



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Applied Technology

COURSE: Digital Design, Grade 8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Digital Design, Grade 8

Department: Applied Technology

Board Approval	Supervisor	Notes
August 2018	Patrick O'Neill	Born Date
August 2019	Patrick O'Neill	Revisions
August 2021	Patrick O'Neill	Alignment to Standards
July 2024	Erin Leahy	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandates

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Township of Ocean Pacing Guide	
Week	Marking Period 1 & 3
1	Computer Science History
2	Computer Science History
3	Animated GIF
4	Adobe Illustrator
5	Adobe Illustrator
6	Adobe Illustrator
7	Adobe Illustrator
8	Adobe Illustrator
9	Adobe Illustrator
10	Adobe Illustrator
Week	Marking Period 2 & 4
11	Adobe Illustrator
12	Adobe Illustrator
13	Coding
14	Coding
15	Coding
16	Digital Music with Audacity
17	Digital Music with Audacity
18	Digital Music with Audacity

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19	Digital Music with Audacity
20	Digital Music with Audacity

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Core Instructional & Supplemental Materials including various levels of Texts

Microsoft PowerPoint, Internet, Brainpop.com, Crash Course Computer Science Videos, YouTube Videos, GIFmaker.me, Adobe Illustrator, Notepad, w3schools.com, Color-Hex.com, Audacity, Soundbible.com

Time Frame	2 Weeks
Topic	
Computer Science History	
Alignment to Standards	
CS.6-8.8.1.8.CS.1 - [<i>Performance Expectation</i>] - Recommend improvements to computing devices in order to improve the ways users interact with the devices. CS.6-8.8.1.8.CS.4 - [<i>Performance Expectation</i>] - Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process. CS.6-8.8.2.8.ITH.2 - Compare how technologies have influenced society over time. CS.6-8.8.2.8.EC.1 - Explain ethical issues that may arise from the use of new technologies.	
Learning Objectives and Activities	
SWBAT answer the following questions • When was the original computer invented and for what purpose? • What is Computer Memory? How is it measured? • What is a Computer Network? • What is the design process? • How does color impact design and human response? SWBAT understand the following concepts • Computers have come a long way since being invented. What has changed over time, what remains the same, why? • How do Graphic Design components impact the creative process on a computer? SWBAT to "do" • Discuss the invention of the computer and its impact on modern society. • Show ways color can change the meaning or impact of a piece of digital art.	

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Assessments

Formative:

- Observational Assessments will be made. Digital notes submitted to the instructor at the end of the unit.

Summative:

- Computer Science/Computational Device Quiz

Benchmark:

- Benchmark Test will be taken prior to beginning Unit, then retaken at the conclusion of the semester.

Alternative:

- Knowledge gained will lead to graded projects using Rubrics.

Interdisciplinary Connections

Science

SCI.7-8.5.1.8.A.c - Students will include computational devices, inventions, how were these inventions were created in a discussion about what are the advantages or disadvantages of using Vectors.

Social Studies

8.2.8.B.CS4 - Students will make connections to world history, a reason and or need for the invention of the computer and its impact on modern society.

Language Arts

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

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- 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task.

Technology Integration

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.

- See Alignment to Standards Section Above.
- Students will use Adobe Suite, and Audacity to create animated GIFs, music posters, and build a song of musical loops.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.

Time Frame	1 Week
Topic	
Animated GIF	
Alignment to Standards	
CS.6-8.8.1.8.DA.3 - Identify the appropriate tool to access data based on its file format. TECH.8.1.8.A.2 - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability TECH.8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property	

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TECH.8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

Learning Objectives and Activities

SWBAT answer the following questions

- What is a GIF, JPEG and PNG image?
- Why are animated pictures usually in GIF format?
- What is copyright infringement? How can this affect you in the real world as well as the classroom?

SWBAT understand the following concepts

- Using someone else's copyrighted material can cause legal issues and have negative consequences.
- Animation is really just a series of images played back at a particular speed.

SWBAT to "do"

- Discuss copyright issues and how to avoid copyright infringement.
- Create a simple online animation from a streaming video source.
- Discussion and comparison of multiple online picture formats.
- Discussion of appropriate video content will be discussed.
- Describe consequences for copyright infringement.
- Identify the term GIF.

Assessments

Formative:

- Observational Assessments will be made.

Summative:

- Animated GIF will be graded as a project.

Benchmark:

-

Alternative:

- Rubric will be used to determine final project grade.

Interdisciplinary Connections

Language Arts

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Visual & Performing Arts

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions

1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	9 Weeks
Topic	
Adobe Illustrator	
Alignment to Standards	
CS.6-8.8.1.8.DA.3 - Identify the appropriate tool to access data based on its file format. TECH.8.1.8.A.2 - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options CS.6-8.8.1.8.DA.3 - Identify the appropriate tool to access data based on its file format. CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process.	
Learning Objectives and Activities	
SWBAT answer the following questions • What is a Vector Based Graphic? How does this compare to a Raster File? • What is a simple way to set up the desktop for efficient and consistent Adobe Illustrator use. • How can students use the correct tools such as the pen tool and direct selection tool to create modern digital art? • How can the pathfinder tool slice or take parts away from a Vector object?	

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SWBAT understand the following concepts

- Tracing an image is an essential part of Adobe Illustrator and will be used frequently during the semester.
- Scaling an image will not change it's quality as long as it is a Vector.
- Live trace is a faster, but less accurate way to trace and vectorize an object.

SWBAT to "do"

- Discuss the differences between the selection tool vs the direct selection tool.
- Identify the Pathfinder window and how the Divide tool can be used to edit whole vector shapes.
- Create a music poster for the TOIS Fall/Spring chorus extravaganza.
- Create and present to the class a virtual mobile Application, including a logo and description, that will have a positive impact on society.

Assessments

Formative:

- Observational Assessments will be made.

Summative:

- Projects will be handed in and graded based off of different rubrics.

Benchmark:

-

Alternative:

- Rubrics will be used to assess student work.

Interdisciplinary Connections

Language Arts

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Visual & Performing Arts

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1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).
1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions
1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Career Readiness, Life Literacies, and Key Skills

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- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Technology Integration

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

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COURSE: Digital Design, Grade 8

create and communicate knowledge.

- See Alignment to Standards Section Above.
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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	3 Weeks
Topic	
Coding Essentials	
Alignment to Standards	
CS.6-8.8.1.8.AP.7 - Design programs, incorporating existing code, media, and libraries, and give attribution. CS.6-8.8.1.8.AP.9 - Document programs in order to make them easier to follow, test, and debug. CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options CS.6-8.8.1.8.DA.3 - Identify the appropriate tool to access data based on its file format. CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process. LA.6-8.RH.6-8.4 - Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.	

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LA.6-8.RST.6-8.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Learning Objectives and Activities

SWBAT answer the following questions

- What is the Internet, and why was it invented?
- What is coding? What are the basics/"Hello World"
- What can coding do besides create websites?
- What is Javascript?
- How does coding affect me on a daily basis?

SWBAT understand the following concepts

- Understanding coding goes way beyond simple website building. Web browsers, OS, phone apps, and even facebook pages are all made with code.

SWBAT to "do"

- Discuss and explore the step by step coding from a notepad document.
- Discussion and comparison of coding languages.
- Demonstrate how to create a simple webpage from scratch.

Assessments

Formative:

- Observational Assessments will be made.

Summative:

- Website will be handed in and graded based on the rubric.

Benchmark:

-

Alternative:

- Rubrics will be used to assess student work.

Interdisciplinary Connections

Language Arts

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use

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appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Career Readiness, Life Literacies, and Key Skills

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Time Frame

5 Weeks

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Topic
Digital Music with Audacity
Alignment to Standards
CS.6-8.8.1.8.CS.1 - [<i>Performance Expectation</i>] - Recommend improvements to computing devices in order to improve the ways users interact with the devices. CS.6-8.8.1.8.CS.4 - [<i>Performance Expectation</i>] - Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options CS.6-8.8.2.8.ED.5 - Explain the need for optimization in a design process. CS.6-8.8.2.8.ITH.2 - Compare how technologies have influenced society over time. CS.6-8.8.2.8.EC.1 - Explain ethical issues that may arise from the use of new technologies.
Learning Objectives and Activities
SWBAT answer the following questions: • What is music, can it be created without actual instruments? • What is a melody? • What is looping? • How can changing the key of a sound or note make it sound different? • What is BPM, rhythm, song form (structure)? SWBAT understand the following concepts: • New technological advances have been made that enable people with little or no musical experience to create songs from scratch. SWBAT to "do": • Demonstrate how to manipulate layers and pitch of sound. • Create an 8 second musical loop from sampulator.com with at least 10 layers. • Build a song from scratch in Audacity using sounds from Soundbible.com that normally wouldn't be considered a musical instrument. • Demonstrate an understanding of song structure, Beats Per Minute, and melody, and apply this to an original music composition.
Assessments
<u>Formative:</u> • Observational Assessments will be made. Song progress will be presented to the class.

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Summative:

- Song will be handed in and graded based on the rubric.

Benchmark:

-

Alternative:

- Rubrics will be used to assess student work.

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Language Arts

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Career Readiness, Life Literacies, and Key Skills

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CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

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- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Applied Technology

COURSE: Digital Design, Grade 8

- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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