UNIT 1

History of Operating Systems

Unit Overview

Pacing: 1 Week

Focus Area: RLA – Making Connections, Vocabulary, Critical Thinking

Unit Learning Goal: Students will explain the historical development and purpose of various operating systems (e.g., DOS, Windows, Mac, Unix/Linux) by analyzing how informational texts make connections among individuals, ideas, or events through comparisons, analogies, or categories, while locating, analyzing, and organizing information.

Essential Question: How does understanding the evolution of operating systems help us analyze and organize information in ways that connect historical and technological developments?

Vocabulary Builder

Answer Key

Answer Key
1. Unix/Linux
2. Operating System
3. Hardware
4. Software
5. Mac
6. DOS

Quick Tips!

- Have students connect the vocabulary words to real life experiences.
- Use visuals or pictures of each word.

Support	Challenge
Provide picture cards for each vocabulary word. Use bilingual glossaries or translated definitions. Allow students to work in pairs fill in the missing words.	Ask students to create their own sentences using each word. Have students sort words by categories. Allow students to add new words to each category.

Making Connections
Answer Key

Operating System	What Was Its Purpose? What problem did it solve or what was it made to do?	How Is It Connected to the Others? Did it come before or after another system? Did it improve something or do something different?	Who Used It Most? Was it used by everyday people, businesses, or programmers?
DOS	To let users control computers by typing commands.	It was the first system; later systems improved on it.	Early computer users, mostly in offices or tech fields.
Windows	Easier and more user friendly.	It came after DOS and built upon its foundation.	Most popular and widely used.
Mac	Known for a clean and sleek design.	Came after DOS around the same time as Windows.	Artists and designers.

Which operating system do you think made the biggest change and why?

Answers will vary.

Quick Tips!

- Chunk passage into smaller sections.
- Create a timeline or flow chart for each system.
- Use guided questions, e.g.: Why do you think DOS was hard to use? How did Windows and Mac make things easier?

Knowledge Check

Unit 1 - Knowledge Check

1) What kind of connection does the passage make between old systems and Windows?
- **Correct Answer**: B. Windows replaced typing with clicking
- **Explanation**: The passage explains that Windows changed how people interacted with computers. Instead of typing commands like in DOS, users could now click. This is a historical development and a comparison showing how one idea (typed commands) was replaced by another (clicking).

2) Why did Windows become popular?
- **Correct Answer**: C. It worked on many types of computers
- **Explanation**: The passage says Windows became popular because it worked on many different computers, not just one brand. This shows a category connection: Windows was useful across many settings (schools, homes, offices), which helped it grow.

3) What was different about Windows compared to older systems?
- **Correct Answer**: B. It let users click on pictures and boxes
- **Explanation**: Windows introduced a graphical user interface (GUI), which allowed users to click instead of typing. This is a comparison between older systems like DOS (typed commands) and Windows (clickable icons). It shows how Windows improved usability.

4) Why was the first version of Windows created?
- **Correct Answer**: C. To make computers easier to use
- **Explanation**: The passage says that before Windows, people had to type commands, which was hard for most users. Microsoft created Windows to make computers easier by letting people click instead of type. This shows a cause-and-effect connection: the difficulty of typed commands led to the creation of Windows.

Support	Challenge
Preview vocabulary in the text. Allow oral responses for multiple choice. Read the passage aloud together.	Ask students to use a Venn Diagram to compare and contrast Windows to DOS.

Project Based Learning *Rubric*

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Needs Support
Research & Content	Thorough research on 3+ systems; accurate, detailed notes; clear understanding of purpose and users.	Research on 3 systems; mostly accurate notes; basic understanding shown.	Research on 2 systems; some inaccuracies or missing details.	Limited or inaccurate research; unclear understanding.
Vocabulary & Syllabication	Uses key terms correctly and explains them clearly; demonstrates understanding of technical language.	Uses key terms correctly; some explanation provided.	Uses some terms; limited understanding or incorrect usage.	Rarely uses key terms; shows confusion or misuse.
Final Product Format	Creative, well-organized, and visually engaging; includes all required elements (dates, names, facts).	Clear and organized; includes most required elements.	Some organization; missing key elements or unclear visuals.	Disorganized or incomplete; lacks required.
Application & Critical Thinking	Makes strong connections between systems and personal tech use; shows deep insight.	Makes clear connections; shows thoughtful reflection.	Makes basic connections; limited insight.	Struggles to connect ideas; minimal reflection.
Reflection	Thoughtful and personal; clearly explains how OS changes affect current tech use.	Reflects on OS changes and personal use; mostly clear.	Some reflection; lacks depth or clarity.	Little or no reflection; unclear or off-topic.
Speaking (if presented)	Speaks clearly and confidently; engages audience; explains ideas well.	Speaks clearly; explains ideas; some engagement.	Speaks quietly or unclearly; ideas somewhat explained.	Difficult to understand; ideas not clearly presented.
Collaboration & Participation (if working in groups)	Actively contributes; supports peers; works well in team.	Participates and shares ideas; works cooperatively.	Participates occasionally; needs reminders to stay on task.	Rarely participates; struggles with teamwork.

Intervention *Strategies*

Lesson 1.1

- Use semantic mapping. Create visual mapping that connects the word to related words.
- Use audio recordings of the vocabulary words for pronunciation practice.
- Use vocabulary in skits and role play scenarios.

Lesson 1.2

- Provide sentence starters to guide their thinking:
  - "Both ___ and ___ are similar because..."
  - "The author connects ___ and ___ by..."

- Model your thinking as you read a passage aloud. Pause to say things like:
  - "This reminds me of..." (analogy)
  - "This person is similar to..." (comparison)
  - "These ideas are grouped together because..." (categorization)

Instructional Support *Strategies*

Focus Area	Suggestions
Differentiation	Use visuals, sentence frames, and bilingual glossaries for ESOL learners. Provide decoding practice and fluency drills for ABE learners.
Assessment Ideas	Use exit tickets, vocabulary quizzes, oral summaries, and project rubrics to assess understanding.
Technology Integration	Use digital tools like Google Slides, Flipgrid, or Canva for the project-based learning task.