



## Curriculum Map- Scope and Sequence: Yearbook

### Saddlebrook Preparatory School

Purpose of Planning	Unit One Throughout the Semester	Unit Two Q1 W2 – Q2 W8	Unit Three Q1 W3 – Q2 W8	Unit Four Q1 W5 – Q2 W8	Unit Five Q2 W1 – Q2 W8
<b>Unit Topic and Overview:</b>	Introduction to Computers	Microsoft Word	Microsoft PowerPoint	Microsoft Excel	Video Editing
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Students should enter the class with a basic understanding of computer and technology terms (monitor, keyboard, Internet, download, etc.) and experience using the applications that are the primary focus of this class: Word, PowerPoint, Excel, and video editing software.	Students should have a degree of familiarity with Microsoft Word and its functions. They should be able to manipulate fonts, sizes, margins, and line spacing.	Students need to know that many of the same functions found in Word are also found in PowerPoint. They should know how to add text boxes, shapes, and pictures, as well as manipulate fonts and font sizes.	Students should know that Excel exists and that it is used for data purposes. Some students may have used Excel in the past for science fair projects.	Most students now have some experience with photography, shooting videos, and editing videos due to their high use of technology, specifically cell phones.



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<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the parts of a computer,</li> <li>• identify and use various file types and extensions,</li> <li>• describe the advantages and disadvantages of Word documents and PDFs, and</li> <li>• increase their understanding of the Internet and how to search it effectively.</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• What are the main components of a computer and what is the function of each?</li> <li>• How are files organized in Windows/Mac OS?</li> <li>• How are files named and how does knowing a file extension aid in identifying the type of file?</li> <li>• Why are PDFs sometimes substituted for Word documents?</li> <li>• How can finding one piece of required information from an ocean of information on the Internet be simplified?</li> </ul>	<p>Students will use many of the prominent functions of Microsoft Word to create a resume and cover letter, event invitations, data tables, and a wide assortment of other types of documents.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• What are the primary functions found in the menu bar of a Word document?</li> <li>• How can the minor functions in the menu bar of Microsoft Word be used to improve documents or increase productivity?</li> </ul>	<p>Students will have a fully developed understanding of the graphic and media possibilities of PowerPoint. By the end of the class students will produce professional-looking informational flyers, logos, presentations, and videos that incorporate shapes, photos, audio and video, gradients and fills, and many other actions.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• What lies beyond the normal use of PowerPoint for creating lists?</li> <li>• How can design be incorporated into the development of PowerPoints to create more interest in the presentation?</li> <li>• What are the Do's and Don'ts of PowerPoint?</li> </ul>	<p>Students will produce data tables, graphs, and charts, and they will also use Excel to create a manipulable business ledger. Students will transfer these charts to Word and PowerPoint.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>• What are the primary uses of and functions within Excel?</li> </ul>	<p>Students will complete a project in which they put together a three to five minute video incorporating tricks and techniques from Hollywood films. The film will incorporate a video or videos they have created in PowerPoint. The video will be shot in landscape mode as opposed to portrait mode.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• What are the secrets to making a realistic looking scene in a film?</li> <li>• How can a person with just simple, pre-loaded video-editing software and PowerPoint create graphics/chyrons/lower thirds/score bugs?</li> </ul>
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<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Enger, Raymond, et al. <i>Discovering Computers &amp; Microsoft Office 2010.</i> Cengage Learning, 2012.</p>	<p>Enger, Raymond, et al. <i>Discovering Computers &amp; Microsoft Office 2010.</i> Cengage Learning, 2012.</p>	<p>Enger, Raymond, et al. <i>Discovering Computers &amp; Microsoft Office 2010.</i> Cengage Learning, 2012.</p>	<p>Enger, Raymond, et al. <i>Discovering Computers &amp; Microsoft Office 2010.</i> Cengage Learning, 2012.</p>	<p>Enger, Raymond, et al. <i>Discovering Computers &amp; Microsoft Office 2010.</i> Cengage Learning, 2012.</p>
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<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="#">Class website</a> and resources Computer Components</p> <ul style="list-style-type: none"> <li>• <a href="#">Microsoft</a></li> <li>• <a href="#">GCF Learn Free</a> ...for Dummies</li> <li>• <a href="#">Windows 7</a></li> <li>• <a href="#">Mac</a></li> <li>• <a href="#">PCs</a></li> </ul> <p><a href="#">Teacher Facebook Page</a></p>	<p><a href="#">Class website</a> and resources Microsoft</p> <ul style="list-style-type: none"> <li>• <a href="#">Word tutorials</a></li> <li>• <a href="#">Word templates</a></li> </ul> <p>Resume Writing</p> <ul style="list-style-type: none"> <li>• <a href="#">The OWL at Purdue University</a></li> <li>• <a href="#">About.com</a></li> <li>• <a href="#">Job Center of Wisconsin</a></li> </ul> <p>References</p> <ul style="list-style-type: none"> <li>• <a href="#">EasyBib</a></li> <li>• <a href="#">BibMe</a></li> <li>• <a href="#">The OWL at Purdue University</a></li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• <a href="#">Cool Text</a></li> <li>• <a href="#">Creative Blog</a></li> <li>• <a href="#">Designspiration</a></li> </ul> <p><a href="#">Teacher Facebook Page</a></p>	<p><a href="#">Class website</a> and resources Microsoft</p> <ul style="list-style-type: none"> <li>• <a href="#">PowerPoint tutorials</a></li> <li>• <a href="#">PowerPoint templates</a></li> </ul> <p>PowerPoint Mistakes</p> <ul style="list-style-type: none"> <li>• <a href="#">Death by PowerPoint</a></li> <li>• <a href="#">12 Most Annoying PowerPoint Presentation Mistakes</a></li> <li>• <a href="#">About.com Presentation Mistakes</a></li> <li>• <a href="#">Common Mistakes for PowerPoint Presentations</a></li> <li>• <a href="#">You're Not Very Good at PowerPoint</a></li> </ul> <p>Trends</p> <ul style="list-style-type: none"> <li>• <a href="#">Flat Design</a></li> <li>• <a href="#">Skeuomorphism</a></li> </ul> <p>Typography</p> <ul style="list-style-type: none"> <li>• <a href="#">DaFont</a></li> <li>• <a href="#">Fontscape</a></li> <li>• <a href="#">Cool Text</a></li> <li>• <a href="#">Comic Sans Criminal</a></li> <li>• <a href="#">What Font Should I Use?</a></li> <li>• <a href="#">20 Perfect Typeface Pairings</a></li> </ul> <p>Design Ideas</p> <ul style="list-style-type: none"> <li>• <a href="#">Creative Blog</a></li> <li>• <a href="#">Designspiration</a></li> <li>• <a href="#">Pinterest</a></li> </ul> <p>Color Palettes</p> <ul style="list-style-type: none"> <li>• <a href="#">Color Hex</a></li> <li>• <a href="#">Design Seeds</a></li> </ul> <p>Infographics</p> <ul style="list-style-type: none"> <li>• <a href="#">Infogram</a></li> </ul> <p><a href="#">Teacher Facebook Page</a></p>	<p><a href="#">Class website</a> and resources Microsoft</p> <ul style="list-style-type: none"> <li>• <a href="#">Excel tutorials</a></li> <li>• <a href="#">Excel templates</a></li> </ul> <p>Pictographs For Projects</p> <ul style="list-style-type: none"> <li>• <a href="#">Excel for Dummies</a></li> <li>• <a href="#">CIA World Factbook</a></li> <li>• <a href="#">VistaPrint</a></li> <li>• <a href="#">CafePress</a></li> <li>• <a href="#">Custom Ink</a></li> <li>• <a href="#">Eastbay</a></li> </ul> <p><a href="#">Teacher Facebook Page</a></p>	<p><a href="#">Class website</a> and resources Storyboarding</p> <ul style="list-style-type: none"> <li>• <a href="#">Storyboarding</a></li> <li>• <a href="#">Storyboard That</a></li> <li>• <a href="#">ACMI</a></li> </ul> <p>Filming and Effects</p> <ul style="list-style-type: none"> <li>• <a href="#">Feel This Moment</a></li> <li>• <a href="#">Bourne Ultimatum</a></li> <li>• <a href="#">Star Wars: The Phantom Menace</a></li> <li>• <a href="#">The Matrix</a></li> <li>• <a href="#">The Count of Monte Cristo</a></li> <li>• <a href="#">Vanderbilt Football</a></li> <li>• <a href="#">Florida Football</a></li> <li>• <a href="#">Tampa Bay Bucs</a></li> <li>• <a href="#">Tampa Bay Lightning</a></li> <li>• <a href="#">Tampa Bay Rowdies</a></li> <li>• <a href="#">Footage Crate</a></li> <li>• <a href="#">Video Blocks</a></li> </ul> <p>iMovie</p> <ul style="list-style-type: none"> <li>• <a href="#">Apple</a></li> <li>• <a href="#">Apple 2</a></li> <li>• <a href="#">Stanford University</a></li> </ul> <p>MovieMaker</p> <ul style="list-style-type: none"> <li>• <a href="#">Microsoft</a></li> </ul> <p><a href="#">Teacher Facebook Page</a></p>
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<b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Direct instruction</li> <li>• Individual and class readings of the text</li> <li>• Demonstrations</li> <li>• Teacher assisted assignments</li> <li>• Teacher assisted projects</li> <li>• Videos and tutorials</li> <li>• Supplementary readings of online articles and presentations</li> <li>• Discuss the internal and external components of a computer and the file structures of Windows based operating systems as well as Mac OS; discuss file extensions students are familiar with and introduce them to those with which they may be unfamiliar; discuss Internet searches and keywords</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Direct instruction</li> <li>• Individual and class readings of the text</li> <li>• Demonstrations</li> <li>• Teacher assisted assignments</li> <li>• Teacher assisted projects</li> <li>• Videos and tutorials</li> <li>• Supplementary readings of online articles and presentations</li> <li>• Discuss the menu bar and all of the functions found under it and how knowing some of these functions increases productivity and the quality of documents</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Direct instruction</li> <li>• Individual and class readings of the text</li> <li>• Demonstrations</li> <li>• Teacher assisted assignments</li> <li>• Teacher assisted projects</li> <li>• Videos and tutorials</li> <li>• Supplementary readings of online articles and presentations</li> <li>• Discuss the unwritten rules of PowerPoints and the hidden functionalities of the application; discuss what constitutes good design</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Direct instruction</li> <li>• Individual and class readings of the text</li> <li>• Demonstrations</li> <li>• Teacher assisted assignments</li> <li>• Teacher assisted projects</li> <li>• Videos and tutorials</li> <li>• Supplementary readings of online articles and presentations</li> <li>• Discuss how Excel can be used to increase efficiency for businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work</li> <li>• Direct instruction</li> <li>• Individual and class readings of the text</li> <li>• Demonstrations</li> <li>• Teacher assisted assignments</li> <li>• Teacher assisted projects</li> <li>• Videos and tutorials</li> <li>• Supplementary readings of online articles and presentations</li> <li>• Discuss and discover the secrets of filming and editing</li> </ul>
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<b>Assessments:</b> *Types and Measurements of Mastery	Informal <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> Formal <ul style="list-style-type: none"> <li>• Bell work</li> <li>• Homework and classwork</li> <li>• Projects</li> <li>• Summative quizzes</li> <li>• Summative tests</li> <li>• Final cumulative exam</li> </ul>	Informal <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> Formal <ul style="list-style-type: none"> <li>• Assignments related to the projects listed below</li> <li>• Projects:             <ul style="list-style-type: none"> <li>• Resume and cover letter</li> <li>• Invitation</li> <li>• Menu</li> </ul> </li> <li>• Summative quizzes</li> <li>• Summative test</li> </ul>	Informal <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> Formal <ul style="list-style-type: none"> <li>• Assignments related to the projects listed below</li> <li>• Projects:             <ul style="list-style-type: none"> <li>• Team slogan/theme graphic</li> <li>• Enhanced promo poster with schedule</li> <li>• Presentation for a hype video</li> <li>• Introduction of the hype video</li> </ul> </li> <li>• Summative quizzes</li> <li>• Summative test</li> </ul>	Informal <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> Formal <ul style="list-style-type: none"> <li>• Assignments related to the projects listed below</li> <li>• Projects:             <ul style="list-style-type: none"> <li>• Growth analysis</li> <li>• T-shirt sales</li> </ul> </li> <li>• Summative quizzes</li> <li>• Summative test</li> </ul>	Informal <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Observation</li> </ul> Formal <ul style="list-style-type: none"> <li>• Assignments related to the projects listed below</li> <li>• Projects – hype video</li> </ul>
<b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)	<ul style="list-style-type: none"> <li>• The history of computing             <ul style="list-style-type: none"> <li>• History</li> </ul> </li> <li>• Organization and time management             <ul style="list-style-type: none"> <li>• Life Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Resumes and cover letters             <ul style="list-style-type: none"> <li>• English/Personal Finance</li> </ul> </li> <li>• References and citations             <ul style="list-style-type: none"> <li>• English</li> </ul> </li> <li>• Design             <ul style="list-style-type: none"> <li>• Graphic Arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Design             <ul style="list-style-type: none"> <li>• Graphic Arts</li> </ul> </li> <li>• Presentation/proposal             <ul style="list-style-type: none"> <li>• Life Skills/Career Readiness/English</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Growth analysis             <ul style="list-style-type: none"> <li>• Business/Economics</li> </ul> </li> <li>• T-shirt sales             <ul style="list-style-type: none"> <li>• Graphic Arts/Business/Economics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Hype Video             <ul style="list-style-type: none"> <li>• Visual Arts/Filmmaking</li> </ul> </li> </ul>
<b>Honors Course Differentiation(s):</b>	N/A	N/A	N/A	N/A	N/A



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<p><b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links</p>	<p>Within appropriate developmental guidelines the content of this course should enable students to:</p> <ul style="list-style-type: none"> <li>• Understand computer specific terminology</li> <li>• Demonstrate a basic knowledge of computer technology, function and application</li> <li>• Understand the importance of cyber safety and computer etiquette</li> </ul>	<p>Within appropriate developmental guidelines the content of this course should enable students to:</p> <ul style="list-style-type: none"> <li>• Understand computer specific terminology</li> <li>• Demonstrate a basic knowledge of computer technology, function and application</li> <li>• Demonstrate keyboard proficiency</li> <li>• Use the computer to integrate all areas of the curriculum</li> <li>• Create original works using multimedia tools</li> <li>• Use computer programs and educational software to reinforce their learning</li> <li>• Undertake research and expand their critical thinking skills</li> <li>• Understand the importance of cyber safety and computer etiquette</li> </ul>	<p>Within appropriate developmental guidelines the content of this course should enable students to:</p> <ul style="list-style-type: none"> <li>• Understand computer specific terminology</li> <li>• Demonstrate a basic knowledge of computer technology, function and application</li> <li>• Demonstrate keyboard proficiency</li> <li>• Use the computer to integrate all areas of the curriculum</li> <li>• Create original works using multimedia tools</li> <li>• Use computer programs and educational software to reinforce their learning</li> <li>• Undertake research and expand their critical thinking skills</li> <li>• Understand the importance of cyber safety and computer etiquette</li> </ul>	<p>Within appropriate developmental guidelines the content of this course should enable students to:</p> <ul style="list-style-type: none"> <li>• Understand computer specific terminology</li> <li>• Demonstrate a basic knowledge of computer technology, function and application</li> <li>• Demonstrate keyboard proficiency</li> <li>• Use the computer to integrate all areas of the curriculum</li> <li>• Create original works using multimedia tools</li> <li>• Use computer programs and educational software to reinforce their learning</li> <li>• Undertake research and expand their critical thinking skills</li> <li>• Understand the importance of cyber safety and computer etiquette</li> </ul>	<p>Within appropriate developmental guidelines the content of this course should enable students to:</p> <ul style="list-style-type: none"> <li>• Understand computer specific terminology</li> <li>• Demonstrate a basic knowledge of computer technology, function and application</li> <li>• Demonstrate keyboard proficiency</li> <li>• Use the computer to integrate all areas of the curriculum</li> <li>• Create original works using multimedia tools</li> <li>• Use computer programs and educational software to reinforce their learning</li> <li>• Undertake research and expand their critical thinking skills</li> <li>• Understand the importance of cyber safety and computer etiquette</li> </ul>
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<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.7</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.7</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.7</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.7</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.7</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.9</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.5</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.7</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.8</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.9</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.2</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.4</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.6</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.11-12.6</a></li> </ul>
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**Links to CCSS/NGSSS  
Curriculum  
Standards:**

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in high school.
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)