Time	Essential Questions _____ Title	Learning Target	Instruction	Assessments _____ Closure	Standards
1 Day	In an ever-changing technological world, what skills should we learn? How can apply prior knowledge to new technological situations and experiences?	Set up and use Google Classroom. Infinite Campus Get to Know You Activity	**Intro** **Learn It** Set Up Google Classroom Log in to Infinite Campus Intro Instagram Activity **Exit Ticket**	Set Up Google Classroom What's My Grade - Create an Infinite Campus Login to use throughout the year. Start Instagram Actiivity	6-8.DA.01 Represent data using multiple encoding schemes.
1 Day		Demonstrate formatting skills. Practice using Google Classroom	**Intro** Open Google Classroom use the Stream!! **Learn It** Teacher helps students open Facebook Activity Students create a fake profile in a Google Doc. **Exit Ticket**	Instagram Activity Google Docs Colors Poem	6-8.DA.01 Represent data using multiple encoding schemes.
1 Da		Students will learn how to effectively communicate through	**Intro** **Learn It**	Student's email teacher	6-8.DA.01 Represent data using multiple encoding schemes.

y		email.	Teacher demonstration of proper email habits. Discussion of when emailing is an appropriate means of communication. Email Teacher **Exit Ticket**	_____ Explain the importance of a subject line.	6-8.NI.03 Apply multiple methods of encryption to demonstrate how to transmit information securely.
	Digital Footprint	Define digital footprint and understand the difference between active and passive digital footprints Identify examples of both active and passive digital footprints in our online activities Think critically about what we add to our digital footprint to make informed choices in the future	**Intro** Ask: How many different apps, websites, or games do you think you've used in the past 24 hours? **Learn It** Group Discussion Distribute the Active & Passive Digital Footprints Assign My Digital Footprint **Exit Ticket**	Active & Passive Digital Footprints My Digital Footprint in 50 years	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.
	PII Should I Share Be Aware of What You Share	Define privacy and personally identifiable information (PII) Apply the Who/Why/What framework to evaluate	**Intro** Intro with Downloading game asking for access to PII **Learn It** PII Should I Share: Discussion	PII: Should I Stay Sign Up Smarts	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.

		situations that involve sharing PII Make informed decisions about sharing PII by considering context and potential impacts Understand privacy risks when creating online accounts Identify strategies for protecting their privacy when signing up for accounts	Video Activity Sheet Be Aware of What You Share: Discussion Cookies and Privacy Activity Sheet **Exit Ticket**		
	Red Flags & Chatting Online What Are Online Harms?	Identify ways to set boundaries when talking to people online Learn to recognize and respond to red flag feelings Define online harms and cyberbullying Discuss types of online harms Analyze different scenarios and the impacts of various types of online harms	**Intro** Invite students to share their prior knowledge or experiences with chatting online. **Learn It** Define Boundaries Red Flag Feeling Discussion The six types of online harms: Discussion **Exit Ticket**	Red Flags & Chatting Online Harmful or Harmless?	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.

	Sharing & Online Disinhibition De-escalating Online Harm	Explain how online disinhibition influences what and how people share in online spaces Ask critical questions to make thoughtful decisions about self-disclosure Reflect on how easily harmful online situations can escalate Learn and apply de-escalation strategies to defuse online conflicts before they worsen	**Intro** Teen Voices: Sharing & Online Disinhibition video **Learn It** Discussion Same Message, Different Medium in Groups Discussion about snowball effect Group Activity **Exit Ticket**	Same Message, Different Medium Snowball Effect handout	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure. 6-8.IC.02 Discuss issues of accessibility in the design of existing technologies.
	Making Things Right Web of Responsibility	Identify how harmful online actions can impact relationships Learn and apply a three-step framework (recognize, repair, rebuild) to address online harm Reflect on how our online choices can impact the digital footprint of ourselves and others Develop strategies for	**Intro** Have students' perspectives ever said or seen something harmful online **Learn It** Discussion Visual example Cards Against Harm handout Discussion Teen Voices: Digital Footprints video. (Slide	Cards Against Harm Power of the Edit	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure. 6-8.IC.02 Discuss issues of accessibility in the design of existing technologies.

		responsibly creating and sharing content that involves other people	Group Work **Exit Ticket**		
	Stolen Identity WhatIs the Attention Economy?	Define identity theft and impersonation Understand how identity theft can occur Review strategies for securing your information online Understand how and why tech companies use certain design tricks to hold our attention. Reflect on where they want to focus their attention in order to align their tech use with what matters most.	**Intro** Digital Evidence **Learn It** Group Discussion Paper Activity Attention Economy Discussion **Exit Ticket**	Identity Theft Investigation My Attention Matters	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure. 6-8.IC.02 Discuss issues of accessibility in the design of existing technologies.

	Building Healthy Tech Habits	Define habit and identify their own tech habits Recognize how tech habits can affect mental, physical, and social well-being Reflect on both positive and challenging aspects of their tech use Reflect on the role that media and tech play in their lives, both positively and negatively Develop a tech habit challenge to support more positive use of media and tech	**Intro** What are habits, and why do they matter? **Learn It** My Tech Habits handout Digital Well-Being Discussion Tech Habit Challenge handout **Exit Ticket**	Digital Well-Being Habit Challenge	6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.

	S.E.E.K.ing Information Is It Fair Use? AI Edition Giving Credit	Learn the SEEK strategy and practice specific questions and prompts Identify appropriate sources of information Define the terms copyright, public domain, and fair use Identify the purpose of the Four Factors of Fair Use Apply fair use to real-world examples, making a case for or against it. Understand why and when it's important to give credit when you use other people's work Evaluate scenarios when we should provide credit	**Intro** What did you learn from TV? **Learn It** Short intro discussion S.E.E.K. Information video. Fair Use Discussion Fair Use Activity Credit Check Activity **Exit Ticket**	SEEK It Out handout Fair and Square handout Credit Check Computer History Webquest	`6-8.DA.01 Represent data using multiple encoding schemes. 6-8.DA.02 Collect data using computational tools and transform the data to make it more useful and reliable. 6-8.DA.03 Refine computational models based on the data they have generated.

	How Computers Work for Us	Analyze how people interact with a computing device and recommend design improvements. Design a simple project that uses hardware and software to collect and exchange data. Apply a systematic process to identify and fix common problems with computing devices.	**Day 1** **Intro** Bell Ringer Think Pair Share **Learn It** Device Detectives Group Share-Out: "The Redesign" **Exit Ticket** **Day 2** **Intro** Hook Introduce Key Concepts **Learn It** Design-a-Gadget **Exit Ticket** Invention Fair **Day 3** **Intro**	Redesign Project Design a Gadget Troubleshooting Scenarios Debrief	6-8.CS.01 Recommend improvements to the design of computing devices, based on an analysis of how individuals interact with the devices. 6-8.CS.02 Design projects that combine hardware and software components to collect and exchange data. 6-8.CS.03 Systematically identify and fix problems with computing devices and their components.

			Hook Review **Learn It** Troubleshooting Scenarios **Exit Ticket** Debrief		
	Journey Through the Internet	Simulate the flow of information as packets across a network. Explain the difference between physical and digital security and provide examples of each. Apply a simple encryption method (Caesar cipher) to encode and decode messages.	**Day 1** **Intro** Bell Ringer Class Discussion **Learn It** Packet Postcard Simulation **Exit Ticket** **Day 2** **Intro** Hook Key Concepts **Learn It** Physical and Digital Sort	Student Activity Packet	6-8.NI.01 Simulate the flow of information as packets on the Internet and networks. 6-8.NI.02 Explain how physical and digital security measures protect electronic information. 6-8.NI.03 Apply multiple methods of encryption to demonstrate how to transmit information securely.

			Class Discussion **Exit Ticket** **Day 3** **Intro** Hook Introduce Key Concepts **Learn It** Caesar Cipher Challenge **Exit Ticket** Class Debrief		
	_____ Google Drawing	Explore Google Drawing. Insert Google Drawing into Google Doc.	**Day 1** **Intro** **Learn It** Teacher Demonstration of Google Drawing Basics. Students choose a Business from the list they would like to start. Students will do the following: Name the Business Create a slogan Design a Logo **Exit Ticket**	Create a Business Activity _____ Exit Ticket how to put a Google Drawing into a Google Doc	6-8.DA.01 Represent data using multiple encoding schemes. 6-8.DA.02 Collect data using computational tools and transform the data to make it more useful and reliable. 6-8.DA.03 Refine computational models based on the data they have generated.

			Day 2 **Intro** **Learn It** Design a Business Card. **Exit Ticket** **Day 3** **Intro** **Learn It** Design an Advertisement **Exit Ticket**		

	How do I choose what technological tools to use and when it is appropriate use them? How can apply prior knowledge to new technological situations and experiences?	Evaluate the advantages and disadvantages of technology. Demonstrate understanding of the information processing cycle. Analyze different forms of technology and decide what part does each portion of the information processing cycle plays.	**Intro** **Learn It** Explain what the information processing cycle is. Students will go through the tutorial and take the quiz at https://www.sophia.org/tutorials/the-information-processing-cycle **Exit Ticket** .	Information Processing Activity Google Drawing _____ Describe 1 part of the information processing cycle.	
	_____ Cybersecurity Categorization Activity in Google Classroom	Examine Cybersecurity do's and don'ts. Explore Cybersecurity best practices. Identify appropriate passwords and PINs. Work collaboratively towards a goal. Identify Cybersecurity best practices.	**Day 1** **Intro** **Learn It** Discussion of Cybersecurity. **Exit Ticket** **Day 2** **Intro** **Learn It** The teacher divides students into groups	Cybersecurity Categorization Activity _____ Define Cybersecurity. Workplace Technology and Cybersecurity Workplace Passwords and PINS _____ Example of a	6-8.NI.02 Explain how physical and digital security measures protect electronic information. 6-8.NI.03 Apply multiple methods of encryption to demonstrate how to transmit information securely.

			and reviews the instructions for combating the cybersecurity breach. Students work together to complete the task assigned. **Exit Ticket**	Secure Password **Lesson 2** Group works collaboratively to solve problems and stop the cybersecurity breach _____ Complete score sheet.	
	Data Detectives _____ Google Sheets	Represent the same piece of information using different formats (text, numbers, and binary). Collect data by creating and distributing a Google Form. Transform raw data in Google Sheets by sorting and cleaning it to make it reliable. Create a basic chart (a computational model) to visualize data. Refine their chart by changing its type and	**Day 1** **Intro** Bell Ringer **Learn It** Guide students to open Google Sheets for the first time. Go very slowly. Tour of a Spreadsheet: Create the first spreadsheet objects in the room **Exit Ticket** What type of data is in each column? **Day 2** **Intro**	Survey Charts Model	6-8.IC.01 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options in South Dakota and the world, as well as urban, rural, and reservation communities. 6-8.IC.02 Discuss issues of accessibility in the design of existing technologies. 6-8.IC.03 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact. 6-8.IC.04 Describe tradeoffs

		title to better answer a question.	Hook **Learn It** Creating and Answering Our Survey Introduce Cleaning and Transforming: Transforming the Data (20 minutes) **Exit Ticket** Discussion **Day 3** **Intro** Hook Introduce Charts as Models **Learn it** Building and Refining Our First Chart Refining the Model. Refinement Practice **Exit Ticket**		between allowing information to be public and keeping information private and secure.

	Our Digital World and Its Impact	Compare the pros and cons (tradeoffs) of a technology in different South Dakota communities. Discuss why making technology accessible to people with disabilities is important. Describe the difference between public and private information online. Collaborate on a class survey to collect data. Create a simple chart (a computational artifact) from the survey data.	**Day 1** **Intro** Hook Define Tradeoff South Dakota Scenarios **Learn It** Activity: What If? (Accessibility) Wrap-up (10 minutes) **Exit Ticket** Have students write on a sticky note one good thing and one bad thing (a tradeoff) about their smartphone or computer. **Day 2** **Intro** Hook: The Sharing Game **Learn It** Designing Our Class Survey **Exit Ticket**	SD Scenarios Class Survey Chart	6-8.IC.01 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options in South Dakota and the world, as well as urban, rural, and reservation communities. 6-8.IC.02 Discuss issues of accessibility in the design of existing technologies. 6-8.IC.03 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact. 6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.

			Share the link to the survey. Homework/Task: "Your job is to take this survey before our next class." **Day 3** **Intro** Looking at Our Results **Learn It** Creating Our Own Chart **Exit Ticket** Show the final, refined chart. Final Discussion: "What story does our chart tell about our class? What did we learn by collaborating and gathering data from everyone?"		
	Coding _____ Code.org	**Lesson 1** Use correct syntax when writing code. Use proper sequencing when writing code. Use arguments to input information into a method. Use strings to input	**Day 1** **Intro** **Learn It** Lesson 1 - Review **Exit Ticket** **Day 2** **Intro**	**Code.org** Lesson 1 Lesson 12 14 16 17	

		text data. Use comments to document the code. Understand and use a basic vocabulary: algorithm, argument, code, method, program, sequence, syntax, and string. **Lesson 2** Write a program that contains an infinite loop. Decompose a program into smaller pieces and identify which pieces should be repeated. Understand and use key terms: evaluate, expression, loop, while loop, and while true loop. **Lesson 3** Create and Clearly name a variable to store data.	**Learn It** Lesson 12 **Exit Ticket** **Day 3** **Intro** **Learn It** Lesson 14 **Exit Ticket** **Day 4** **Intro** **Learn It** Lesson 16 **Exit Ticket** **Day 5** **Intro** **Learn It** Lesson 17 **Exit Ticket** **Day 6**	18	

		Use a variable as an argument in a method. Understand and use key terms: variable, value, and data. **Lesson 4** Use an interactive process to develp a program that solves a problem. Develop a program with sequence, simple loops, and variables. Test and debug a program.	**Intro** **Learn It** Lesson 18 **Exit Ticket** **Day 7** **Intro** **Learn It** Lesson 20 **Exit Ticket**		

	How has the advancements and use of digital tools improved opportunities for communication and collaboration?	Discuss Innovation in Technology Create a realistic new technology that could be developed in the next 10 years. Use presentation skills to create, format, and print a presentation document plus utilize advanced editing and formatting. Enhance presentation with advanced features.	**Intro** **Learn It** Teacher introduces the project Students work in teams to come up with the next big thing in technology. **Exit Ticket**	Tomorrow Technology Today Project Drawing Description Create 10 tweets to create interest in your product. Shark Tank	