Computer Applications

[Implement start year (2013-2014)]

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Unit 5 Internet Practices

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)

Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Standard 9.1 21st Century Life & Career Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses and/or degrees.

21st Century Themes
(www.21stcenturyskills.org)

_X__ Global Awareness
_X__ Financial, Economic, Business and
    Entrepreneurial Literacy
___Civic Literacy
___Health Literacy
___Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_X__Creativity and Innovation
_X__Critical Thinking and Problem Solving
_X__Communication and Collaboration

Information, Media and Technology Skills:
_X__Information Literacy
___Media Literacy
_X__ICT (Information, Communications and
    Technology) Literacy

Life and Career Skills:
_X__Flexibility and Adaptability
_X__Initiative and Self-Direction

_X__Social and Cross-Cultural Skills
_X__Productivity and Accountability
_X__Leadership and Responsibility

Enduring Understandings:	**Essential Questions:**
Students will understand that . . .	
EU 1	*EU 1*
the internet has a social, cultural, and environmental impact	• What can happen to any information posted on the internet? • What are potential consequences of using a social networking site? • Why would someone want your personal information? • What type of communication is appropriate on the internet? • Where should you not share private identity information? • How does it make you feel to know many people could be looking at what you say online?
EU 2	*EU 2*
Locating, analyzing, and evaluating search engines can help determine the accuracy of the information provided.	• What is the best search engine? • How do search engines differ? • Why is it a good idea to try more than one search engine?
EU 3	*EU 3*
Web development is an essential part of providing information on the internet	• How is web development an essential part of providing information? • How are websites developed? • How has the Internet changed our lives?

Knowledge: *Students will know . . .*	Skills: *Students will be able to . . .*
EU 1 • Safe, legal, and responsible practices for use of information and technology. • The difference between private and personal information. • Solutions for dealing with unintended online audiences.	*EU 1* • Apply the rules of etiquette when communicating over computer networks • List the impact sharing private information might have on your life. • Distinguish between private identity information and personal information. • Provide examples of Web sites where you must provide information about yourself in order to participate. • Create a comparison chart (advantages vs. disadvantages) for using social networking sites. • Design solutions for handling unwanted audiences viewing your information
EU 2 • How to locate, analyze and evaluate the reliability of research sites. • The importance of using keywords when using search engines. • How search engines work or retrieve/prioritize results.	*EU 2* • List reliable search engines • Identify reliable sites on a topic assigned utilizing keywords.
EU 3 • How to create a basic website • How to use internet based templates	*EU 3* • Create a website utilizing internet based templates

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

You are an employee in the advertising department of Recording Artists Inc. The advertising director has asked you to promote the company's newest client, a new age band. Create a website that includes all the information you might use to successfully promote this band. You will be meeting with your boss prior to your site going live on the Internet. Be prepared to justify your design decisions to your boss.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Create electronic poster about do's and don'ts of posting personal information on the internet
- Quiz on Internet terminology
- Explain importance of Netiquette

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Internet Research Project (A, M, T)
- Create School/Activity based website (A, M, T)
- Create a comparison chart of advantages/disadvantages of social networking sites (A, M, T)
- Critique Peers finished products (M)

*Suggested timeline: 3 weeks

- Terminology 1 day
- Search engine 1 day
- Netiquette 3 days 1 week
- Creation of website: 2 weeks

Vocabulary:
- website
- search engine
- netiquette
- social networking
- template