



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Introduction to Technology Curriculum

Course Description: In this course, students will extend their working knowledge of computer skills, typing, and applications. Introduction to Technology embeds 21st Century Skills within the curriculum to work on both hard and soft skills. Students will explore safety precautions online, applications that will enhance their efficiency and explore a project of their choice that culminates in a class presentation.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5-6 Days	Microsoft Office	Topic 1: Basics and Tools
10-11 Days	Graphic Design	Topic 1: Photoshop
11-12 Days	Coding	Topic 1: Innovators and Makers Topic 2: App Creator Topic 3: Coding Language
11-13 Days	Video Editing	Topic 1: Premiere Elements
1 Day Ongoing	Keyboarding	Topic 1: Keyboarding
1-2 Days Ongoing	Digital Citizenship	Topic: Internet Safety Topic: Digital Responsibility

Unit 1: Microsoft Office

Subject: 6th Grade Introduction to Technology

Grade: 6

Name of Unit: Microsoft Office

Length of Unit: 5-6 Days

Overview of Unit: During this unit, students will develop file management skills as related to the Microsoft Office suite. Students will also learn advanced searching techniques while exploring toolbars and design elements in Microsoft Office. The unit will culminate in a presentation of student products.

Priority Standards for unit:

- ISTE-EMPOWERED LEARNER.1.D - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- ISTE - KNOWLEDGE COLLECTOR.3.A - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the fundamental concepts of technology operations	Understand	Understand	2
the ability to choose, use and troubleshoot current technologies	Demonstrate	Apply	3
their knowledge to explore emerging technologies	Transfer	Apply	3
effective research strategies to locate information and other resources for their intellectual or creative pursuits	Plan	Apply	3

effective research strategies to locate information and other resources for their intellectual or creative pursuits	Employ	Apply	3
original works or responsibly repurpose or remix digital resources into new creations	Create	Create	4

Essential Questions:

1. How do you know which productivity tool to use to complete a specific task?
2. Why is file management important?

Enduring Understanding/Big Ideas:

1. You may choose one tool over another based on purpose, audience, and sharing capabilities.
2. Putting things in the correct folder and making sure it is saved helps you locate your work later.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Folder ● Save	● File management ● Productivity tool ● Ribbon ● Menu

Topic 1: Basics and Tools

Engaging Experience 1

Title: PowerPoint

Suggested Length of Time: 4-5 days

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.D - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- ISTE - KNOWLEDGE COLLECTOR.3.A - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.

Supporting:

- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Detailed Description/Instructions: Students will research information on people who were born on/events that occurred on their birthdays. After documenting this information on a PowerPoint slide, students will learn how to improve the aesthetics of their slide. These skills may include design, layout, visual ratios, working with pictures, video, tables, color combinations.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will share their slides with their peers. Students may upload their slide to Google Drive and complete a peer evaluation. Another option would be to have students present a 60-90 second speech about their slide to the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Basics and Tools	PowerPoint	Students will research information on people who were born on/events that occurred on their birthdays. After documenting this information on a PowerPoint slide, students will learn how to improve the aesthetics of their slide. These skills may include design, layout, visual ratios, working with pictures, video, tables, color combinations.	4-5 days

Unit 2: Graphic Design

Subject: 6th Grade Introduction to Technology

Grade: 6

Name of Unit: Graphic Design

Length of Unit: 10-11 days

Overview of Unit: Students will enhance and manipulate existing images using a variety of tools to explore elements of graphic design.

Priority Standards for unit:

- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE - CREATIVE COMMUNICATOR.6.D - Students publish or present content that customizes the message and medium for their intended audiences.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
original works or responsibly repurpose or remix digital resources into new creations	Create	Create	4
content that customizes the message and medium for their intended audiences	Publish	Create	3
content that customizes the message and medium for their intended audiences	Present	Apply	3

Essential Questions:

1. Why do we create digital media?
2. How can you manipulate/edit a picture using Photoshop?

Enduring Understanding/Big Ideas:

1. Students will understand the need for a creative way to present information for various audiences. Students will understand that presenting information in creative ways benefits them and sets them apart from others.

2. By using selection tools, content-aware, masks and layers, hue and saturation, text, and manipulation tools, students can manipulate and enhance their digital media.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Toolbars	● Layers ● Masks ● Content-Aware ● Saturation ● Selection Tools ● Manipulation Tools ● Hue and Saturation

Topic 1: Photoshop

Engaging Experience 1

Title: Introduction to Photoshop

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE - CREATIVE COMMUNICATOR.6.D - Students publish or present content that customizes the message and medium for their intended audiences.

Detailed Description/Instructions: Students will learn how to use many different tools, functions, and features of graphic design tools (i.e. Photoshop) through video tutorials. Each class will begin with a very quick look at common mistakes/problems that students are experiencing. The projects go from simple tasks to more complex tasks and show the students multiple ways to do things. Eventually the students will use several learned concepts together to edit photos.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

Title: Experience Photoshop

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE - CREATIVE COMMUNICATOR.6.D - Students publish or present content that customizes the message and medium for their intended audiences.

Supporting:

- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Detailed Description/Instructions: Students will successfully complete different photoshop projects such as using the eraser, line tool, selection tool, magnetic lasso, panorama, and several others.

Bloom's Levels: Create, Evaluate

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will work on a culminating project that includes multiple aspects of the Photoshop skills learned throughout the unit. This project may include creating a movie poster, face swapping, and many more advanced tutorials.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Photoshop	Introduction to Photoshop	Students will learn how to use many different tools, functions, and features of graphic design tools (i.e. Photoshop) through video tutorials. Each class will begin with a very quick look at common mistakes/problems that students are experiencing. The projects go from simple tasks to more complex tasks and show the students multiple ways to do things. Eventually the students will use several learned concepts together to edit photos.	1 day
Photoshop	Experience Photoshop	Students will successfully complete different Photoshop projects such as using the eraser, line tool, selection tool, magnetic lasso, and several others.	5 days

Unit 3: Coding

Subject: 6th Grade Introduction to Technology

Grade: 6

Name of Unit: Coding

Length of Unit: 11-12 days

Overview of Unit: Students will be introduced to beginner level coding languages through Khan Academy such as JavaScript and HTML.

Priority Standards for unit:

- ISTE-EMPOWERED LEARNER.1.C - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5.D - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways	Use	Apply	3
problems by creating new, useful or imaginative solutions	Identify	Understand	2
problems by creating new, useful or imaginative solutions	Solve	Evaluate	4
how automation works	Understand	Understand	2
algorithmic thinking	Use	Apply	3
a sequence of steps to create and test automated solutions	Develop	Create	4

Essential Questions:

1. How does learning to program teach logic and reasoning?
2. What possibilities can coding open up for students?

Enduring Understanding/Big Ideas:

1. Students will use the skills in programming to resolve issues in an orderly and rational manner.
2. Students will learn workforce essential skills such as analyzing errors and apply thinking skills while attempt to resolve an issue in another way.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● HTML ● JAVA ● Blockly ● Pair Programming ● Physical Computing ● App ● Mobile Computing ● Microbit ● Hexadecimal ● Tags

Topic 1: Innovators and Makers

Engaging Experience 1

Title: Scrolling Message

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.C - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: Students will learn about the micro bit/device and then create a message that includes an animated image and scrolling text on their micro bit/device.

Bloom's Levels: Create, Analyze

Webb's DOK: 1, 2

Topic 2: App Creator

Engaging Experience 1

Title: Digital Doodle

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.C - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5.D - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Detailed Description/Instructions: Students will take a picture using their device and draw on it.

Bloom's Levels: Understand, Create

Webb's DOK: 1, 2

Engaging Experience 2

Title: Tally Ho

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.C - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5.D - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Detailed Description/Instructions: Students will learn about global variables by creating a digital counter.

Bloom's Levels: Understand, Create

Webb's DOK: 1, 2

Topic 3: Coding Language

Engaging Experience 1

Title: Khan Academy Coding

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.C - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5.D - Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Detailed Description/Instructions: Students will be shown khanacademy.org and will be free to explore learning different languages of coding such as Java Script, HTML, SQL, and several advanced sections of these same languages. Each section of coding walks the students through basic coding languages and gradually build upon one another. There are section breaks where students are allowed to “free code” and be creative with the coding languages they have learned.

Bloom’s Levels: Understand, Create

Webb’s DOK: 1, 2

Rubric: Students are graded on completion

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a sample website using the HTML programming language that will be saved on their drive.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Innovators and Makers	Scrolling Message	Students will learn about the micro bit/device and then create a message that includes an animated image and scrolling text on their micro bit/device.	2 days
App Creator	Digital Doodle	Students will take a picture using their device and draw on it.	2 days
App Creator	Tally Ho	Students will learn about global variables by creating a digital counter.	1-2 days
Coding Language	Khan Academy Coding	Students will be shown khanacademy.org and will be free to explore learning different languages of coding such as Java Script, HTML, SQL, and several advanced sections of these same languages. Each section of coding walks the students through basic coding languages and gradually build upon one another. There are section breaks where students are allowed to “free code” and be creative with the coding languages they have learned.	5 days

Unit 4: Video Editing

Subject: 6th Grade Introduction to Technology

Grade: 6

Name of Unit: Video Editing

Length of Unit: 11-13 days

Overview of Unit: Students will analyze current movie trailers and commercials and discuss the different elements involved in making a polished video. Students will discuss camera angles, music, sound effects, and setting. They will then discuss writing scripts, planning, and storyboarding as students brainstorm for their project. Students will have several days to begin filming and then will proceed into the editing process. When completed students will render their project and share with the class.

Priority Standards for unit:

- ISTE-EMPOWERED LEARNER.1.D - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE - CREATIVE COMMUNICATOR.6.D - Students publish or present content that customizes the message and medium for their intended audiences.

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2.C - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
original works or responsibly repurpose or remix digital resources into new creations	Create	Create	4
content that customizes the message and medium for their intended audiences	Publish or Present	Create	4
the fundamental concepts of technology operations	Understand	Understand	2
current technologies and are able to transfer their knowledge to explore emerging technologies	Choose	Understand	2
current technologies and are able to transfer their knowledge to explore emerging technologies	Use	Apply	3

current technologies and are able to transfer their knowledge to explore emerging technologies	Troubleshoot	Evaluate	3
--	--------------	----------	---

Essential Questions:

1. What are ways you would use video editing in your daily life?
2. How can you use a video to convey a message?
3. In what ways can a video be enhanced/manipulated using Premiere Elements?
4. Why is storyboarding important when creating a video?

Enduring Understanding/Big Ideas:

1. Video editing may be used to create graduation videos, wedding videos, highlight reels, and other personal reflections.
2. A video is a universal, engaging, and efficient way to convey a message to a broader audience. It touches on many different senses and allows you to tell your story from your own perspective.
3. You can add music, narration, pictures, text, transitions, animations. You can alter the speed, sound, and hues.
4. A storyboard creates a process/blueprint to follow for the end product and helps to create the desired result. It helps eliminate feature creep.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Music • Narration • Pictures • Text • Transition • Publish	• Feature Creep • Animation • Splice • Scrub • Import • Render • Export • Mp3 • Mp4

Topic 1: Premiere Elements

Engaging Experience 1

Title: Video Elements

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.D - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.

Detailed Description/Instructions: Students will watch videos including movie trailers and commercials. Discussion of camera angles, sound effects, and music will lead to brainstorming of a focus for the student-generated video.

Bloom's Levels: Evaluate, Apply, Analyze

Webb's DOK: 2, 3

Engaging Experience 2

Title: Storyboarding and Script Writing

Standards Addressed

Priority

- ISTE - CREATIVE COMMUNICATOR.6.D - Students publish or present content that customizes the message and medium for their intended audiences.

Detailed Description/Instructions: Students will create a plan for their own videos including a storyboard and a script. The director clip from *Super 8* may be used to highlight the importance of a script and a plan. Kahn Academy also could be a good resource for outlining the process for planning a movie.

Bloom's Levels: Create, Apply

Webb's DOK: 3

Engaging Experience 3

Title: Video Creation

Suggested Length of Time: 5-7 days

Standards Addressed

Priority:

- ISTE - CREATIVE COMMUNICATOR.6.B - Students create original works or responsibly repurpose or remix digital resources into new creations.

- ISTE - CREATIVE COMMUNICATOR.6.D - Students publish or present content that customizes the message and medium for their intended audiences.

Supporting:

- ISTE-DIGITAL CITIZEN.2.C - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions: Students will record, edit, and publish their videos.

Bloom's Levels: Create, Evaluate

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will share/present their videos with the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Premiere Elements	Video Elements	Students will watch videos including movie trailers and commercials. Discussion of camera angles, sound effects, and music will lead to brainstorming of a focus for the student-generated video.	1 day
Premiere Elements	Storyboarding and Script Writing	Students will create a plan for their own videos including a storyboard and a script. The director clip from Super 8 may be used to highlight the importance of a script and a plan. Kahn Academy also could be a good resource for outlining the process for planning a movie.	2 days
Premiere Elements	Video Creation	Students will record, edit, and publish their videos.	5-7 days

Unit 5: Keyboarding

Subject: 6th Grade Introduction to Technology

Grade: 6

Name of Unit: Keyboarding

Length of Unit: 1 Day, Ongoing

Overview of Unit: Students will understand the importance of touch typing and proper typing technique in order to increase their speed and accuracy.

Priority Standards for unit:

- ISTE-EMPOWERED LEARNER.1.A - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
personal learning goals	Articulate and set	Analyze	3
strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes	Develop	Apply	4

Essential Questions:

1. Why is efficient typing an essential skill?

Enduring Understanding/Big Ideas:

1. Efficient typing is essential to time management.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	● Home row ● Keyboard ● Touch typing ● Hunt and peck

Topic 1: Keyboarding

Engaging Experience 1

Title: Keyboarding Pre-Test

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.A - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Detailed Description/Instructions: Keyboarding expectations and benefits of being a competent typist will be explained to students. Students will spend time on typing.com attempting to reach the keyboarding expectations.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Keyboarding Practice

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- ISTE-EMPOWERED LEARNER.1.A - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Detailed Description/Instructions: Students who do not reach the keyboarding expectations on the keyboarding pre-test day will continue to practice until reaching the keyboarding level determined by the teacher.

Bloom's Levels: Understand

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Keyboarding	Keyboarding Pre-Test	Students will take a 3-minute typing test with personal goals in mind.	1 day
Keyboarding	Keyboarding Practice	Students who do not reach the keyboarding expectations on the keyboarding pre-test day will continue to practice until reaching the keyboarding level determined by the teacher.	Ongoing

Unit 6: Digital Citizenship

Subject: 6th Grade Introduction to Technology

Grade: 6

Name of Unit: Digital Citizenship

Length of Unit: 1-2 days and Ongoing

Overview of Unit: Students will continually engage in conversations about proper use of technology in society including the safety concerns and responsibilities that come with a digital world.

Priority Standards for unit:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-DIGITAL CITIZEN.2.A - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-DIGITAL CITIZEN.2.C - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE-DIGITAL CITIZEN.2.D - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world	Recognize	Remember	1
in ways that are safe, legal and ethical.	Act and Model	Apply	2
their digital identity and reputation	Cultivate and manage	Analyze	4
of the permanence of their actions in the digital world	Aware	Remember	1
in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	Engage	Apply	2

an understanding of and respect for the rights and obligations of using and sharing intellectual property.	Demonstrate	Apply	3
their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online	Manage	Evaluate	4

Essential Questions:

1. Why do we need to be safe online?
2. How do we safeguard our online persona?

Enduring Understanding/Big Ideas:

1. Students will learn to protect themselves and their identity from predators by going over real-life examples using class discussion format.
2. Students will recognize the implications of choices that can affect their extracurricular options as well as their post-secondary school and career paths.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	• Social Media • Geotagging • Digital Citizenship

Topic 1: Social Media Safety

Engaging Experience 1

Title: Social Media Safety

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-DIGITAL CITIZEN.2.A - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-DIGITAL CITIZEN.2.D - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online

Detailed Description/Instructions: Students will learn about geo-tagging, internet permanence, appropriate use of phones in public. Students may read “[Middle School 2008 versus 2018](#)” and/or “[How Tech is Changing Childhood](#)” to facilitate discussion.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 2: Digital Responsibility

Engaging Experience 1

Title: Digital Responsibility

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-DIGITAL CITIZEN.2.B - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- ISTE-DIGITAL CITIZEN.2.C - Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Detailed Description/Instructions: Throughout the course, students will be reminded of responsibilities of a digital citizen including citing sources, fair use, ownership, and copyright.

Bloom's Levels: Understand

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Social Media Safety	Social Media Safety	Students will learn about geo-tagging, internet permanence, appropriate use of phones in public. Students may read “Middle School 2008 versus 2018” and/or “How Tech is Changing Childhood” to facilitate discussion.	1-2 days
Digital Responsibility	Digital Responsibility	Throughout the course, students will be reminded of responsibilities of a digital citizen including citing sources, fair use, ownership, and copyright.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.