



Technology Applications

8th Grade

Unit Name: Spreadsheet		3rd 6-Weeks Period, Approx four 90-minute classes	
Date Taught	TEKS	Content/ Vocabulary	Guiding Questions
	<p>7b: Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to create and edit spreadsheet documents using all data types, formulas and functions, and chart information.</p> <p>8e: Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to 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.</p> <p>9a: Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected</p>	<p>Spreadsheet Layouts Formatting Cells Columns Rows Formulas Calculations Functions Chart Page settings Data types Axis Label Rubric</p>	<p>What information does a spreadsheet provide us?</p> <p>What differences are there between a computer based and web based spreadsheet?</p> <p>Why would you need to use an online spreadsheet?</p> <p>What layouts can be used in an online spreadsheet?</p> <p>How do you change layouts and formatting using an online program?</p> <p>What functions and formulas are available in an online spreadsheet program?</p> <p>How do you create a chart showing part of the information in the spreadsheet but not all of the information?</p> <p>Does the spreadsheet layout and chart present the data accurately and in an understandable format?</p> <p>Is the formatting readable when viewed as a collaborator?</p>



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	<p>to: design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product.</p> <p>9b: <i>Solving problems.</i> The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to resolve information conflicts and validate information through research and comparison of data.</p> <p>10c: <i>Communication.</i> The student formats digital information for appropriate and effective communication. The student is expected to create a variety of spreadsheet layouts containing descriptive labels and page settings.</p> <p>10e: <i>Communication.</i> The student formats digital information for appropriate and effective</p>		



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	<p>communication. The student is expected to match the chart style to the data when creating and labeling charts.</p> <p>12b: <i>Communication.</i> The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to 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.</p> <p>12d: <i>Communication.</i> The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to evaluate the product for relevance to the assignment or task.</p>		



Technology Applications

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Unit Name: Database		3rd 6-Weeks Period, Approx three 90-minute classes	
Date Taught	TEKS	Content/ Vocabulary	Guiding Questions
	<p>7c: Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting.</p> <p>8e: Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to 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.</p> <p>9a: Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product.</p> <p>9b: Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to resolve information conflicts and validate</p>	<p>Database</p> <p>Layouts</p> <p>Formatting</p> <p>Trends</p> <p>Timelines</p> <p>Validate</p> <p>Static</p> <p>Dynamic</p> <p>Tables</p> <p>Forms</p> <p>Reports</p> <p>Queries</p> <p>Rubric</p>	<p>What information can a database provide?</p> <p>Why would you need a variety of layouts and input options?</p> <p>Why would you need to use an online database?</p> <p>What is different between a computer-based database and a web based one?</p> <p>How do database managers work?</p> <p>What information do they provide?</p> <p>Why would you need to use queries or reports?</p> <p>Why are there various ways to input and sort data?</p> <p>Can you think of databases used in your school?</p>



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	<p>information through research and comparison of data.</p> <p>10b: <i>Communication.</i> The student formats digital information for appropriate and effective communication. The student is expected to demonstrate the use of a variety of layouts in a database to communicate information appropriately including horizontal and vertical layouts.</p> <p>12a: <i>Communication.</i> The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools.</p> <p>12b: <i>Communication.</i> The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to 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.</p>		



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	12d: <i>Communication</i>. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to evaluate the product for relevance to the assignment or task.		



Technology Applications

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Unit Name: Web Authoring (Webpage)		3rd 6-Weeks Period, Approx three 90-minute classes	
Date Taught	TEKS	Content/ Vocabulary	Guiding Questions
	<p>5a: Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files.</p> <p>6b: Information acquisition. The student evaluates the acquired electronic information. The student is expected to resolve information conflicts and validate information through accessing, researching, and comparing data.</p> <p>6c: Information acquisition. The student evaluates the acquired electronic information. The student is expected to demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available</p>	<p>Web page HTML Web authoring Graphics Images Fonts Formatting Citations Save As Editing Blog Wiki</p>	<p>How are you publishing this information? Does that affect your formatting choices?</p> <p>Who is your audience?</p> <p>What steps should you take to insure that you communicate appropriately with your desired audience?</p> <p>Does your webpage look distracting?</p> <p>Can you publish the same information in a variety of ways? Which one is more effective and can reach your audience?</p> <p>What safety precautions do you need to take before you publish web documents?</p> <p>What type of information can you share safely over the Internet?</p> <p>Why do you need to be safe while using the Internet?</p> <p>What type of communication can technology provide? How is it useful in education?</p> <p>Will others gain information from your product?</p>



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	<p>information.</p> <p>7a: Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings.</p> <p>8d: Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to use technology in self-directed activities by sharing products for defined audiences.</p> <p>8e: Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to integrate acquired</p>		



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	<p>technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.</p> <p>9a: Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product.</p> <p>9b: Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to resolve information conflicts and validate information through research and comparison of data.</p> <p>10d: Communication. The</p>		



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	<p>student formats digital information for appropriate and effective communication. The student is expected to demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate.</p> <p>11a: <i>Communication</i>. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video.</p> <p>12b: <i>Communication</i>. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to determine and employ technology specifications to evaluate projects for</p>		



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	<p>design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics.</p> <p>12d: <i>Communication</i>. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to evaluate the product for relevance to the assignment or task.</p>		



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Unit Name: Electronic Portfolio		3rd 6-Weeks Period, Approx three 90-minute classes	
Date Taught	TEKS	Content/ Vocabulary	Guiding Questions
	<p>5b: Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs.</p> <p>12b: Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to 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.</p> <p>12c: Communication. The</p>	<p>Evaluate Rubric Electronic Portfolio Secondary Storage Flash Drive</p>	<p>What products are representative of the assignment?</p>



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Unit Name: Electronic Portfolio		3rd 6-Weeks Period, Approx three 90-minute classes	
Date Taught	TEKS	Content/ Vocabulary	Guiding Questions
	<p>student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to select representative products to be collected and stored in an electronic evaluation tool.</p> <p>12d: <i>Communication.</i> The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to evaluate the product for relevance to the assignment or task.</p>		