

Overview of Year
7th Grade Technology Curriculum (Semester Course)
Mr. Poliszuk, Technology 7

<u>Unit 1</u> <u>What is Technology?!</u> 13 days	<u>Unit 2</u> <u>Become an Entrepreneur!</u> 6 days	<u>Unit 3</u> <u>Career and Financial Literacy</u> 7 days	<u>Unit 4</u> <u>Design and Problem Solving</u> 17 days
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Unit 1	Understanding	Essential Questions
What is Technology?!	<i>Scholars will understand that...</i> - U1: Technology is not only limited to the digital world, but Technology is also everything else that is designed and created by humans. - U2: Technology branches into 7 different areas: Agricultural and Biotechnology, Information and Communications, Energy and Power, Medical, Construction, Transportation and Manufacturing. - U3: In order to design and create technology, 7 resources are needed in the planning and production: Tools, Information, Capital, Time, Energy, Materials and People.	<i>Scholars will consider such questions as...</i> - What is technology and how does it differ from non-technology? - What impacts does technology have on society and the environment?
Transfer Goal: TG1: Students will be able to critically and ethically evaluate the impact of technology on society, the environment, and everyday life, and make informed decisions about its use. Performance Task: Scholars will choose a product, analyze its production and infer which types of specific resources were used in the development of that product. Scholars will access YouTube to search for a video that shows the manufacture/construction/development of a product of their choice. Students will watch the video, and then infer the specific types of resources used in the development of that product.		
Unit 2	Understanding	Essential Questions
Become an Entrepreneur!	<i>Scholars will understand that...</i> U1: Business owners need certain resources to promote, market and grow their company.	<i>Scholars will consider such questions as...</i> How can I best advertise and promote a successful business?
Transfer Goal: TG2: Students will be able to independently apply the engineering design process to solve real-world problems by creating, testing, and refining technological solutions. Performance Task: Scholars will design and create their own company, in which they will design and print out their own business cards. Scholars will have the opportunity to design their own business fliers, business shirts, business hats and business drinkware.		
Unit 3	Understanding	Essential Question
Career and Financial Literacy	<i>Scholars will understand that...</i> - U1: A career choice should reflect a person's interests, skills, abilities, as well as other self-characteristics. - U2: Education and training is needed to develop specific knowledge and skills, which are required to be successful in any, and all, career fields.	<i>Scholars will consider such questions as...</i> Which careers/jobs, after high school, most interests you? Why?

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		What types of qualities/skills do I need to develop and practice to become successful at working a career?
Transfer Goal: TG3: Students will be able to independently use their learning to make informed and responsible personal, academic, and financial decisions by applying career planning skills, financial literacy concepts, and ethical use of technology in real-world contexts, both now and in the future.		
Curriculum Embedded Performance Task (CEPT): Scholars will research multiple career choices and choose a career of highest interest. Scholars will perform in-depth research and will create a PowerPoint presentation on that chosen career as they explain the job description, education needed, skills required, pay, and other job characteristics. The instructor will provide feedback throughout each day of the project, specific to the days' Learning Targets and project expectations. Students will present their career information and concluding statement to an external audience.		
Unit 4	Understanding	Essential Questions
Design and Problem Solving	Scholars will understand that... - U1: Measuring accurately to the nearest 1/16 of an inch is important to the design, drawing and production process. - U2: Electronic devices work because multiple intricate parts work together in a circuit to provide a desired outcome. - U3: Problems are best solved when using The Design Process.	Scholars will consider such questions as... - Why is it beneficial to learn how to measure using a ruler, or tape measure? - Where does electricity come from and how does it make our electronics light up and move?! - How do companies design and produce such great products?!
Transfer Goal: TG2: Students will be able to independently apply the engineering design process to solve real-world problems by creating, testing, and refining technological solutions.		
Curriculum Embedded Performance Task (CEPT): <u>East High School Design Challenge</u> - Scholars will brainstorm a list of problems they have noticed, or have experienced, at East High School. Scholars will then choose one of those problems to solve. Scholars will use The Design Process to think, research, design and develop a quality solution to their chosen problem. Scholars will work with the instructor for review and to provide feedback. Scholars will present their solution to an external audience.		