

# Grade 8: Emerging Technology

| ESTABLISHED GOALS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to make informed decisions by exploring new technologies.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students will be able to independently use their learning to <b>select and apply the best technology to complete a task.</b>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li><b>ISTE.4.CT. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</b></li> <li><b>ISTE.6.TOC. Demonstrate a sound understanding of technology concepts, systems, and operations.</b></li> </ul>                                                                                                                                                                                                                                                                                                                    | <p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>to learn new technology you need to be resourceful, take initiative and be creative.</li> <li>Technology influences people, culture, and society</li> <li>People, culture, and society influence technology</li> </ul>                                                                                                                       | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>How does new technology change one's thinking?</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Students will know...</p> <ul style="list-style-type: none"> <li>There are pro's and con's with all technology.</li> <li>following a plan and/or directions will save time and resources</li> <li>plan may need to be revised according to the outcome</li> <li>Collective intelligence increases productivity</li> <li>knowledge and creativity is necessary for innovation</li> </ul> <p><u>vocabulary:</u></p> <p>STL, Platform, filament, raft,</p> | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Choosing positive ways to use new technology</li> <li>Plan and design a product with measurements</li> <li>Evaluating various programs and make decision about effectiveness</li> <li>Creating an innovative project using a variety of digital tools and resources by means of personal or group expression</li> <li>Evaluating various programs and make decision about effectiveness</li> </ul> |

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|  | Inch and feet symbols |  |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</li> <li>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 <i>grades 6-8 texts and topics</i>.</li> <li>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> | <ul style="list-style-type: none"> <li>make judgments and decisions</li> <li>solve problems</li> <li>think creatively</li> <li>work creatively with others</li> <li>apply technology effectively</li> <li>adapt to change</li> <li>be flexible</li> <li>be self-directed learners</li> <li>interact effectively with others</li> </ul> |

| <b>Evaluative Criteria</b> | <b>Assessment Evidence</b> |
|----------------------------|----------------------------|
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| <b>Summary of Key Learning Events and Instruction</b>                                                                                                                                                                                                |                                                    |                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------|
| <p><b>“I believe that having enough resourcefulness, initiative, risk-taking, and creativity to learn and master any technology is necessary, as we actually cannot predict what technology 10 years from now will look like.” —Jane Cacacho</b></p> |                                                    |                               |
| <b>Science Integration</b>                                                                                                                                                                                                                           | <b>College, Career, and Civic Life Integration</b> | <b>Technology Integration</b> |

|                           |                                      |                             |
|---------------------------|--------------------------------------|-----------------------------|
|                           |                                      |                             |
| <i>District Materials</i> | <i>Distance Learning/Field Trips</i> | <i>Technology Resources</i> |
|                           |                                      |                             |