|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| September9/5 -9/172 weeks9/13-9/171 week9/20-9/241 week9/27-10/011 week10/4-10/152 weeks10/18-10/292 weeks11/01-11/051 week | Introduction/5 numbers presentationBasic Microsoft SkillsEffects of social MediaSocial NetworkingSocial Networking PowerPointThe Power of Fake NewsBackground Removal in PowerPoint | * Students will learn what is expected of them during class
* Students will learn how to use Microsoft PowerPoint
* Students will get to know each other
* Students will learn how to submit assignments on TEAMS and OneNote
* Students will learn how to check and send emails using Microsoft Outlook
* Students will learn how to set up folders in Onedrive and save their work.
* Students will learn about social media and how it effects their daily lives
* Students will learn about social networking and how it effects them
* Students will create a PowerPoint about the effects of social media on their lives and others
* Students will learn about Fake News and how easy it is to create fake news
* Students will learn about how Fake News effects our lives
* Students will learn about the DHMO project
* Students will learn how to remove the background from pictures in PowerPoint to create their own image.
* Students will create an image and create a fake news story to go along with their image.
 | Students will receive a project grade for their 5 #’s presentationStudents will send an email, submit assignments and set up folders for in-class/homework gradeQuizQuiz/homeworkSocial Media PowerPoint PresentationQuiz/homeworkRemove Background assignment | ISTE 1d,6a and 6dISTE 1a, 1d, 6aISTE 2a, 2b, 2dISTE 2a, 2b, 2dISTE 2a, 2b, 2d, 4bISTE 2a, 2b, 2d, 3b1d, 3b, 3c | * Syllabus
* Microsoft PowerPoint
* Microsoft office suite
* Common Sense Media
* Common Sense Media
* Microsoft PowerPoint
* Common Sense Media
* DHMO.org
* Microsoft PowerPoint
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| 11/8-11/232.5 weeks11/29-12/223.5 weeks1/03-01/142 weeks01/17-01/282 weeks01/31-02/0183 weeks2/28-3/112 weeks3/14-3/252 weeks3/28-4/11 week04/04-4/81 week4/11-5/63 weeks5/9-5/273 weeks5/30-6/31 week6/6-6/101 week | Net Neutrality/Government Regulation of InternetTyping UnitPixel ArtColor by NumberCreating Tables and charts in Microsoft ExcelUsing Microsoft PublisherCopyright/Fair UseCreative Writing/Digital compassCreating StoryboardsDigital Citizenship Video CodingMicrosoft SurveyFinal Project | * Students will define the term net Neutrality.
* We will discuss Net Neutrality and government regulation
* Students will be partnered to create a persuasive video about government regulation of the internet.
* Students will create a storyboard before starting the video project.
* Students will learn how to type
* Students will learn basic skills of Microsoft Excel to create pixel art
* Students will create a pixel art project of their own.
* Students will test their skills or Microsoft Excel by creating a color by number.
* Students will use conditional formatting to “color in” the cell blocks.
* Students will learn how to create a table in excel. They will be able to sort the information and use formulas.
* Students will learn how to input information in excel to create charts.
* Students will research food items and other necessities needed for a party and create a table.

 * Intro to Microsoft Publisher
* Students will learn how to create calendars, invitations, sales ads in Publisher
* Students will design an invitation for a party using Publisher
* Introduce Copyright and fair use to students
* Read examples of where copyright and fair use are need
* Read articles about copyright and fair use
* Students will be given a start of a statement and create a story that goes along with the statement.
* When students are finished, we will work through digital compass.
* Intro to storyboards
* Discuss when storyboards are used
* Students create example story board
* Students will create a storyboard for their video
* Students will be shown how to use video editor
* Students will work in partners to create digital citizenship video.
* Intro to coding
* Coding using block code
* Code using language coding
* Code using scratch/blockly/

Minecraft* Introduce Microsoft Survey
* Students create their own survey and fill out other’s surveys
* Students will pick from creating a Calendar, Menu, or flyer
 | * Government regulation of internet persuasive video.

In-class participation Pixel Art ProjectColoring in another color by numberConditional formatting quizCreating a table for a party projectInvitation in Publisher projectQuiz/homeworkCreative writing assignmentStoryboard exampleDigital Citizenship video Minecraft Coding ProjectSurveyFinal Project | 1c, 2b, 3a, 3b, 3c, 3d, 4b, 6b, 6c, 7bISTE 1aISTE 4aISTE 4aISTE 5a, 5bISTE 4b, 6bISTE 2cISTE 1b, 2a, 2b, 2dISTE 4aISTE 3c, 4a, 4bISTE 5a, 5b, 5c, 5dISTE 6d, 7a, 7bISTE 1a, 3c | * Video editor on laptops
* Gale research
* Internet sites
* Typingclub.com or another typing program
* Microsoft Excel
* Microsoft Excel
* Microsoft Excel
* Microsoft Publisher

Common Sense MediaCommon Sense Media – Digital CompassStoryboard templateVideo editor on laptopStoryboard template* Blockly
* Scratch
* Minecraft Edu
* Microsoft Survey
* Microsoft Office Suite
 |

**ISTE Standards**

|  |  |  |
| --- | --- | --- |
| 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. |  |