

7th Grade Exploratory Technology

Course Description:

7th Grade Exploratory Technology will help students navigate the complicated digital landscape that is omnipresent in their lives. Students will learn how their actions affect the digital world and leave a digital foot print that will follow them forever. They will also learn how to become safe, functioning, and supportive members of that digital world. Students will be encouraged to look towards their future careers and determine not only what skills will help them achieve their goals, but what technology will be imperative for obtaining those futures. They will be given strategies and solutions for using technology to its full potential to make themselves more productive and efficient workers. Finally, they will find out their rights as creators in the digital age, and how to protect themselves and respect others when it comes to copyrights and fair use. The course will culminate in students leaving their own technological legacy by creating a digital how-to-guide for one of the learned programs from the course.

Suggested Course Sequence:

Unit 1: Connecting to the Digital World - 3 Weeks

Unit 2: Planning for the Future - 3 Weeks

Unit 3: Leaving a Legacy – 3 Weeks

Pre-Requisite: None

Unit Overview

Content Area: Technology Exploratory

Unit Title: Connecting to the Digital World – Unit 1

Grade Level: 7th

Unit Summary: Students learn to traverse and control the digital media landscape that is omnipresent in their daily lives.

Interdisciplinary

Connections: RI.2, RI.3, RI.4, RI.8, RI.10, W.2, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

21st Century Themes and Skills: Creativity and Innovation, Communication and Collaboration, Information, Media, and Technology Skills, Life and Career Skills.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively.
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Demonstrate personal responsibility for lifelong learning.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.

Unit Essential Question(s):

- What is my role in the digital world?
- How can I control my digital image?

Unit Enduring Understandings:

- Students will understand that their choices do leave a permanent impact in the digital world.

Unit Learning Targets/Objectives:
Students will...

- recognize that people’s online information can be helpful or harmful to their reputation and image.
- consider their own digital footprints and what they want those footprints to be like in the future.
- reflect on the benefits and risks of presenting their identities in different ways online.
- learn about the 24/7, social nature of digital media.
- assess how much time they spend with media activities.

- formulate a viewpoint on the role that digital media play in their lives.

Evidence of Learning

Formative Assessments:

- Teacher observation data
- Task completion checks
- Ongoing reflection “blog”

Summative/Benchmark Assessment(s):

- Digital selves powerpoint
- Take a stand debate
- Digital life animoto
- My media graph

Resources/Materials (copy hyperlinks for digital resources):

- <https://www.common Sense Media.org/educators/lesson/trillion-dollar-footprint-6-8>
- <https://www.common Sense Media.org/educators/lesson/which-me-should-i-be-6-8>
- <https://www.common Sense Media.org/educators/lesson/digital-life-101-6-8>
- <https://www.common Sense Media.org/educators/lesson/my-media-6-8>

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
-------------------	---------------------	---------------------------------

<p>Trillion dollar footprint</p>	<ul style="list-style-type: none"> learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent. 	<p>5 days</p>
<p>Which me should I be</p>	<ul style="list-style-type: none"> evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online. 	<p>2 days</p>
<p>Digital life 101</p>	<ul style="list-style-type: none"> explore their digital lives. 	<p>5 days</p>
<p>Me media</p>	<ul style="list-style-type: none"> record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos). 	<p>3 days</p>

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

<https://www.common sense media.org/educators/scope-and-sequence#grades-6-8>

--

Unit Overview	
Content Area: Technology Exploratory	
Unit Title: Planning for the Future – Unit 2	
Grade Level: 7th	
Unit Summary: Students learn strategies for effective internet searching while exploring possible career fields and the technology within them.	
Interdisciplinary Connections: RI.1, RI.2, RI.3, RI.4, RI.8, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.4, SL.5, SL.6, L.3a, L.6	
21st Century Themes and Skills:	Creativity and Innovation, Communication and Collaboration, Information, Media, and Technology Skills, Life and Career Skills. CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.
Learning Targets	
Standards (Content and Technology):	
CPI#:	Statement:
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
Unit Essential Question(s): <ul style="list-style-type: none"> • What are strategic internet searching strategies? • How do I know if a site is credible? • What technology will I work with in a certain career? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Students will understand that anyone can become an author on the internet and as such not every internet site is reliable. • Students will understand that having a plan for a future career will allow you to become better prepared and better informed now.
Unit Learning Targets/Objectives: <i>Students will...</i>	

- Explore career field options based off of their interests.
- Understand the importance of using a variety of search strategies.
- Master new strategies for effective and efficient online searches.
- Apply criteria to a site to determine how trustworthy and useful it is.
- Determine the technology being used in their chosen career fields.
- Create their own business page based off of their chosen career field.

Evidence of Learning

Formative Assessments:

- Teacher observation data
- Task completion checks
- Ongoing reflection “blog”

Summative/Benchmark Assessment(s):

- Test Before you Trust Evaluation
- Career Technology search plan
- Career S’more

Resources/Materials

(copy hyperlinks for digital resources):

- <http://www.educationplanner.org/students/career-planning/find-careers/index.shtml>
- <https://www.commonsemia.org/educators/lesson/strategic-searching-6-8>
- <https://www.commonsemia.org/educators/lesson/identifying-high-quality-sites-6-8>

Modifications:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities - Build on students’ intrinsic motivations - Consult with parents to accommodate students’ interests in |
|--|--|

completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Career Fields	SWBAT explore different career fields they might be interested in pursuing through a career aptitude test and internet research.	2 days
Strategic Searching	SW learn to create and execute a five-step plan for conducting an online search.	3 days
Identifying High-Quality Sites	SW learn criteria that will help them evaluate websites.	2 days
Career Technology	SW determine what technology is being used currently in their chosen career field, and explore what possible technology will exist in the future.	4 days
Career S'more	SW create their own online business flyer for their chosen career field.	4 days
Teacher Notes:		
<p>Additional Resources Click links below to access additional resources used to design this unit:</p> <p>http://www.educationplanner.org/students/career-planning/find-careers/index.shtml https://www.commonsemmedia.org/educators/scope-and-sequence#grades-6-8</p>		

Unit Overview	
Content Area: Technology Exploratory	
Unit Title: Leaving a Legacy – Unit 3	
Grade Level: 7th	
Unit Summary: Students learn their rights and responsibilities as creative members of the digital landscape and the importance of leaving a protected legacy.	
Interdisciplinary Connections: RI.2, RI.3, RI.8, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6	
21st Century Themes and Skills:	Creativity and Innovation, Communication and Collaboration, Information, Media, and Technology Skills, Life and Career Skills. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
Learning Targets	
Standards (Content and Technology):	
CPI#:	Statement:
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Demonstrate personal responsibility for lifelong learning.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.
8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
Unit Essential Question(s): <ul style="list-style-type: none"> • What rights do I have as a creator? • Am I allowed to use anything on the internet? • Do I have to protect myself, when I put things I have made on the internet? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Students will understand that creators have rights to their work, and that as responsible members of the digital world they must respect those rights.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Understand that copyright is a legal system that protects their rights to creative work. • Understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. • Understand the value and meaning of fair use. 	

- Create their own tutorial for a chosen technology.

Evidence of Learning

Formative Assessments:

- Teacher observation data
- Task completion checks
- Ongoing reflection “blog”

Summative/Benchmark Assessment(s):

- Birthday song creation
- Case study debate
- Remix video
- Tutorial screencast

Resources/Materials

(copy hyperlinks for digital resources):

- <https://www.commonsemmedia.org/educators/lesson/creators-rights-6-8>
- <https://www.commonsemmedia.org/educators/lesson/creator%E2%80%99s-responsibilities-6-8>
- <https://www.commonsemmedia.org/educators/lesson/rework-reuse-remix-6-8>

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
A Creator’s Rights	SW describe the purpose of copyrights and the different ways people can copyright their work.	3 days
A Creator’s Responsibilities	SW consider ethical questions about real-life decisions young	3 days

	creators make in exercising their creative rights and responsibilities.	
Rework, Reuse, Remix	SW identify the key points required for a creative work to fall under fair use.	3 days
Technology Tutorial	SW create a tutorial for a chosen technology.	6 days
Teacher Notes:		
<p>Additional Resources Click links below to access additional resources used to design this unit:</p> <p>https://www.commonsensemedia.org/educators/scope-and-sequence#grades-6-8</p>		