

# Computer Concepts 2 Unit 1: Technology in Society

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
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| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to compare and discuss the effects of computing on society in order to improve current technology practices.</li> <li>Students will demonstrate the ability to design or improve software in order to respond to events.</li> <li>Students will demonstrate the ability to assess electronic devices in order to determine compatibility between components.</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> <p><u>Content Standards:</u></p> <p>CSTA - Computer Science Teacher Association</p> <p><u>CSTA 3A-A-7-3:</u> Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).</p> <p><u>CSTA 3A-C-7-13:</u> Develop and apply criteria (e.g., power consumption, processing speed, storage space, battery life, cost, operating system) for evaluating a computer system for a given purpose (e.g., system specification needed to run a game, web browsing, graphic design or video editing).</p> <p><u>CSTA 3A-I-1-26:</u> Compare and debate the positive and negative impacts of computing on behavior and culture (e.g., evolution from hitchhiking to ride sharing apps, online accommodation rental services).</p> <p><u>CSTA 3A-C-5-14:</u> Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g. inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds.)</p> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>changes in technology have a huge impact on current society.</li> <li>software can improve or deteriorate our lives.</li> <li>many electronic devices need to successfully interact with each other.</li> </ul>                                                                                                                                                                                                                                                                 | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>What makes technology so addicting?</li> </ul>                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Students will know...</p> <ul style="list-style-type: none"> <li>that technology has both positive and negative impacts on society.</li> <li>the positive and negative impacts of innovation.</li> <li>that computers can collect and use various types of information to solve problems.</li> <li>that software and hardware have very specific requirements to function together correctly.</li> </ul> <p><u>vocabulary:</u> commercial, data sets, freeware, HDMI, licensing, monitor, open source, operating system, power supply, processor, secondary storage, sensors, wireless</p> | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>evaluating software licensing.</li> <li>proposing a specific computer for a specific use.</li> <li>describing the changes to our lives because of technology.</li> <li>creating software to solve problems.</li> </ul> |
| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                               |

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| <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</p> <p>RST.11-12.4 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 11-12 texts and topics</i>.</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> | <ul style="list-style-type: none"> <li>● <i>Solve Problems</i></li> <li>● <i>Think Creatively</i></li> <li>● <i>Manage Goals and Time</i></li> </ul> |
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| Stage 2 - Evidence         |                            |
|----------------------------|----------------------------|
| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                        |                                                                |
|----------------------------------------------------------------|----------------------------------------------------------------|
| Summary of Key Learning Events and Instruction                 |                                                                |
|                                                                |                                                                |
| <i>Language Arts Integration</i>                               | <i>Mathematics Integration</i>                                 |
| <ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                  | <i>District Materials</i>                                      |
| <ul style="list-style-type: none"> <li>● 1.OA.1 Use</li> </ul> |                                                                |

