| Time ——— Title | Essential Questions | Learning Target | Instruction | Assessments | Standards |
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| 1 Days | How do I manage technology? ———— Google Drive Google Calendar Google Classroom | Set up and use Google Classroom. Understand the difference between Google App and Google Extension. Understand the importance of balance between online and offline life. | **Intro** Setup Google Classroom Organize Google Drive **Learn It** Get to Know You Activity Digital Student Profile Activity **Exit Ticket** | Digital Student Profile Activity | 6-8.DA.01 Represent data using multiple encoding schemes. |
| 1 Day | Chromebook Maintenance and Care | Demonstrate proper care of their Chromebooks. | **Intro** **Learn It** Slideshow discussion Video Tips and Tricks **Exit Ticket** | Student Activity | 6-8.DA.01 Represent data using multiple encoding schemes. |

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| 1 Day | Formatting In Google | Demonstrate formatting skills.<br><br>Review prior computer skills. | **Intro**<br><br>**Learn It**<br><br>Teacher-led review Google Presentation.<br><br>The simulation activity.<br><br>Students will complete the driver's test.<br><br>**Exit Ticket** | Drivers License Class A<br><br>Driver's License Test | 6-8.DA.01 Represent data using multiple encoding schemes. |
| 1 DAY | Email Basics | Understanding email. | **Intro**<br><br>**Learn It**<br><br>Teacher will demonstrate how email works and how to manage their email.<br><br>Students will use the techniques to clean out their inbox and outbox.<br><br>**Exit Ticket** | Send Me an Email | 6-8.DA.01 Represent data using multiple encoding schemes.<br><br>6-8.NI.03 Apply multiple methods of encryption to demonstrate how to transmit information securely. |
| 1 Day | Cloud Computing | Evaluate the effectiveness and efficiency of cloud computing. | **Intro**<br><br>**Learn It**<br><br>Videos Exploring Cloud Computing<br><br>Class Discussion<br><br>**Exit Ticket** | Cloud Computing Activity<br><br>————<br><br>Exit Ticket 1 thing you have on the cloud | 6-8.NI.02 Explain how physical and digital security measures protect electronic information.<br><br>6-8.NI.03 Apply multiple methods of encryption to demonstrate how to transmit information securely. |

| 1 Day | Tech and Values  What Are Design Tricks? | Learn about values as part of digital well-being  Consider how different values are supported and/or compromised by tech  Understand how and why tech companies use certain design tricks to hold our attention  Reflect on how tech design can impact our well-being  Identify healthy tech habits to help combat the impact of design tricks | **Intro**  **Learn It**  Teacher-led discussion  Values Activity  Teacher-led discussion  Design tricks activity  **Exit Ticket** | Values Sheet  Design Tricks Decoder | 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. |
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| 1 Day | Data for Sale | Understand how companies use data to improve services and make money  Evaluate the tradeoffs between using free apps or tools and having to share personal data  Identify types of data (personal data and behavioral data)  Learn strategies to limit data collection by companies and protect personal privacy | **Intro**  **Learn It**  personally identifiable information discussion  Cost of a Free Game Activity  Data Inventory Activity  Discussion on how to control your data  **Exit Ticket** | Cost of a Free Game  Your Data, Your Choices | 6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.  6-8.IC.03 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.  6-8.IC.01 Compare tradeoffs associated with computing technologies that affect people's |

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| | | | | | everyday activities and career options in South Dakota and the world, as well as urban, rural, and reservation communities. |
| 1 Day | Care to Share

Location Sharing & Your Privacy | Reflect on the science of why we share

Understand context collapse, including how it influences what we share online and who we share it with

Reflect on the role that privacy plays in our lives, online and offline

Analyze the impact that location sharing has on our privacy | **Intro**

What you shared this week discussion

**Learn It**

Teacher-led discussion

Context Collapse Activity

Location Decision Dilemma Activity

**Exit Ticket** | Context Collapse

Location Decision Dilemma | 6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.

6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure. |
| 1 Day | Parasocial Relationships

What are Thinking Traps? | Understand what a parasocial relationship is

Analyze the different motivations of content creators and their followers

Reflect on healthy and unhealthy ways of engaging in parasocial relationships

Learn about thinking traps and how they can impact us when we use tech | **Intro**

Teen Voices: Parasocial Relationships video

**Learn It**

Parasocial Relationships discussion

Group Activity

Video

Digital Well-Being Discussion | Where's the Line?

Trap the Thought | 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. |

| | | Reflect on how tech and social media can fuel negative thinking<br><br>Explore how to think in more balanced ways when thinking traps come up | **Exit Ticket** | | |
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| 1 D a y | Permission to Post<br><br>Friendships & Boundaries | Understand the importance of asking for consent before sharing something online<br><br>Reflect on the relationship between digital footprint, consent, and trust<br><br>Reflect on how tech impacts friendships<br><br>Recognize when and how to set boundaries with friendships and tech | **Intro**<br><br>Hook<br><br>**Learn It**<br><br>Digital Footprint Discussion<br><br>Teen Voices: Friendships & Boundaries video.<br><br>Setting Boundaries Discussion<br><br>**Exit Ticket** | Captured Kissing<br><br>Constant Connection handout | 6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure. |
| 1 D a y | Being an Upstander<br><br>How to Re-A.C.T.to Cyberbullying | Understand what cyberbullying is<br><br>Consider the different perspectives of people involved in a cyberbullying incident<br><br>Identify strategies for being an upstander<br><br>Recognize common emotional responses to | **Intro**<br><br>Hook<br><br>**Learn It**<br><br>How to be an upstander discussion<br><br>ACT Strategy Activity | How to Be an Upstander<br><br>ACT Strategy | 6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure. |

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| | | cyberbullying<br><br>Learn and apply strategies to take when dealing with cyberbullying | **Exit Ticket** | | |
| 1<br>D<br>a<br>y | Boundaries and Consent<br><br>The Ripple Effect of Conflict<br><br>The Assumptions We Make | Understand why personal boundaries are important for our relationships<br><br>Reflect on what consent means and what it looks like in online interactions<br><br>Reflect on the types of conflicts they witness online<br><br>Identify the factors that make it easier for conflicts to escalate online<br><br>Recognize how assumptions are formed based on limited information in both the physical and digital worlds<br><br>Understand how and why people choose different self-presentation strategies online | **Intro**<br><br>Video<br><br>**Learn It**<br><br>Boundaries discussion<br><br>4 Factors that make online conflict different<br><br>Discussion on what we assume based on what we see<br><br>**Exit Ticket** | Consent & Tech handout<br><br>Escalating Conflict student<br><br>Partial Picture | 6-8.IC.04 Describe tradeoffs between allowing information to be public and keeping information private and secure.<br><br>6-8.IC.02 Discuss issues of accessibility in the design of existing technologies. |

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| 1 Day | Bursting the Filter Bubble | Understand what filter bubbles, echo chambers, and confirmation bias are<br><br>Reflect on the limitations and drawbacks caused by filter bubbles<br><br>Identify strategies for escaping their own filter bubbles | **Intro**<br><br>**Learn It**<br><br>Ringball Whole Group Activity<br><br>Filter Bubble Discussion<br><br>**Exit Ticket** | Beyond the Bubble | 6-8.IC.02 Discuss issues of accessibility in the design of existing technologies. |
| 1 Day | Evaluating Info Online<br><br>Choosing Sources | Identify strategies to evaluate information online<br><br>Define lateral reading and understand its importance<br><br>Practice lateral reading techniques to evaluate information online<br><br>Review types of sources and information types<br><br>Learn the importance of credibility<br><br>Practice evaluating the most appropriate source based on information needs | **Intro**<br><br>**Learn It**<br><br>Discussion on evaluating reading and lateral reading<br><br>Model lateral reading<br><br>Lateral reading practice activity<br><br>Discussion on what makes a credible source<br><br><br><br>**Exit Ticket** | Lateral Reading<br><br>Exploring Sources<br><br>Real or Fake | 6-8.DA.01 Represent data using multiple encoding schemes.<br><br>6-8.DA.02 Collect data using computational tools and transform the data to make it more useful and reliable.<br><br>6-8.DA.03 Refine computational models based on the data they have generated. |
| 3 Day | _____ | Define what a spreadsheet is and what Google Sheets capabilities are. | **Intro**<br><br>**Learn It** | Activity 1 Creating a Bar, Line and Pie Chart | 6-8.DA.01 Represent data using multiple encoding schemes.<br><br>6-8.DA.02 Collect data using |

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| y s | Google Sheets | Demonstrate entering information into google sheets.<br><br>Demonstrate working with cells, rows, and columns.<br><br>Demonstrate formatting cells, rows, and columns.<br><br>Demonstrate creating and using formulas and calculations. | Discussion/Demonstration of How Google Sheets works<br><br>Students will work with table partners for Activity 1<br><br>Activity 2-4 will be done independently<br><br>**Exit Ticket** | Activity 2 Functions<br><br>Activity 3 Halloween Treats<br><br>Activity 4 Thanksgiving Meal Activity | computational tools and transform the data to make it more useful and reliable.<br><br>6-8.DA.03 Refine computational models based on the data they have generated. |
| 3 D a y s | Intro into Computing | Identify and compare various computing devices (e.g., desktops, laptops, tablets, smartphones, servers).<br><br>Differentiate between computer hardware and software.<br><br>Describe the function of major internal and external hardware components (e.g., CPU, RAM, storage, motherboard, input/output devices).<br><br>Explain the roles of system software (operating systems) and application software.<br><br>Apply a systematic | **Day 1**<br><br>**Intro**<br><br>Bell Ringer: Ask students to write down a list of every "computer" they have used so far today.<br><br>Think-Pair-Share<br><br>**Learn It**<br><br>Introduce the Topic<br><br>Direct Instruction: Types of Computing Devices<br><br>Activity: Device Detective<br><br>**Exit Ticket**<br><br>Name two types of computing devices | Device Detective<br><br>Hardware & Software<br><br>Group Troubleshooting Scenario<br><br>Troubleshooting Flowchart | 6-8.CS.01 Recommend improvements to the design of computing devices, based on an analysis of how individuals interact with the devices.<br><br>6-8.CS.02 Design projects that combine hardware and software components to collect and exchange data.<br><br>6-8.CS.03 Systematically identify and fix problems with computing devices and their components. |

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| | | troubleshooting process to diagnose and resolve common technology issues. | that are NOT a laptop or a smartphone.<br><br>**Day 2**<br><br>**Intro**<br><br>Review & Introduction<br><br>**Learn It**<br><br>Direct Instruction: Hardware Components<br><br>Activity: Hardware vs. Software Sort<br><br>**Exit Ticket**<br><br>Exit Ticket: Is an operating system (like Windows or iOS) hardware or software?<br><br>**Day 3**<br><br>**Intro**<br><br>Review<br><br>Deep Dive<br><br>**Learn It**<br><br>Activity: Troubleshooting Scenarios<br><br>Assessment & Review Game<br><br>**Exit Ticket** | | |

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| 3 Days | Networks and the Internet | Define the terms "network" and "internet."<br><br>Explain that large files are broken into smaller pieces of information called "packets" for sending over a network.<br><br>Describe the basic components of a data packet (address, data, packet number).<br><br>Model the flow of information as packets being sent, routed, and reassembled.<br><br>Explain why packets may arrive out of order and how they are reassembled correctly. | **Day 1**<br><br>**Intro**<br><br>Introduction & Hook<br><br>**Learn It**<br><br>Direct Instruction: Networks and The Internet<br><br>Activity: Design a Packet<br><br>**Exit Ticket**<br><br>Discussion:<br><br>Exit Ticket:<br><br>**Day 2**<br><br>**Intro**<br><br>Review and set up<br><br>**Learn It**<br><br><br><br>**Exit Ticket**<br><br>Name 2 things a packet needs | Packet Simulation Activity | 6-8.NI.01 Simulate the flow of information as packets on the Internet and networks.<br><br>6-8.NI.02 Explain how physical and digital security measures protect electronic information.<br><br>6-8.NI.03 Apply multiple methods of encryption to demonstrate how to transmit information securely. |
| 4 da | The Impact of Computing | Compare the tradeoffs of technologies on everyday life and careers in different South Dakota | **Day 1**<br><br>**Intro** | | 6-8.IC.01 Compare tradeoffs associated with computing technologies that affect people's |

| y s | | communities (urban, rural, reservation).

Discuss issues o

f accessibility in the design of common technologies.

Describe the tradeoffs between making information public and keeping it private and secure.

Collaborate with peers to create and distribute a survey to gather data (crowdsourcing).

Create a computational artifact (e.g., a chart or infographic) to present survey findings. | Introduction & Hook

**Learn It**

Activity: Technology Tradeoffs in South Dakota

Group Share-Out & Discussion

**Exit Ticket**

Exit Ticket:

**Day 2**

**Intro**

Review & Introduction

**Learn It**

Activity: Digital Dilemma Cards

Class Debrief

**Exit Ticket**

Wrap-up & Exit Ticket

**Day 3**

**Intro**

Review & Project Introduction

**Learn It** | | 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. |

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| | | | Activity: Collaborative Survey Design<br><br>Data Collection & Analysis<br><br>Create a Computational Artifact<br><br>**Exit Ticket**<br><br>**Day 4**<br><br>**Intro**<br><br>**Learn It**<br><br>Create a Computational Artifact<br><br>Gallery Walk & Conclusion<br><br>**Exit Ticket**<br><br>Final Discussion: | | |
| 7 days | _____<br><br>Trinket<br><br>Coding with Tracy | **Lesson 1**<br>Define programming/coding.<br><br>Use basic Tracy commands.<br><br>Locate Tracy on the coordinate plane.<br><br>Use commends penup(), pendown(), and backward().<br><br>**Lesson 2**<br>Use the left and right commands to move | **Lesson 1**: **Day 1**<br>**Intro**<br>Basic Turtle Directions<br><br>**Learn It**<br>Task 1 My first Square<br><br>**Do It**<br>Task 2 Measurements in PRogramming<br>Task 3 Draw a Triangle<br>Task 4 Draw a Rectangle | **Lesson 1**:<br>Task 1<br>Task 2<br>Task 3<br>Task 4<br>Task 5<br>Task 6<br><br>**Lesson 2:**<br>Activities<br>Starter<br>Task 1<br>Task 2 | 6-8.AP.01<br>Use flowcharts and/or pseudocode to address complex problems as algorithms.<br><br>6-8.AP.02<br>Create clearly named variables that represent different data types and perform operations on their values.<br><br>6-8.AP.03<br>Design and iteratively develop programs that combine control |

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| | around.<br><br>Create loops for a fixed number of times.<br><br>Explain when a for loop would be a useful tool.<br><br>Use angles to turn Tracy.<br><br>**Lesson 3**<br><br>Use comments throughout programs.<br><br>Describe the importance of comments.<br><br>Effectively use naming guidelines.<br><br>Define a function.<br><br>Call a function.<br><br>Use extended circle() command to draw different shapes.<br><br>Break a large problem down into smaller parts.<br><br>**Lesson 4**<br><br>Describe what variables are.<br><br>Discuss why variables are used in programs.<br><br>Incorporate user input | **Exit Ticket**<br><br>Line identification activity<br><br>_____<br><br>**Lesson 1**: **Day 2**<br>**Intro**<br>Line identification<br><br>**Learn It**<br>Draw a Rectangle<br>Discussion of Angles<br><br>**Do It**<br>Different Shapes<br><br>**Exit Ticket**<br>Create a House from Shapes<br><br>_____<br><br>**Lesson 2 - Looping**<br>**Intro**<br>Starter Activity Review Square<br><br>**Learn It**<br>How do Loops Work<br>Testing Code<br><br>**Do It** | Task 3<br>Task 4<br><br>**Lesson 3:**<br>Activities<br>Task 1<br>Task 2<br>Task 3<br><br>**Lesson 4:**<br>Activities<br>Starter<br>Task 1<br>Task 2<br>Task 3<br><br>**Lesson 5:**<br>Activities<br>Starter<br>Task 1<br>Task 2<br>Task 3<br><br>**Lesson 6:**<br>Task 1<br>Task 2<br>Task 3 | structures, including nested loops and compound conditionals.<br><br>6-8.AP.04 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.<br><br>6-8.AP.05 Create procedures with parameters to organize code and make it easier to reuse.<br><br>6-8.AP.06 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.<br><br>6-8.AP.07 Incorporate existing code, media, and libraries into original programs, and give attribution.<br><br>6-8.AP.08 Systematically test and refine programs using a range of test cases.<br><br>6-8.AP.09 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.<br><br>6-8.AP.10 Document programs in order to make them easier to |

| | into their code in order to customize their programs.<br><br>Incorporate parameters into functions in order to adapt functions to multiple situations.<br><br>Use i as a variable inside loops to control different commands.<br><br>**Lesson 5**<br><br>Use if statements to tell Tracy how to make decisions.<br><br>Use if/else statements in ofer to have Tracy make decisions between multiple scenarios.<br><br>Effectively use while loops in their programs.<br><br>Identify infinite loops. | Experimenting<br><br>More Code<br><br>Explain Python Code<br><br>**Exit Ticket**<br><br>**Plenary**<br><br>_____<br><br>**Lesson 3 User Input**<br><br>**Intro**<br><br>Patterns Code<br><br>**Learn It**<br><br>User Input<br><br>**Do It**<br><br>Changing Pen Color<br><br>Comments<br><br>**Exit Ticket**<br><br>_____<br><br>**Lesson 4 Conditional Statements**<br><br>**Intro**<br><br>Starter: Conditions<br><br>**Learn It**<br><br>Thank About Conditions | | follow, test, and debug. |
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**Do It**

Conditions with Animals

Conditions with Shapes

**Exit Ticket**

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**Lesson 5 Data Types**

**Intro**

Starter Circle the Data Types

**Learn It**

Code & Data Types

**Do It**

Challenge

Printing in Python

**Exit Ticket**

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**Lesson 6 Assessments**

**Intro**

**Learn It**

Directions

**Do It**

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| | | | Shapes Test<br><br>Guessing Game<br><br>Sweets Program<br><br>**Exit Ticket** | | |
| | _____<br><br>Google Forms | Demonstrate the use of Google Forms.<br><br>Collect and analyze data.<br><br>Determine when Google Forms should be used. | **Intro**<br><br>**Learn It**<br><br>Demonstrate and discuss the how to's of Google Forms<br><br>Students will create a google Form to give to the class.<br><br>Class will take the Google Forms so that we can look at results.<br><br>**Exit Ticket** | Google Form<br>_____<br><br>Take the Google Form | 6-8.DA.01 Represent data using multiple encoding schemes.<br><br>6-8.DA.02 Collect data using computational tools and transform the data to make it more useful and reliable.<br><br>6-8.DA.03 Refine computational models based on the data they have generated. |
| 5 Days | Where did it all start?<br>_____<br><br>Word Processing<br><br>Citing Sources | Modify and Manipulate paragraphs and paragraph formatting.<br><br>Use tables to enhance documents.<br><br>Customize document formatting.<br><br>Format characters.<br><br>Use Help features.<br><br>Using a Bibliography – | **Intro**<br><br>**Learn It**<br><br>Introduce Autobiography<br><br>-Must have 3 source bibliography for the what happened on my birthday paragraph<br>**Exit Ticket** | Autobiography | |

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| | | Correct Sourcing of work | | | |
| 6 Days | How do I use technology to present information? | Create a presentation using presentation software.<br><br>Modify a presentation.<br><br>Format the slides in a presentation.<br><br>Add visual appeal and animation to the presentation.<br><br>Add visual elements to a presentation.<br><br>Share and present their presentations. | **Intro**<br><br>Choose Topics for Presentation<br><br>**Learn It**<br><br>Create Bibliography (3 sources)<br><br>Introduces requirements for slides 2-7<br><br>Add animation and transitions plus rehearsal day<br><br>Present to class<br><br>**Exit Ticket** | Computer History Presentation with works cited slide<br><br>————<br><br>Present to class | |