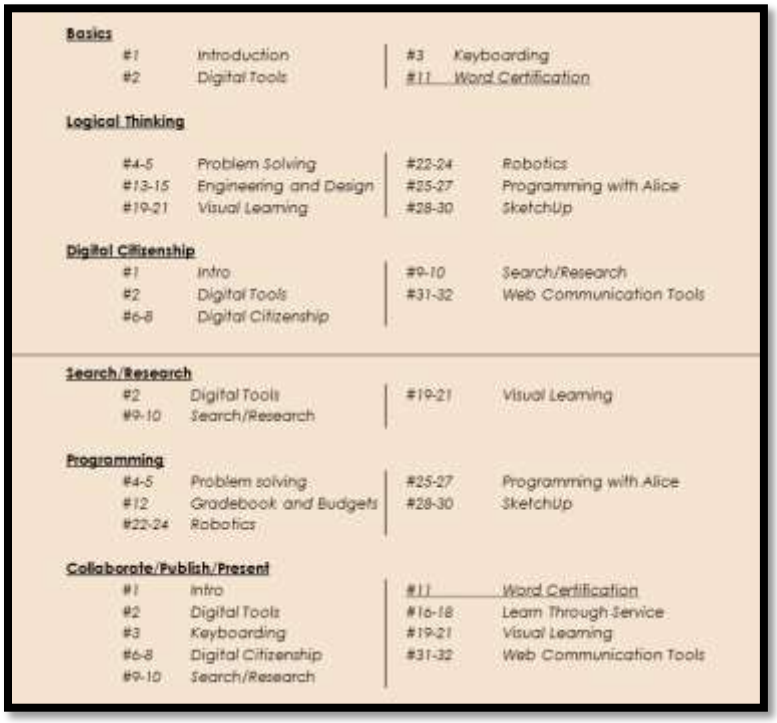
- *learn to thrive in the digital world*
- *learn fundamentals of research, search, social media, and communication*
- *understand rights and responsibilities of those who inhabit the digital world*

5. Learn fundamental tech skills:

- *learn to type faster than you can think*
- *know how to word process in many programs*
- *use spreadsheets to turn data into information*
- *make presentations that are effective, responsive to the audience, and interesting*
- *understand tech hardware and how to troubleshoot when needed*
- *learn about digital devices needed to thrive in the learning community*
- *know what online tools are available and what they can be used for*

_____Review class syllabus and goals. Use Table of Contents if desired (zoom in on *Figure 9*):

Figure 9—Table of Contents



- *Basics—Why is keyboarding important? Why is understanding tech important? How can understanding hardware help you use tech efficiently and with fewer problems? How does selecting the right tool affect communication?*
- *Logical thinking—How can technology teach critical thinking? How can bridge building, visual learning, robotics, Scratch, and programming show how to recognize/solve problems? What are common problem-solving strategies?*
- *Digital citizenship—How can you thrive in the virtual neighborhood? What are the rights and responsibilities you must consider? Which tools are best suited for your education journey?*

- *Search and Research—How can you use the boundless resources of the Internet effectively, efficiently, and legally?*
- *Programming—How does coding teach critical thinking and problem-solving? How can robotics, programming, and SketchUp make those lessons fun and easy?*
- *Collaborate/Publish/Present—How can you share knowledge with classmates and the world?*

_____Review class rules (zoom in on *Figure 10*). Share those you think will make class productive, efficient, and fair for all, such as:

- *Save early, save often, about every ten minutes.*
- *No food or drink around digital devices.*
- *Respect the work of others and yourself.*
- *Keep your body to yourself—don't touch neighbor's digital device.*
- *No excuses; don't blame people or computer.*
- *Help neighbor with words, not by doing.*
- *When collaborating, build on others' ideas as you clearly express your own.*
- *As a general rule: Select first, then do. You can't do the latter without the former.*
- *Don't give up.*
- *Don't whine.*

Figure 10—Class rules

Computer Lab Manners and Responsibilities

- ✓ All books and backpacks are put on back of chair or under desk
- ✓ Students will enter in a quiet and calm manner
- ✓ Food, drinks and CHEWING GUM are strictly forbidden!!
- ✓ Students are respectful of equipment and classmates
- ✓ Always save a copy of work to documents folder
- ✓ Students will not use any password other than theirs
- ✓ One student at a time may retrieve paper from printer
- ✓ I understand that I make decisions that affect my actions. I make choices and am responsible for my own behavior. I also understand that if I do not abide by the rules in the computer lab. I may lose some or all of my computer privileges and there might be other disciplinary actions

I have read and understand the above rules and I agree to abide by all of the rules in the computer lab.

Listen
Take turns
Toy

_____Handwrite your suggested rules into this PDF by *Figure 10*. When done, sign (with your annotation tool) the bottom line where it says, *"I have read and understood the above rules and I agree to abide by all of them."*

_____Tour classroom to familiarize yourself with the room. Where are the tech devices that will assist you? Printer? Class announcements? Evidence Board? What else?

_____Discuss digital citizenship (more in lesson on *Digital Citizenship*). What are 'rights and responsibilities' inherent to the digital community? What's *Figure 11* mean (zoom in if needed)?

Figure 11—Digital citizenship poster

_____You will use a wide range of web tools in class (see the lesson on *Digital Tools*).

_____Your teacher is open to alternative suggestions on tools to use for class projects. For example, if your teacher suggests Wordle, you can request Tagxedo. S/he will approve the change if the tool fulfills class guidelines. S/he will expect you to provide **evidence** to build your case, **compare-contrast** your tool to other suggestions, and **draw logical conclusions**.

_____Your teacher may offer an after school **Keyboarding Club** two days a week for students who can't do their homework at home.

_____Your teacher may offer **after-school help** on Keyboarding Club days for those who need assistance with tech or a project involving tech. Offer to be a volunteer to assist classmates.

_____Homework (listed at the start of each lesson) is completed prior to class, to prepare for in-class activities. More on this 'flipped classroom' approach in the lesson on *Digital Tools*.

_____Try to solve tech problems before requesting help.

_____Discuss your responsibility to make up missed classes. Your teacher will show you where s/he posts lesson plans.

_____Discuss passwords and privacy. Do not share your log-ins with anyone. Save login info wherever it is secure. More on this in another lesson.

_____Discuss backing up your work. Here are several options:

- *flash drives—to a personal flash drive. If necessary, review their use.*
- *a separate location—such as the hard drive on your laptop (won't work with iPads or Chromebooks)*
- *email files to yourself—set up a file folder in email account for 'back-ups'.*

Class exit ticket: **Vote on a poll your teacher has displayed on the class screen. Share which 8th grade tech topics you think will be the most fun, most useful, or most exciting to learn.**

Extension:

- *Volunteer to add homework due date to class online calendar this month.*
- *If you finish, start homework preview of the next Unit.*

LESSON #4-5 PROBLEM SOLVING

Vocabulary	Problem solving	Homework
• *Authentic problems* • *Conjecture* • *Deductive reasoning* • *Democratic society* • *Inductive reasoning* • *Mathematical language* • *Proportional reasoning* • *Responsible citizen* • *Visual learner*	• *What's the difference between 'save' and 'save-as'?* • *Why 'save early save often'?* • *Which tool do I use (what works best?)* • *It's confusing (ask a friend to explain their thinking)* • *I couldn't get on keyboarding website (try another one)* • *I tried to solve the problem (try another strategy; failure is fine)*	**Assigned prior week:** *Review word processing, quotes, problem-solving strategies (for quiz)* *Select problem/date for Problem Solving Board* *Review webtools and know which you will use* *Keyboard 45 min., 15 a time*

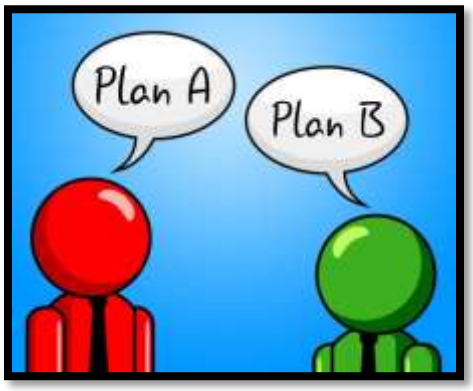
HOW DOES TECH HELP PROBLEM SOLVE?

- *Signed up for Problem Solving Board*
- *Worked well in a group*
- *Completed warm-up, exit ticket*
- *[tried to] solve own problems*
- *Decisions followed class rules*
- *Higher order thinking, Habits of Mind observed*
- *Successfully annotated workbook*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard on class typing program, paying attention to posture.***

This lesson is part of many lessons—not a stand-alone. Learn to consider yourself a 'problem-solver'.



_____**Required skill level: Personal bias for critical thinking and independent problem-solving.**

_____Questions on homework? Come to class prepared.

_____Before beginning, open your backchannel device.

_____Discuss what it means to be a 'problem-solver'. Who do you go to when you need one? Do you believe s/he gets it right more often than others? Would you believe most people are wrong half the time?

_____Problem-solving is closely aligned with logical thinking, critical thinking, reasoning, and thought habits. Discuss why you should become a

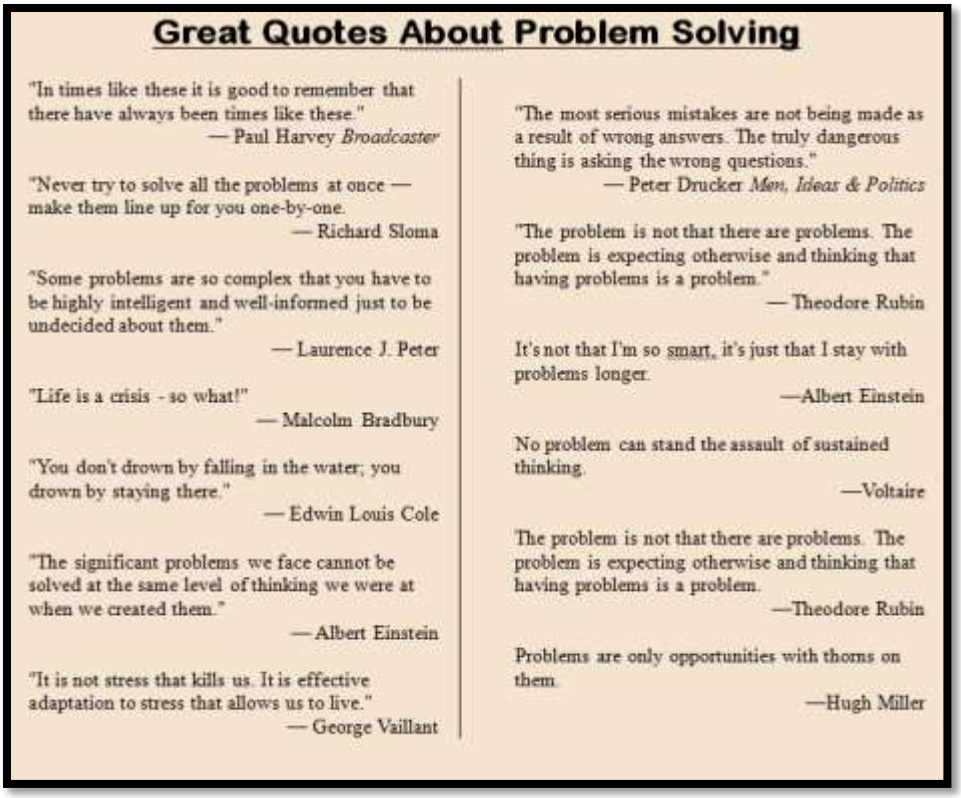
problem-solver (hint: see prior point—most people are wrong half the time).

_____Discuss characteristics of a 'problem-solver' (from Common Core):

- *attend to precision*
- *value evidence*
- *comprehend and critique*
- *demonstrate independence*
- *make sense of problems and persevere in solving them*
- *use appropriate tools strategically*
- *understand other perspectives*

_____Is problem-solving 'cerebrally-stimulating? Is it fun? Why or why not? Discuss great quotes about problem-solving in *Figure 57* (zoom in if needed).

Figure 12—Problem-solving quotes



_____Discuss shortkeys. How are they problem-solving? Volunteer to demonstrate how you use a shortkey to perform a skill. Is it easier to explain with the shortkey or the toolbar tool?

_____Discuss problem-solving strategies (see *Figure 58*—zoom in if needed):

- *Act out a problem*
- *Break a problem into parts*
- *Distinguish between relevant and irrelevant information*
- *Draw a diagram*
- *Guess and check*
- *Observe and collect data*
- *See patterns*
- *Think logically*
- *Try to solve before asking for help*
- *Try, fail, try again*
- *Use Help files*
- *Use tools available*
- *Use what has worked in past*
- *Work backwards*

Figure 13—How to solve a problem

_____When you face a problem, use these strategies to solve it before asking for assistance.
_____This lesson includes two projects to reinforce problem-solving in everyday life:

- *Problem-Solving Board*
- *Analysis of authentic problem-solving skills*

Problem-Solving Board

_____The Problem-Solving Board includes common problems faced when using technology. Ideally, these were collected throughout the year—problems that stopped you as you tried to use tech. *Figure 59* shows what the list might include (zoom in if necessary):

Figure 14—Common tech problems

Problem	
My browser is too small	I can't find a tool
Browser toolbar missing	My screen is frozen
Can't exit a program	My menu command is grey
What's today's date	Can't find **Bold**, *Italic*
Double click doesn't work	Can't find the program
Start button disappeared	Internet toolbar's gone
Program disappeared	My computer doesn't work
I erased my document	My programs are gone

_____Sign up for the Problem-Solving Board via a Padlet wall, SignUp Genius, a shared spreadsheet, or another method suggested by your teacher.

_____Here's how it works:

- *Select presentation date.*
- *Select problem to teach classmates.*
- *Find solution. Almost all of problems will require only two-three steps.*
- *Teach classmates how to solve problem.*
- *Take questions. The audience is responsible for making sure you make sense.*

_____Here's where you can get answers:

- *Help files*
- *Google Search*
- *family and friends*

_____You must come prepared, having researched question. You may use visual displays to clarify information, such as screenshots, screencasts, and graphics.

_____Entire presentation takes about three minutes. *Assessment 14* will be adapted for your class:

Assessment 1—Problem Solving Board

PROBLEM SOLVING BOARD RUBRIC

Name: _____*Problem solved:*_____

Knew question	_____
Knew answer	_____
Asked audience for help if didn't know answer	_____
No umm's, stutters	_____
No nervous movements (giggles, wiggles, etc.)	_____
No slang	_____
Overall	_____

_____You should own these tech problems by the end of class.

Analysis of authentic problem-solving skills

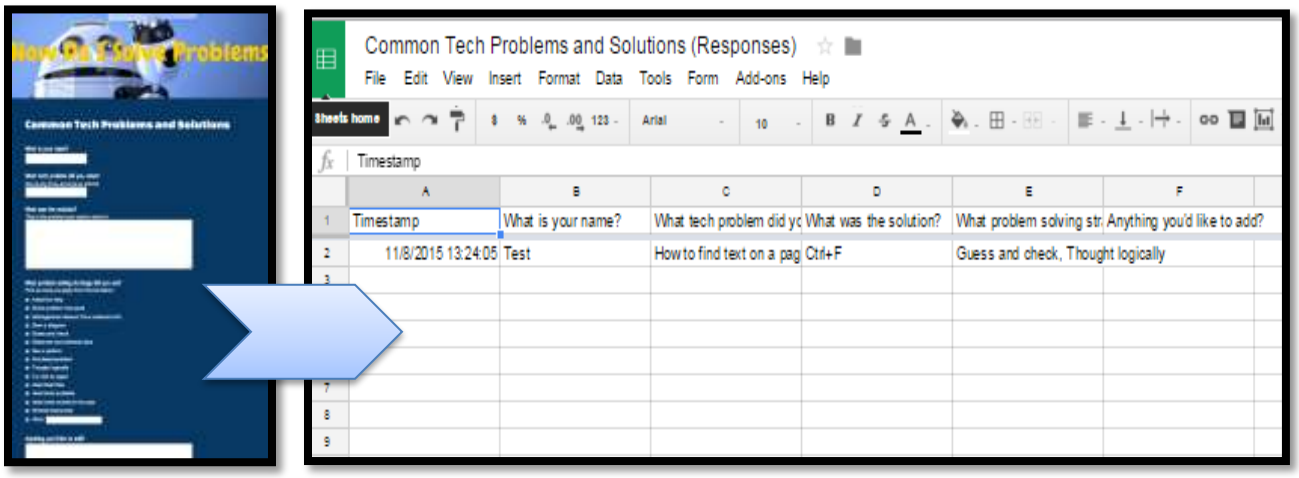
_____During the grading period, identify five-ten problems faced in any part of your life—home, school, or personal. Record the problem-solving strategy you used to solve it in a collaborative spreadsheet shared with classmates, similar to *Assessment #15b*. It'll include:

- *tech problem you faced*

- *how you solved it*
- *strategy you used from the list*
- *additional comments*

_____At the end of class, it will be a resource you can draw on for future problems.

Assessment 2a-b—Problem solving authentic data



_____Here's how it works:

- *Record 5-10 problems faced during the grading period in a Google Spreadsheet.*
- *Answer a Google Forms poll (like* Assessment 15a*).*
- *Complete 5-10 of these during the grading period.*

Class exit ticket: **Enter one problem into Google Form.**

Extension:

- *Volunteer to create Google Form for Problem Solving to track class results.*
- *If you can't attend class (say, parent's car doesn't start), present your Problem Solving Board via a virtual room like Google Hangout.*
- *If you finish, start homework preview of the next Unit.*

"If a man does his best, what else is there?"

- General George S. Patton (1885-1945)

Assessment 3—Problem Solving presentation rubric

Problem Solving Presentation Assessment

Problem solved: **Webtool used:** **Strategy used:**	**Student/Team:**

Pts	Investigate	Design	Plan	Create	Evaluate	Group
0	*Team does not complete investigation to standard discussed in class*	*Team does not complete design to standard discussed in class*	*Team does not complete plan to standard discussed in class*	*Team does not complete work to standard discussed in class*	*Team does not complete evaluation to standard discussed in class*	*Team does not work together to standard discussed in class*
1-2	*Team states problem but not clearly, vaguely, understanding skills required. Students have difficulty verbalizing steps required to complete*	*Team addresses some detail about how project will be presented with selected tool, but leaves critical elements out*	*Team project plan contains some goals for completing project; timeline is not sustainable*	*Team creates at least part of storyboard, timeline, product/solution*	*Team evaluates product/solution as they work, but does not adapt plan or project to problems that arise*	*Team occasionally works well as a group, but has difficulty allocating work and arriving at consensus*
3-4	*Team states problem clearly with a strong understanding of skills required. Team shows evidence of researching and describes solution in detail*	*Team addresses all specifics required to create a how-to and present to class*	*Team produces a plan that contains a clear and achievable goal for using time wisely during class*	*Team uses appropriate techniques and equipment, storyboard is effective. Team follows plan, and modifies when required, resulting in good quality project*	*Team evaluates how-to project and their performance; suggests ways to improve, and tests solution before presenting to class*	*Team frequently incorporates group member input into project, showing respect for the value of all members*
Total						**/20**

LESSON #11 WORD CERTIFICATION

Vocabulary	Problem solving	Homework
• *Attributes* • *Autocorrect* • *Endnote* • *Footnote* • *Hyperlinks* • *Indentation* • *Mail merge* • *Quick Parts* • *SmartArt* • *Themes* • *Versions* • *Views* • *Wordart*	• *Doc says 'read only' (save under a different name)* • *What's the difference between save and save-as?* • *What is today's date? (Ctrl+;)* • *Can't find doc file (Start-search)* • *Right-click doesn't work (reboot)* • *I know the answers, but not fast enough for trial tests (make skills habits)* • *Don't know answer (Google it; use Help files, provided resources, teammates)* • *How do I add a footer or header?* • *How do I save as a different file name?*	**Assigned prior week:** *Review notes to prepare for project* *Watch all videos; prepare reflections; complete compare-contrast table; complete pre-test assessment* *Keyboard 45 minutes, 15 minutes at a time*

HOW DO I BECOME EXPERT AT WORD?

- *Worked independently*
- *Used good keyboarding habits*
- *Completed warm-up, exit ticket*
- *Completed MS Certification (whether passed or not)*
- *[tried to] solve own problems*
- *Decisions followed class rules*
- *Higher order thinking and Habits of Mind observed*
- *Successfully annotated workbook*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard on the class typing program.***

_____**Required skill level: Solid familiarity with MS Word; completed 5-10 projects using this tool.**

_____Any questions from homework? Open backchannel.

_____Define 'word processing'? Name several word processing programs such as Word, Word Perfect, Google Docs, Open Office, Notes, and Text. Why is it important to be able to use them to:

- *communicate to multiple audiences with a variety of media*
- *produce/publish writing and present relationships between ideas*

- *integrate information from different media to understand a topic*
- *write routinely for a range of tasks, purposes, and audiences*

_____*Assessment 17* is a sample evaluation of the major differences between slideshows, word processing, spreadsheets and the collective category of 'desktop publishing'. Be aware: Word processing' includes not just traditional tools like MS Word and Google Docs but forums, Discussion Boards, blogs, and any tool that delivers the message primarily with text.

_____Using your annotation tool and working with a partner, fill in as many of the cells under the 'Word processing' column as you can.

Assessment 4—Compare-contrast tools

Element	Presentation	Word processing	Spreadsheets	DTP
Purpose				
Basics				
Sentences				
Content				
Use				
Presentation				
What else				

_____When done, compare it to *Figure 77* (zoom in to see better):

Figure 15—Compare/contrast B

Element	Presentation	Word processing	Spread-- sheets	DTP
Purpose	Share a presentation	Share words	Turn numbers into information	Share information using a variety of media
Basics	Graphics-based Design is important to content Layout communicates Few words, lots of images	Text-based Design is secondary to content Layout may distract from words Primarily words communicate	Number-based Focus on tables, graphs Little text, lots of statistics and data Almost no words	Mix of media—equal emphasis on text, images, layout, color
Sentences	Bulleted, phrases	Full sentences with proper conventions	None	Full sentences, bullets
Content	Slides cover basics, to remind presenter what to say	Thorough discussion of a topic. Meant to be complete document	Statistics, data, charts, graphs	To draw an audience in
Use	As a back up to presentation	As complete resource	To support other presentation methods	Good way to group information for easy consumption
Presentation	Speaker presents with their back to the slideshow	Speaker reads from document	Speakers uses it in a presentation or 1-1	Speaker passes out as a handout or side-step
What else				

_____Any questions on preparing for the MS Word Certification? The lesson is self-directed. The test will be scheduled at your convenience.

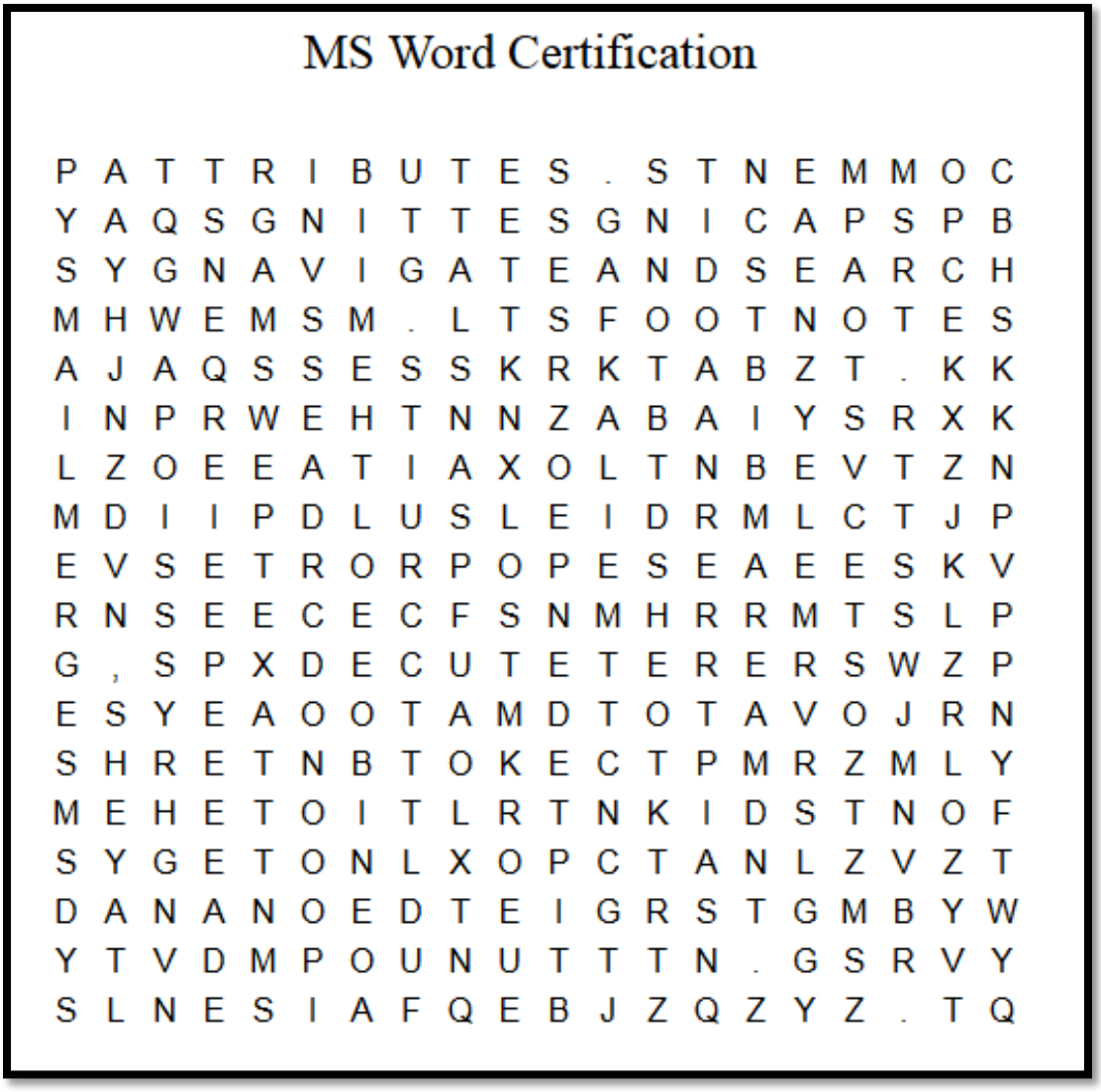
_____Primary skills addressed are:

- *attributes*
- *auto-correct*
- *comments*
- *endnotes*
- *fonts*
- *footers*
- *footnotes*
- *headers*
- *hyperlinks*
- *images*
- *indentation/tabs*
- *mail merge*
- *navigate and search*
- *page setup settings*
- *protection*
- *Quick Parts*
- *save*
- *shapes,*
- *share documents*
- *SmartArt*
- *spacing settings*
- *spell/grammar check*
- *table of contents*
- *tables*
- *templates*
- *text boxes*
- *themes*
- *versions*
- *Views*
- *WordArt*

_____Before taking certification, design and take a practice test using a digital tool, such as:

- *Flippity—create Jeopardy-style quiz*
- *PuzzleMaker—crosswords and more (Assessment 18)*
- *StudyBlue—flash cards and more*
- *Kahoot—compete in teams*

Assessment 5—MS Word certification study guide



_____Here are test-taking hints:

- *Tests are skills-based and take place in a simulated application environment.*
- *Most questions have multiple tasks; the exam is assessed on outcome and clicks.*
- *Users should be able to locate and utilize key features.*
- *Questions are not worded to be tricky or misleading.*
- *Be well versed in MS Word, persistent in finding answers.*
- *Test takes about 90 minutes.*
- *Skip questions you are not sure of. Return to them at the end of the test.*
- *Keep track of time.*
- *Do not over-think questions.*
- *Stick to the literal.*

_____Use as much class time as your teacher makes available as well as your own out-of-school time to prepare for test using an MS-approved prep website such as:

- *Certiport*
- *Lynda.com*

_____Training takes about five hours. Study in groups. Best practices include:

- *use time wisely*
- *relate certification to college and career opportunities*
- *be self-motivated*

_____Get a list of exam locations here: http://bit.ly/1I1Ha4H.

Class exit ticket: **Complete as much as possible of *Assessment 18* (or similar) in the three-five minutes available before leaving class. Take a screenshot and send it to your teacher.**

Extension:

- *Access free online Word training.*
- *Practice on MS 360 if available to get used to taking tests online.*
- *Reflect in your blog on taking the exam. Did you learn a lot? If you didn't pass, what happened? You are not graded on whether you got certified, rather the process followed in pursuing it.*
- *If you finish, start homework preview of the next Unit.*

MORE FROM STRUCTURED LEARNING

If you're looking for other student workbooks that accompany the K-8 technology curriculum, try these:

Ask your teacher how you can use this ebook on:

IPads… PCs… iMacs… Laptops… Macbooks… Netbooks… Chromebooks… Smartphones… At home