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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| September  9/7 - 9/17  2 weeks  September  9/20-24  1 week | Introduction to Technology/ Introduction of Students  Using TEAMS, OneNote, Outlook and Overdrive | * Students will learn what is expected from them throughout the year. * Introduce PowerPoint * Students will learn how to use Microsoft Powerpoint to tell others about themselves. * Students will learn how to submit assignments in TEAMS. They will learn how to attach assignments * Organization of Onedrive files and set up Onedrive folders * Students will sign into Outlook | About Me PowerPoint Presentation  Homework/quiz | ISTE 1a, 1c, 4a, 4b, 6a, 6b, 6d  ISTE 1a, 1c, 1d | * Microsoft PowerPoint * Microsoft Office Suite |

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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 9/27-10/1  1 week  10/4-10/15  2 weeks  10/18-10/22  1 week  10/25-10/29  1 week  11/1-11/5  1 week  11/8-12/10  4 weeks  12/13-12/23  2 weeks  1/3-1/7  1 week  1/10-1/14  1 week  1/17-1/21  1 week  1/24-3/4  4 weeks  3/7- 3/18  2 weeks  3/21- 3/25  1 week  3/28-4/8  2 weeks  4/11-4/29  2 weeks  5/2-5/13  2 weeks  5/16-5/20  1 week  5/23-6/3  2 weeks  6/6-end of school year  ~1.5 weeks | Cyberbullying  Online safety/Being safe when using the internet  Removing background in PowerPoint  Tell me what you Meme  Digital Compass/creative writing  Typing Unit  Intro to MS Word  Creating Tables in MS Word  Cyber Security  Creative Writing/Make-up work  Coding  Coding Poster  Media Balance  Research Topic  Weekend Getaway Brochure  Copyright laws/Plagiarism  Microsoft Forms  Typing Unit  Final Project/Make-up work | * Students will learn the definition of cyberbully and be able to describe signs of cyberbullying * Students will learn the definition associated with online safety. * Students will be able to identify situations when it is not safe to use the internet. * Students will create a poster about online safety * Students will use skills in MS PowerPoint to remove the background in pictures to create new pictures * Students will learn the purpose of Meme’s * Students will use various meme creators to create their own meme * Students will work through digital compass to learn more about cyberbullying * Students will be given a creative writing response about cyber bullying * Students will practice typing skills * Students will be taught different skills and techniques to create in MS Word * Students will create a menu using MS Word * Show students how to take information and create tables using that information. * Students will create their own table. * Students will be able to define cyber security. * Students will be able to explain and describe cyber security. * Students will be given several creative writing prompts. * Some prompts will be whole group, some will be individual. * Students will make up work that needs finished. * Students will learn about coding and why it’s needed. * Students will learn about block coding. * Students will code independently using Blockly. * Students will code individually and as a group using Minecraft Edu. * Students will use either MS PowerPoint or MS Word to create a poster about Coding. * Students will learn about incorporating media appropriately into their lives. * Students will take a media balance survey to determine if media changes need to be made. * Students will research how technological advances have influenced humans. * Students will work in partners and create a video based on the information they found. * Students will learn how to use video editing software. * Students will pick a travel destination. * Students will research their destination. * Students will learn how to create a travel brochure using Microsoft Word/Publisher * Students will be able to define copyright and plagiarism. * Students will be able to explain what material is fair use. * Students will be able to read scenarios and determine if the user is using copyright correctly. * Students will create a poster about important copyright information. * Students will be able to create forms for their peers to obtain information. * Students will complete other peer’s forms so that information can be gathered. * Students will be able to analyze the data. * Students will participate in a basic typing program to gain some skills in typing. * Students will create either a Menu, Seating Chart, or Calendar using one of the programs in Microsoft Office. * When students finish they will be directed to work on any makeup work. * If students do not have make-up work, they will be given a choice of coding, typing, or creative writing. | Quiz/ homework  Online safety poster project  Remove background project  Project  Homework/quiz  Typing assessment  Menu Project  Quiz/Homework  Quiz/Homework  Homework  Coding project  Coding Poster Project  Homework/quiz  Research video  Brochure  Copyright Poster  Student created form/Survey  Typing skills quiz  Final Project | ISTE 2a, 2b, 2c  ISTE 2a, 2b, 2c  ISTE 3c, 4a, 4b, 6a  ISTE 3c, 4a, 4b  ISTE 2a, 2b, 2c, 2d  ISTE 1a  ISTE 3c, 4a, 4b, 6b  ISTE 5b, 5a  ISTE 2a, 2b, 2c, 2d  ISTE 1a, 1b  ISTE 4a, 4b, 5d, 6a, 6b  ISTE 1a, 1d, 3a, 3c, 6a  ISTE 2a, 2b, 2c, 2d  ISTE 1a, 3b, 3c, 3d, 4b, 6a, 6b  ISTE 3a, 3b, 4b, 6a, 6b, 6d  ISTE 2b, 2c  ISTE 2d, 4a, 4b, 5b, 6a, 6d  ISTE 1a, 1c  ISTE 4a, 4b, 6a, 6d, | * Common sense media * BrainPop * Common Sense Media * BrainPop * MS PowerPoint * MS PowerPoint * MS PowerPoint * Imgflip.com * Meme-creator.com * Common Sense Media * MS OneNote * Typingclub.com * MS Word * MS Word * Common Sense Media * MS OneNote * BrainPop * Blockly * Minecraft Edu * MS office Suite * Common Sense Media * Video Editor * Internet for research * Internet * MS Word/Publisher * Common Sense Media * MS Forms * Typingclub.com * MS office Suite |

**ISTE Standards**

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| 1 | Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students: |  |
| 1.a | Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. |  |
| 1.b | Build networks and customize their learning environments in ways that support the learning process. |  |
| 1.c | Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. |  |
| 1.d | 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. |  |
| 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. Students: |  |
| 2.a | Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. |  |
| 2.b | Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. |  |
| 2.c | Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. |  |
| 2.d | Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. |  |
| 3 | Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students: |  |
| 3.a | Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. |  |
| 3.b | Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. |  |
| 3.c | Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. |  |
| 3.d | Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. |  |
| 4 | Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students: |  |
| 4.a | Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. |  |
| 4.b | Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. |  |
| 4.c | Develop, test and refine prototypes as part of a cyclical design process. |  |
| 4.d | Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. |  |
| 5 | Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students: |  |
| 5.a | Formulate problem definitions suited for technology- assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. |  |
| 5.b | Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. |  |
| 5.c | Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. |  |
| 5.d | Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions. |  |
| 6 | Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students: |  |
| 6.a | Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. |  |
| 6.b | Create original works or responsibly repurpose or remix digital resources into new creations. |  |
| 6.c | Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. |  |
| 6.d | Publish or present content that customizes the message and medium for their intended audiences. |  |
| 7 | Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students: |  |
| 7.a | Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. |  |
| 7.b | Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. |  |
| 7.c | Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. |  |
| 7.d | Explore local and global issues and use collaborative technologies to work with others to investigate solutions. |  |