

Name of Course: Technology 7

Name of Department: Business Education

Course Summary:

Course Description: This course will incorporate computer applications as well as career awareness, exploration and preparation focusing on 21st Century Life Skills. These skills enable students to make informed decisions that prepare them to participate as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century workplace.

Course Expectation: Students are to complete daily assignments, labs, and projects. Students will participate in open discussions, problem solving, and strategy sessions and will share their work on an on-going basis. Students will demonstrate proficiency in computer skills to function in a technological society and will be able to apply their technology expertise in all of their school subjects.

Course Essential Questions (Big Ideas):

- What are my responsibilities for using technology safely and ethically? What measures should I take to protect myself and others?
- In a world of constant technological change, how can we incorporate technology and the skills we've learned in order to be most effective in our lives?
- How does technology extend human experience?

Alignment with New Jersey Core Curriculum Content Standards:

8.1.8.D.1

8.1.8.A.1, 3, 5

8.1.8.E.1

8.1.8. B.1

Alignment with Common Core State Standards:

Math: CCSS.Math.Content.8.SP.A.1

ELA-Literacy: LA.8.CCSS.ELA-Literacy.CCRA.W.6

LA.8.CCSS.ELA-Literacy.CCRA.L.1, 2

LA.8.CCSS.ELA-Literacy.CCRA.SL.5

LA.8.CCSS.ELA-Literacy.W.8. 2, 7

LA.8.CCSS.ELA-Literacy.RST.6-8. 3, 7, 9

LA.8.CCSS.ELA-Literacy.SL.8.5-6

Alignment with 21st Century Themes/NJCCCS 21st Century Skills Content Standards:

Work.5-8.9.1.8.1

Work.5-8.9.1.8.C.1, 2, 3

Work.5-8.9.1.8.A.1, 2

Work.5-8.9.1.8.B.1, 2

Course Requirements and Major Assignments:

- Must maintain an overall grade of 70%
- Must adhere to attendance regulations

Course Title: Technology 7

Department: Business

Unit #	Unit Title	Duration: Weeks & School Calendar
1	Digital Citizenship	3
2	Digital Research, Analysis, and Application	2
3	Document Design and Formatting	4

Technology 7 Content Pacing Guide

Unit/Content Topic

Timeline

Digital Citizenship

Internet Safety and Cyberbullying

3 days

Self-Image and Identity

2 days

Privacy and Security

2 days

Creative Credit and Copyrights

4 days

Digital Footprint

2 days

Informational Literacy

Research, Analysis, and Application

Data Collection Technology

4 days

Synthesize Information

4 days

On-line learning Communities

2 days

Document Design and Formatting

Business Letter	2 days
Report Formatting	3 day
Brochures	3 days
Multimedia Presentations	5 days
Spreadsheet Basics	3 days
Comparing and Contrasting Multiple Digital Resources	4 days

Technology 7 - Unit 1	
Unit Title: Digital Citizenship	
Date/Duration: On-going	
Common Core Standards (Math & LAL): LA.8.CCSS.ELA-Literacy.W.8.	
New Jersey Core Curriculum Content Standard(s) addressed: 8.1.8.D.1	
NJCCCS 21st Century Skills Content Standards: Work.5-8.9.1.8.1 Work.5-8.9.1.8.A.1, 2 Work.5-8.9.1.8.B.1, 2 Work.5-8.9.1.8.C.1, 2, 3	
Interdisciplinary Connections: English, Social Studies	
Stage 1-Desired Results	
Transfer	
Students will be able to independently use their learning to apply, practice and advocate safe, legal, and responsible use of information and technology.	
Meaning	
Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none"> ● There is a place for digital media in their lives and there is a responsibility that comes with using that technology. 	Essential Questions: <i>Students will keep considering...</i> <ul style="list-style-type: none"> ● What will be the effects and long term consequences upon myself and others for using technology?

<ul style="list-style-type: none"> • There are appropriate uses for social media and negative consequences of inappropriate use. • Plagiarism is the use of another's work, words, or ideas without attribution and is considered a form of theft and a breach of honesty in the academic community. 	<ul style="list-style-type: none"> • What are the human, cultural, and societal issues related to technology? • What are my responsibilities in relationship to the practice of legal and ethical behavior on-line?
Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • That they must be aware of and concerned with the practice of safe, legal and ethical behaviors in regards to internet usage and digital media. • And understand that technology changes the way people interact with each other causing them to often behave differently online than they do in face-to-face interactions. • That legally, they must give credit when using information including pictures from the internet to the person who originally created the information. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics. • Recognize the dangers of on-line predators. • Protect their personal information online. • Recognize and evaluate secure websites. • Identify and avoid plagiarism, explain the need for copyright laws, and comply with acceptable use policies.
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Exhibit leadership for digital citizenship • Effectively evaluate a website for reliability and accuracy. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will complete online assessments of Digital Literacy and Citizenship Curriculum. • Quizzes, projects and tests on each topic of digital citizenship

<ul style="list-style-type: none"> ● Correctly cite a resource when using information from a book, journal or website. <p>Projects: Ongoing</p> <ul style="list-style-type: none"> ● Create a business using appropriate and ethical ideologies learned throughout the unit. 	<p>Pre-Assessments: On-line pre-assessments</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Center based learning groups ● Classroom discussions ● Peer/self-assessments ● Teacher observations ● Learning logs ● Benchmark assessments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● average minimum score of 70% on formal unit project
<ul style="list-style-type: none"> ● Students will exhibit leadership for digital citizenship by understanding appropriate uses for social media and the negative consequences of misuse. ● Students will consider the information they put online will leave a digital trail which can be helpful or hurtful depending on how they manage their digital profile. ● Students will analyze and summarize the need for and use of copyrights. 	
<p>Learning Events:</p> <p>Pre-Assessment Strategies: Students will be evaluated through on line assessments and classroom discussions.</p> <ul style="list-style-type: none"> ● View “Digital Life 101” at https://d1pmarobgdhgjx.cloudfront.net/education/ED_digital-life.mp4 ● Create a Concept map in Microsoft Word about types and uses of digital media ● Use Microsoft Word to create a “Code of Conduct” for internet and social media use. ● Read “Why Care?” Handout to define terms: bystander, upstander and empathize. ● View “Perspectives of Safely Chatting online” at https://www.commonsensemedia.org/video/modal/2904441 ● Create a table in Microsoft Word to assess opportunities and pitfalls of communicating online ● Write an “Acceptable Use Policy” ● Create a “Traffic Light” in Microsoft publisher to outline when it is safe, when to use caution and when to stop communicating online with others. 	

- Create a graphic organizer using Microsoft Word to organize safety, anti-bullying, and communication recommendations when using the internet.
- Create a flyer in Microsoft publisher to highlight safety issues for others using the internet and social media.
- View “Digital Footprint” at <https://www.common sense media.org/video/modal/4241346>
- Examine online profiles to view information that can be found on a person and evaluate for future consequences.
- View “Nicole’s Story – Copyrighting Creative Work” at <https://www.common sense media.org/video/modal/2078113>
- Create a song, video or written document and decide how to let other people use their work.
- Create a PowerPoint to explain what copyrighted information is and how to give proper credit when using that information.

Add to Modification as necessary:

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Title 1 (At- Risk Students):

- Teacher Tutoring
- Alternate Assessments
- Small Group Instruction
- Differentiated Instruction
- Homework
- Leveled Reading
- Supplemental/Alternate Assignments

- Digital Literacy and Citizenship in a Connected Culture
- Common Sense Education Website
- Internet Websites/Videos

Technology 7 - Unit 2

Unit Title: Digital Research, Analysis, and Application

Date/Duration: On-going

Common Core Standards (Math & LAL):

LA.8.CCSS.ELA-Literacy.W.8.
 LA.8.CCSS.ELA-Literacy.CCRA.W.6
 LA.8.CCSS.ELA-Literacy.CCRA.L.1, 2
 CCSS.Math.Content.8.SP.A.1

New Jersey Core Curriculum Content Standard(s) addressed:

8.1.8.E.1
 8.1.8.B.1

NJCCCS 21st Century Skills Content Standards:

Work.5-8.9.1.8.1
 Work.5-8.9.1.8.A.1, 2
 Work.5-8.9.1.8.B.1, 2
 Work.5-8.9.1.8.C.1, 2, 3

Interdisciplinary Connections:

Language Arts, Social Studies, History

Stage 1-Desired Results

Transfer	
<p>Students will be able to independently use their learning to utilize digital tools to access, manage, evaluate and synthesize information in order to solve problems and communicate knowledge.</p>	
Meaning	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● The use of digital tools enhances creativity and the construction of knowledge. ● Information Literacy includes the ability to identify, find, evaluate, and use information effectively. ● When conducting research on a topic, a person must analyze the source and accuracy of the information and give proper credit to the sources and ideas. ● Statistical information is best understood visually by using charts, graphs and diagrams to organize the information. 	<p>Essential Questions: <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How do the strengths and limitations of emerging technologies impact our educational, career, personal and/or social needs? ● How do we identify the capabilities and limitations of emerging technology and make an informed choice on which programs/services to use? ● How does organizing information into charts, graphs and visual images improve communication of ideas?
Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> ● The key element in research, analysis, and data application is using verified, accurate information. ● That digital tools support the learning process and support collaborations in order to communicate more effectively. ● Effective use of digital tools will assist in gathering and managing information in order to produce 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain why clearly organized and researched information is an important function of communication. ● Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. ● Evaluate a website to determine its authority, credibility, purpose and content.

documents that can be relied upon and verified.	
<p><i>Performance Tasks:</i></p> <ul style="list-style-type: none"> ● Demonstrate on-line research skills ● Use Google forms to create a questionnaire ● Use Microsoft Excel to create a spreadsheet <p><i>Projects:</i></p> <ul style="list-style-type: none"> ● Surveys, demographic analysis, publish information on findings of research analysis, finalizing business project 	<p><i>Other Evidence:</i></p> <ul style="list-style-type: none"> ● Classwork ● Station activities ● Labs ● Educational games <p><i>Pre-Assessments: On-line pre-assessments</i></p> <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● Exit tickets ● Center based learning groups ● Classroom discussions ● Peer/self-assessments ● Teacher observations ● Learning logs ● Benchmark assessments <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● average minimum score of 70% on formal unit project

Student will be able to Investigate an issue from multiple perspectives using digital tools and online resources and evaluate findings to present possible solutions.

Learning Events:

Pre-Assessment Strategies: Students will be evaluated through on line assessments and classroom discussions.

Learning Events:

- View and discuss “Tips for Strategic Searching” Student Handout
- Create a Flyer using Microsoft Word to explain “SEARCH” (SELECT research questions, EXTRACT keywords and term, APPLY search strategies, RUN your search CHART your search)
- Google Lesson “The Keys to Search City” at https://docs.google.com/document/d/1fPzuvnWbfyLDKgfr3W0kC9x65FaJwk_W3wosvn3-TEY/preview
- Google Lesson “Believe it or Not” at <https://docs.google.com/document/d/1m7lYsmLWIRyu8oJXD1nCcNoDDmRizeiFmyoAB38-d2s/preview>
- View video “Research Skill Development”
- Google forms to create a survey
- Review “Students Guide to Web Search” at <http://www.findingdulcinea.com/guides/Education/Students-Guide-to-Web-Search.html>
- Use Microsoft Excel to create a spreadsheet to analyze information
- Use Microsoft Excel to create a graph
- Design a table in Microsoft Word to organize information
- Create a graphic organizer using Microsoft Word
- Create a table in Microsoft Word to organize specific uses for different types of search engines

Add to Modification as necessary:

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Title 1 (At-Risk Students):

- Teacher Tutoring
- Alternate Assessments
- Small Group Instruction
- Differentiated Instruction
- Homework
- Leveled Reading
- Supplemental/Alternate Assignments

- Digital Literacy and Citizenship in a Connected Culture
- Common Sense Education Website
- Google Drive
- Internet Sites (Curriculum driven)

Technology 7 - Unit 3

Unit Title: Document Design and Formatting

Date/Duration: On-going

Common Core Standards (Math & LAL):

LA.8.CCSS.ELA-Literacy.CCRA.W.6
 LA.8.CCSS.ELA-Literacy.CCRA.L.1, 2
 LA.8.CCSS.ELA-Literacy.CCRA.SL.5
 LA.8.CCSS.ELA-Literacy.W.8. 2, 7
 LA.8.CCSS.ELA-Literacy.RST.6-8. 3, 7, 9
 LA.8.CCSS.ELA-Literacy.SL.8.5-6

New Jersey Core Curriculum Content Standard(s) addressed:

8.1.8.A.1, 3, 5

NJCCCS 21st Century Skills Content Standards:

Work.5-8.9.1.8.1
 Work.5-8.9.1.8.A.1, 2
 Work.5-8.9.1.8.B.1, 2
 Work.5-8.9.1.8.C.1, 2, 3

Interdisciplinary Connections:

Language Arts

Stage 1-Desired Results

Transfer

Students will be able to independently use their learning to demonstrate a sound understanding of technological concepts, systems, and operations to accomplish a variety of tasks and to solve problems.

Meaning

Understandings:

Students will understand that:

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

Essential Questions:

Students will keep considering...

- How do we identify the capabilities and limitations of emerging technology and make an informed choice on which programs/services to use?

<ul style="list-style-type: none"> ● Technology is constantly changing and requires continuous learning of new skills. ● Real world enterprises need to be creative in design of information in order to attract their share of a potential market and stay competitive. 	<ul style="list-style-type: none"> ● How do different types of document design enhance a person's interest and understanding of the information being communicated? ● In what ways does a business/commercial venture need to be creative in order to attract potential customers?
Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> ● The key element in preparing documents is to maximize organization and disseminate information. ● That a document writer will enhance a reader's understanding of certain information by using multiple visual aids. ● That a document may be written in different formats and will still communicate the information in a clear and concise manner. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain why clearly organized and properly researched information is an important function of communication. ● Create a charts, graphs, and tables using various digital tools in order to communicate ideas more clearly. ● Identify and create different formats of digital document such as a report, newsletter, or brochure to enhance a person's interest and understanding of the information being communicated.
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Create a business letter ● Research a topic, create a report using the proper format and cite sources properly ● Create a multimedia presentation ● Create a survey ● Create a spreadsheet 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Classwork ● Station activities ● Labs ● Educational games <p>Pre-Assessments: <i>On-line pre-assessments</i></p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Center based learning groups ● Classroom discussions ● Peer/self-assessments ● Teacher observations ● Learning logs

	<ul style="list-style-type: none"> ● Benchmark assessments <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● average minimum score of 70% on formal unit project
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Students will select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Pre-Assessment Strategies: Students will be evaluated through on line assessments and classroom discussions.

Learning Events:

- Use Microsoft Office to Create a Business letter.
- Create a Business plan using Microsoft Word.
- Create a Multimedia presentations using Power Point, Prezi, or WeVideo using digital pictures and sound.
- Use Microsoft Excel to create a spreadsheet.
- Create a Brochure using Microsoft Publisher to feature a business venture.
- Create a blog about a business venture using Edublogs.
- Create a “Facebook” page for a business venture.
- Create “Tweets” for Twitter about a business venture.
- Create a website using Google Sites or Weebly.
- Use Microsoft Publisher to create Flyers as advertisements.
- Use Google Drive to create a Google form.
- Use a Graphic Organizer in Microsoft Word to show a relationship in specific information.
- Create a report using standard formats on a current issue by using, evaluating, and citing internet sources.
- Read an article from Forbes, form and defend your position on the article by citing sources in the article.

Add to Modification as necessary:***ELL:***

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
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Gifted and Talented:

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- Microsoft Office
- Google Drive
- Internet websites
- Educational Videos

