

Lesson 41

Planner: Excel Worksheets: Party Planner/charts/ wrap up

Objective: I can effectively work with a partner to plan an event using Excel

I can complete all Journal Entries and Missing Assignments.

I can explain a minimum of 5 features in an Excel workbook.gh

Standards:

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Questions: How can I use spreadsheets to plan for and evaluate a topic?

WARM-UP:

KEYBOARD 10 MINUTES



ACTIVITY 1

CREATE A CHART FOR THE ITEMS YOU ARE PURCHASING FOR YOUR PARTY.

Activity 2

COMPLETE THE FOLLOWING JOURNAL

Journal D



Entry 24/Party Planner Shopping 2/Date

Image capture the final shopping worksheet (with chart) that you have completed. Explain any changes you made so that the balance on the worksheet is zero.

edmodo

Activity 2

Quizlet

Go to Edmodo. Find the link to Quizlet. Practice Spreadsheet Vocabulary.

Activity 3

Journal D



Entry 25/Party Planner Shopping 3/Date

In a **complete paragraph**, answer the following:

How can a worksheet be used to help you plan an activity?

Lesson 41A

Planner: Review for Test (next class period)

Objectives:

I can use Journals, Spreadsheets, and Quizlet to prepare for a test.

I can work with others to explain concepts in Excel.

Standards:

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Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Questions: What do I need to know to pass my Worksheet Test?

WARM UP

KEYBOARD: 15 MINUTES

ACTIVITY 1: REVIEW FOR EXCEL TEST



VOCABULARY WORDS: **Edmodo Quiz Format**

- Review with Quizlet and your journal

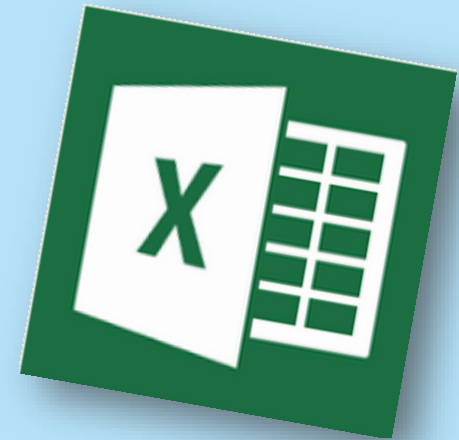


SETTING UP & USING A SPREADSHEET

You will be given a **Spreadsheet with data**

You will need to be able to:

- Add Titles and Headers
- Insert, Create, & Copy
Formulas/Functions
- Sums and Averages
- Sort data (alphabetically with
values)
- Rename a worksheet
- Create and correctly label the designated chart



ACTIVITY 2

JOURNAL D



ENTRY 26/I predict/Date

In a complete paragraph, predict the score you think you will receive on the upcoming assessment. Explain why you believe you will receive this score.

Factors to consider:

- Are you comfortable using the features we have covered in class?
- Did your partner help you sufficiently?
- Were you able to help your partner?

HOW WILL YOU PREPARE FOR THE ASSESSMENT?

Lesson 42

Planner: Excel Assessment

Objectives:

I can demonstrate my knowledge of Excel by completing the assessment with a B or better.

Standards:

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Questions: What do I need to know to pass my Worksheet Test?

Do I know and understand Worksheet Vocabulary?

<https://quizlet.com/545341/flashcards>



ACTIVITY 1

Review for Test: 10 Minutes

Ask questions!



ACTIVITY 2

ASSESSMENT

FOLLOW ALL INSTRUCTIONS!

GO TO THE EDMODO ASSIGNMENT: EXCEL ASSESSMENT

Move the **EXCEL QUIZ** to YOUR DOCUMENTS

(ON THE COMPUTER'S "C" DRIVE)

Do not begin Quiz until Instructed



Excel quiz 1.xlsx

ACTIVITY 3:

EXCEL TEST PART 1

OPEN THE EXCEL QUIZ SPREADSHEET

A screenshot of an Excel spreadsheet showing a grid with columns A, B, and C, and rows 1 through 7. The cell at row 1, column A is selected.

	A	B	C
1			
2			
3			
4			
5			
6			
7			



From your folder

Save the Quiz as:

CI(2).(name).ExcelQuiz

REMEMBER:

KEEP YOUR EYES ON YOUR OWN WORK!

Save the Spreadsheet **CI(2).(name).ExcelQuiz**

UPLOAD THE QUIZ TO THE ASSIGNMENT IN EDMODO

AFTER YOU HAVE SUBMITTED THE EXCEL WORKSHEET

edmodo

EXCEL TEST PART 2:

TAKE THE QUIZ IN EDMODO

REMEMBER TO SUBMIT IT...

edmodo



ACTIVITY 4:

Journal D

Entry 27/my score/date

Do you think you achieved the score you predicted in Entry 26? Explain in a complete paragraph -- at least 5 sentences.

Upload Journal D to the Assignment in Edmodo.

Lesson 43

Planner: Web searches, links, site Evaluation

Objective: I can use different tools to search web sites

I can explain ways to evaluate web sites for accuracy

Standards:

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Questions: How do I know if a site has accurate information?

WARM UP

KEYBOARD: 10 MINUTES

ACTIVITY 1

Web Searches



<http://www.schooltube.com/video/4f3ab2c6a4ad4f0f8b8a/Web%20Search%20Strategies>

ACTIVITY 2

Data Base vs Google

Informative Videos

<http://www.schooltube.com/video/75c721b5ad54f09ce23d/Databases>



<https://www.youtube.com/watch?v=Q2GMtluaNzU>

[Destiny: WCSD database](#)

ACTIVITY 4



VIDEO

Checking out sources/quotes

(mid- page)

http://sdst.libguides.com/content.php?pid=184760&sid=1555556&search_terms=web+site+evaluation

Evaluation Tool: CARRDSS

CARRDSS

Use **CARRDSS** to evaluate your sources

C REDIBILITY : Who is the author? What are his or her credentials?

A CCURACY: Can facts, statistics, or other information be verified through other sources? Based on your knowledge, does the information seem accurate?

R ELIABILITY: Does the source present a particular view or bias?

R ELEVANCE: Does this information directly support my hypothesis/thesis or help to answer my question?

D ATE: When was this information created? When was it revised? Are these dates meaningful in terms of the subject matter?

S OURCES BEHIND THE TEXT: Did the author use reliable, credible sources?

S COPE: Does this source address my hypothesis/thesis/question in a comprehensive or peripheral way? Is it a scholarly or popular treatment?

Lesson 44

Planner: Searching a topic: 2 ways

Objective: I can compare and contrast searches using Google and Bing to searches using databases.

Standards:

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

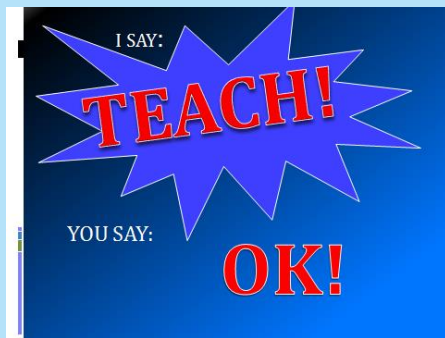
Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Questions: How do I know if a site has accurate information?

WARM UP

KEYBOARD: 10 MINUTES

ACTIVITY 1: 10 MINUTES



Use Destiny: use the desktop icon.

Browse the resources: What will you find?
Share with your table partner and the class.

CARRDSS

Use CARRDSS to evaluate your sources

C REDIBILITY: Who is the author? What are his or her credentials?

A CCURACY: Can facts, statistics, or other information be verified through other sources? Based on your knowledge, does the information seem accurate?

R ELIABILITY: Does the source present a particular view or bias?

R ELEVANCE: Does this information directly support my hypothesis/thesis or help to answer my question?

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S OURCES BEHIND THE TEXT: Did the author use reliable, credible sources?

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Activity 2

Create a New Journal: **Journal E**

Audience: High School Student

Entry 28/I-net Search vs Data Base/ Date

You will be given a topic to research.

Use both:

- search engine(Google/Bing)
- a data base (Destiny)

Compare and contrast a search for the same topic

Searching the **Internet** vs Searching a **Data Base**

Use a method of your own choosing (paragraph, table, or other)

Give examples and include details

Lesson 45

Planner: Review Research Begin Technology Project

Objective: I can work collaboratively to explore and create a project about a newer Technology.

Standards:

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Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

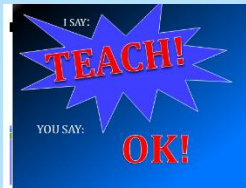
Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

Questions: What are some recent developments in Technology?
How does technology impact and change our lives?

WARM UP

KEYBOARD: 5 MINUTES

ACTIVITY 1



Explain how you can find reliable web

sources for a research project.

CARRDSS can help you...

Use **CARRDSS** to evaluate your sources

- C** REDIBILITY : Who is the author? What are his or her credentials?
- A** CCURACY: Can facts, statistics, or other information be verified through other sources? Based on your knowledge, does the information seem accurate?
- R** ELIABILITY: Does the source present a particular view or bias?
- R** ELEVANCE: Does this information directly support my hypothesis/thesis or help to answer my question?
- D** ATE: When was this information created? When was it revised? Are these dates meaningful in terms of the subject matter?
- S** OURCES BEHIND THE TEXT: Did the author use reliable, credible sources?
- S** COPE: Does this source address my hypothesis/thesis/question in a comprehensive or peripheral way? Is it a scholarly or popular treatment?

Comments (26)

ACTIVITY 2

What is our new project?

STANDARDS: INCORPORATES ALL



GROUPING:

TABLE PARTNERS
ACROSS THE ROOM

Use One Drive/Edmodo to communicate
ideas

Face-to-Face days allowed with permission



WHAT WE WILL DO:

- Explore existing technologies in various areas
 - Communication, Medical, Transportation, Military, Homes, Athletics, etc.
- Formulate questions, share prior knowledge, and learn more
- Discuss pros and cons of each technology

ACTIVITY 3

OPEN pinemscomputers.weebly.com

GO TO:

PROJECTS/TECHNOLOGY

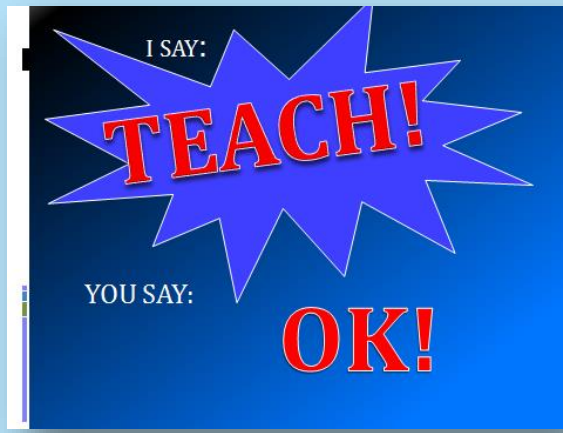


CLASS DISCUSSION

WHAT IS A WEB QUEST?

READ/REVIEW

ALL PARTS OF THE WEBQUEST: Only Part 1: no Presentation



ACTIVITY 4

DISCUSS WITH YOUR TABLE PARTNER
What will we be trying to learn during this project?

What tools will we need to use?
How will our work be evaluated?

REVIEW WITH THE CLASS

ACTIVITY 5

Consider two Technology topics you might want to research for this project. Discuss why you would choose them with your table partner.

Consider topics: Arts, Athletics, Aviation, Medicine, Communication, Transportation (Aviation, Automotive, Trains, etc.), Military, etc.

Activity 6



Journal E

Entry 29/ What to Research?/Date

Make a list of 4 topics you and your table partner are considering for research. Explain your reasons.

The Edmodo logo, which consists of the word "edmodo" in a white, lowercase, sans-serif font inside a dark blue, rounded rectangular shape with a white arrow pointing to the left.

edmodo

Open Edmodo

One table partner:

Copy/ paste your ideas into a note on Edmodo.
Share ideas. Are others considering similar topics?