SCOPE AND SEQUENCE

Course/Grade Title:	6th Grade - Intro to Technology

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and animated projects for various audiences. ● Identify, select and use multimedia presentation software (Google Slides/PowerPoint) ● Identify, select, and use key features to open and save files. ● Create presentations that include text, graphics (clipart, photos) with accompanying animations and transitions. ● Create presentations that include audio and video (both recorded and imported). ● Understand, select and use basic design principles to select and use basic slide layouts and designs. ● Demonstrate how to adjust design templates for new slides ● Reorganize slides within a presentation. ● Develop and use presenter's notes ● Create hyperlinks within the presentation and to external sources ● Use the presentation software to create projects for different audiences.	The scope and sequence includes the following units: Digital Citizenship, Design Cycle, Computer File Management, Touch Keyboarding, Intro to Document Creation, Multimedia Presentations, and Multimedia Development. The units build on each other by reinforcing developmentally appropriate topics.	Assessments for each of the components of the module are provided in the table below. The assessments are a mix of informal, formative assessment, as well as more formal summative assessments (i.e., projects). As the learning objectives move from the simple to the complex, so do the assessments. Since the initial tasks are to check for knowledge and comprehension, assessments such as quizzes and identification sheets can be used. However, for more complex tasks, students must apply the knowledge they have learned from the software to create and then evaluate their work as well as the works of others.	Students will be using Chromebooks/ipads to access the following applications: Garageband, Google Slides/Powerpoint, Scratch.

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Quarter 1/3					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 1: Digital Citizenship **Lesson 1: Media Balance** **(1 week for Unit 1)**	Reflect on their common online and offline activities. Analyze and prioritize the activities that are most important to them. Identify ways to maintain balance between online and offline activities.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3 **ISTE** 2a, 2b	Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities. Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will create a poster promoting the benefits of unplugging from technology. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on the "Benefits of Unplugging" poster. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper, PowerPoint, student handouts, Google Classroom

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Unit 1: Digital Citizenship **Lesson 2: Don't Feed the Phish**	Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Use message clues to identify examples of phishing.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2 **ISTE** 2a, 2b, 2d	Students will complete a warm-up exercise and a pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating how to identify and avoid phishing scams. Students will be assessed on completion of required journal questions/prompts following instruction.	Colored markers or highlighters Pencils Blank paper Lesson Slides Student Handouts

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Unit 1: Digital Citizenship **Lesson 3: Who Are You Online?**	Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A **ISTE** 2a, 2b, 2d, 7b, 7c	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity discussing how they present themselves online. Students will apply the knowledge of online identities and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of why some people create different or alternate personas for themselves online and on social media. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how they present themselves online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper PowerPoint Presentation Video: [Teen Voices: Presenting Yourself Online](#) Student Handouts

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Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: Teen Voices: Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats

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| Unit 1: Digital Citizenship

Lesson 5: Digital Drama Unplugged | Reflect on how easily drama can escalate online.

Identify de-escalation strategies when dealing with digital drama.

Reflect on how digital drama can affect not only oneself but also those around us. | **Common Core ELA**
L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b

CASEL
1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL
I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.

ISTE
2a, 2b | Students will complete a warm-up exercise, including pair-share and discussion activity

Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens.

As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.

Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama..

Family activities and engagement resources are available. | **Formative:**

Students will be assessed on participation in pair-share and discussion activities

Students will be assessed using "exit tickets"

Students will be assessed using quiz

Summative:

Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs.

Students will be assessed on completion of required journal questions/prompts following instruction. | PowerPoint presentation
Video: Dealing With Digital Drama
Student Handout: Taking the Lead |

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Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to identify and evaluate news sources for credibility. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation Student Handout: News or Fake News?

Unit 2: Design Cycle **(1 week)**	Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. Utilize computer technology to access and retrieve data. Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.	**Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: Design is a creative planning process that leads to useful products and systems. Benchmark F: There is no perfect design. Benchmark G: Requirements for a design are made up of criteria and constraints. **Standard 9: Students will develop an understanding of engineering design.** Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed. Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum. Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	Students will complete warm-up exercises related to the Design Cycle. Students will use hands-on activities to learn how the design cycle is developed and used. Students will participate in activities to illustrate/ demonstrate how the Design Cycle is used. Students will create and follow a design brief for a project, first as a class, then individually. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction. Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on proper use of tools and design concepts while completing design challenges. **Summative:** Students will be assessed on content knowledge through written tests Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Design Cycle Presentation iPads/Chromebooks Google Classroom Google Forms

		Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Computer File Management **(1 Week)**	Describe the difference between working and saving information to a network file server compared to working with a local PC Save files to a network (Google Drive)	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.).	PowerPoint Presentation iPads/Chromebooks Google Classroom Google Forms

	Create, name, and rename various file folders to organize data Save to correct file folders Move and retrieve files from folders Delete files and folders Learn basic file types (.doc, .img, .png, .jpg, .pdf, etc.)	Benchmark R: Requirements are the parameters placed on the development of a product or system. Benchmark T: Different technologies involve different sets of processes. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message.	Students will participate in activities to demonstrate how file management is used. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on proper use of tools and design concepts while completing tasks. **Summative:** Students will be assessed on content knowledge through written tests (Google Classroom quiz). Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Touch Keyboarding **(5 weeks)**	Demonstrate the use of proper keyboarding techniques using touch keyboarding Learn the alphabet keys on a standard QWERTY keyboard	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	PowerPoint Presentation iPads/Chromebooks Google Classroom Google Forms

	Learn the alphanumeric keyboard, including top-row numbers and symbols Learn the ten-key pad Increase proficiency and accuracy by completing lessons using keyboarding software, timed writings, and teacher generated assignments Improve proofreading strategies and accuracy	Benchmark R: Requirements are the parameters placed on the development of a product or system. Benchmark T: Different technologies involve different sets of processes. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine.	Students will participate in activities to demonstrate how file management is used. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	

Quarter 2/4					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 4: Introduction to Document Creation **(2 weeks)**	Students will learn how to create, edit, manage and save documents in the Google Docs/Microsoft Word environment Students will be able to format documents, including changing margins, line spacing, font style, size, color, bold, underline, italics,	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on tests of speed and accuracy.	PowerPoint Presentation iPads/Chromebooks Google Classroom Google Forms

	bullets and numbering, fill color and shading, line color. Students will learn how to insert and manipulate clip art, page and paragraph borders, and apply shading. Students will learn how to insert and edit graphics, and apply backgrounds.	Benchmark R: Requirements are the parameters placed on the development of a product or system. Benchmark T: Different technologies involve different sets of processes. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message.	Students will participate in activities to demonstrate knowledge of document creation, editing, and management. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 5: Multimedia Presentations **(3 weeks)**	Identify, select and use multimedia presentation software (Google Slides/PowerPoint) Identify, select, and use key features to open and save files.	**Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.**	Students will complete a warm-up exercise. Students will apply the knowledge of multimedia presentations and will share the information in a group discussion.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.)	Ipad/Computer Google Slides/ PowerPoint Google Classroom

Create presentations that include text, graphics (clipart, photos) with accompanying animations and transitions. Create presentations that include audio and video (both recorded and imported). Understand, select and use basic design principles to select and use basic slide layouts and designs. Demonstrate how to adjust design templates for new slides Reorganize slides within a presentation. Develop and use presenter's notes Create hyperlinks within the presentation and to external sources Use the presentation software to create projects for different audiences.	Benchmark D: Technological systems often interact with each other. Benchmark E: A product, system, or environment developed for one setting may be applied to another setting. **Standard 10: The role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.** Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.	As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will complete a multimedia project to demonstrate understanding of the various components of multimedia presentations. Exit tickets will be utilized as a check for understanding.	Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on the completion of a design brief for given projects/challenges Students will be assessed using completed projects (e.g., a completed multimedia presentation for a particular audience). Students will be assessed on proper use of tools and design concepts while completing projects. Students complete and exit ticket and a Google Classroom quiz Students will be assessed on completion of required journal questions/prompts following instruction.	

		Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. Benchmark J: The design of a message is influenced by such factors as intended audience, medium, purpose, and nature of the message. Benchmark K: The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.			

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Unit 6: **Multimedia** **Development** **(5 weeks)**	Identify, select and use multimedia presentation software (Google Slides/PowerPoint) Identify, select, and use key features to open and save files. Create presentations that include text, graphics (clipart, photos) with accompanying animations and transitions. Create presentations that include audio and video (both recorded and imported). Understand, select and use basic design principles to select and use basic slide layouts and designs. Demonstrate how to adjust design templates for new slides Reorganize slides within a presentation. Develop and use presenter's notes Create hyperlinks within the presentation and to external sources Use the presentation software to create projects for different audiences.	**Standard 3:** **Students will** **develop an** **understanding of** **the relationships** **among** **technologies and** **the connections** **between** **technology and** **other fields of** **study.** Benchmark D: Technological systems often interact with each other. Benchmark E: A product, system, or environment developed for one setting may be applied to another setting. **Standard 10: The** **role of** **troubleshooting,** **research and** **development,** **invention and** **innovation, and** **experimentation in** **problem-solving.** Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or	Students will complete a warm-up exercise. Students will apply the knowledge of multimedia presentations and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will complete a series of increasingly complex multimedia projects to demonstrate understanding of the various components of multimedia presentations Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.) Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on the completion of a design brief for given projects/challenges. **Summative:** Students will be assessed using completed projects (e.g., a completed multimedia presentation for a particular audience). Students will be assessed on proper use of tools and design concepts while completing projects. Students complete and exit ticket and a Google Classroom quiz Students will be assessed on completion of required journal questions/prompts	Ipad/Computer Google Slides/ PowerPoint Google Classroom

		system to improve it. Benchmark H: Some technological problems are best solved through experimentation. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. Benchmark J: The design of a message is influenced by such factors as intended audience, medium, purpose, and nature of the message.		following instruction. Projects to include: ● "About Me" ● Creating Digital Art ● Interactive Presentation games (hyperlinks, research, interactivity) ● Interactive Storybooks – A component of community service could be integrated with this project as the students would have to design interactive stories for a specific audience (e.g., elementary students, students who are home- or hospital-bound, or who may have disabilities, etc.)	

		Benchmark K: The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.			

SCOPE AND SEQUENCE

Course/Grade Title:	7th Grade - Media Production I

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and video projects for various audiences. ● Utilize a variety of software programs including, but not limited to: Garageband, iMovie, and Google applications to create digital media projects.	Various projects encompassing digital media creation (using tools, materials, techniques and processes) for a variety of audiences	Formative: Self/group projects Online class discussions Daily Do Now Activities Quizzes/Tests Summative: Various digital projects	Computers with Internet access, Ipads, Google Classroom, G Suite, GarageBand, Soundtrap, iMovie, various software packages as necessary, digital cameras

QUARTER 1/3

Unit Name/Time Period	Key Concepts	Essential Standards	Student Activities	Assessments	Materials/ Resources
Unit 1: Digital Citizenship **Lesson 1: Media Balance**	Reflect on their common online and offline activities. Analyze and prioritize the activities that are most important to them. Identify ways to maintain balance between online and offline activities.	Colorado Essential Skills: **Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4,	Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz	Blank paper, PowerPoint, student handouts, Google Classroom

		W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3 **ISTE** 2a, 2b	Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will create a poster promoting the benefits of unplugging from technology. Family activities and engagement resources are available.	**Summative:** Students will be assessed on the "Benefits of Unplugging" poster. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 1: Digital Citizenship **Lesson 2: Don't Feed the Phish**	Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Use message clues to identify examples of phishing.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL**	Students will complete a warm-up exercise and a pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating how to identify and	Colored markers or highlighters Pencils Blank paper Lesson Slides Student Handouts

		I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2 **ISTE** 2a, 2b, 2d	As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams.. Family activities and engagement resources are available.	avoid phishing scams. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 1: Digital Citizenship **Lesson 3: Who Are You Online?**	Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2,	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity discussing how they present themselves online. Students will apply the knowledge of online identities and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how they present themselves online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper PowerPoint Presentation Video: Teen Voices: Presenting Yourself Online Student Handouts

		III.D.1, III.D.2, IV.B.2, IV.B.4, V.A **ISTE** 2a, 2b, 2d, 7b, 7c	understanding of why some people create different or alternate personas for themselves online and on social media. Family activities and engagement resources are available.		
Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: [Teen Voices: Who You're Talking to Online](#) Student Handouts: - Your Online Community - Sara's Chats
Unit 1: Digital Citizenship **Lesson 5: Digital Drama Unplugged**	Reflect on how easily drama can escalate online.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B,	Students will complete a warm-up exercise, including pair-share	**Formative:** Students will be assessed on participation in	PowerPoint presentation Video: [Dealing With Digital Drama](#)

	Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.	L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b	and discussion activity Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama.. Family activities and engagement resources are available.	pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs. Students will be assessed on completion of required journal questions/prompts following instruction.	Student Handout: Taking the Lead
Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c,	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project	PowerPoint Presentation Student Handout: News or Fake News?

		4d, 5a, 5b, 5c, 5d, 5e, 5f	As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.	demonstrating understanding of how to identify and evaluate news sources for credibility.	
		AASL I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	Students will be assessed on completion of required journal questions/prompts following instruction.	

Unit 2: Design Cycle	Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge.	**Standard 8: Students will develop an understanding of the attributes of design.**	Students will complete warm-up exercises related to the Design Cycle.	**Formative:**	PowerPoint Design Cycle Presentation
1 week		Benchmark E: Design is a creative planning process that leads to useful products and systems.	Students will use hands-on activities to learn how the design cycle is developed and used.	Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.	iPads/Chromebooks Google Classroom Google Forms
		Benchmark F: There is no perfect design.			
	Utilize computer technology to access and retrieve data.	Benchmark G: Requirements for a design are made up of criteria and constraints.	Students will participate in activities to illustrate/demonstrate how the Design Cycle is used.	Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding.	
	Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.	**Standard 9: Students will develop an understanding of engineering design.**	Students will create and follow a design brief for a project, first as a class, then individually.	Students will be assessed on completion of required journal questions/prompts following instruction.	
		Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed.	Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction.	Students will be assessed on proper use of tools and design concepts while completing design challenges.	
		Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum.	Exit tickets will be utilized as a check for understanding	**Summative:** Students will be assessed on content knowledge through written tests.	
		Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.		Students will be assessed on completion of required journal questions/prompts following instruction.	
		Standard 10: Students will develop an understanding of the role of			

		troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Music Theory **2 weeks**	Understand the basic elements of sound, analyzing rhythm, and how to read & identify basic music notes/chords.	**Colorado General Music Standards:** **MU09-GR.7-S.1-G LE.1: Expression of Music** 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the	Students will learn about music notes/chords and all of its features. Students will incorporate all musical symbols, tempo indications, and unison properties while maintaining consistent rhythm. Sight-Reading all musical symbols as individual, groups and as a class. Students will learn about cues of	**Formative:** Students will be doing daily verbal command exercises to refresh previous days notes/chords. Students will be tested individually for rhythm support, create and perform in groups, and as a class. **Summative:** Students will be taking an online test to read and identify notes/symbols of	Google Forms Google Classroom Pencils, Paper, Music sheets.

		difficulty rating scale at the first reading individually and as an ensemble member 3. Demonstrate understanding of modalities **MU09-GR.7-S.3-GLE.1: Theory of Music** 1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music 2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice 3. Analysis of musical elements in a level 1 composition or performance	tempo; dynamics; and time signatures.	music to test their sight reading. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Audio Production- GarageBand/ Soundtrap Basics **2 weeks**	Comprehend and navigate multiple levels of music software applications, including but not limited to Garageband(iOS) & Soundtrap Create audio productions for various purposes and audiences.	**Standard 11: Students will develop abilities to apply the design process.** Benchmark I: Specify criteria and constraints for the design. Benchmark K: Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. Benchmark L: Make a product or system and	Students will explore each section daily and practice specific note and chord progressions. Students will have a daily beat task to accomplish. Students will also be required to follow google classroom assignments to keep up with out of class instruction(tutorials /how-to's).	**Formative:** Students will be assessed on participation in Daily Beats activities (check for understanding for previous day(s)' instruction. Students will work in teams of 2 or more to create 4-8 bar recordings of music. **Summative:** Students will be assessed through a	Ipad/Computer Cell phones (optional) Google Classroom.

		document the solution. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose, and nature of the message. **Colorado Music Standards:** **MU09-GR.7-S.2-GLE.1 (Creation of Music):** Sequence four to eight measures of music melodically and rhythmically. **MU09-GR.7-S.2-GLE.2 (Creation of Music):** Improvise short melodic phrases over accompaniment		creation of a 16-bar piece of music for a specific purpose/ audience. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 5: Audio Production- Arrangement of Tracks **3 weeks**	Organize and understand how to put sequences of music in sections. Breakdown a beat/song into parts(Intro, verse, chorus, etc.). Understanding various genres of music.	**Colorado Music Standards:** **MU09-GR.7-S.4-GLE.1: Aesthetic Valuation of Music** 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary	Students will use independent work time to create and record a 32 bar song/beat. Students follow a basic criteria daily to generate their own ideas about how to formulate all part of a song/beat. Students will also be required to follow google	**Formative:** Students will be assessed on participation in Daily Beats activities (check for understanding for previous day(s)' instruction. Students will work in teams of 2 or more to create 16-32 bar recordings of music.	Ipad/Computer Cell phones (optional) Google Classroom.

| | | 2. Articulation and analysis of individual experiences in music | classroom assignments to keep up with out of class instruction(tutorials /how-to's). | **Summative:**

Students will be assessed through a creation of a 32-bar piece of music for a specific purpose/ audience.

Students will be assessed on completion of required journal questions/prompts following instruction. | |

Quarter 2/4					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 1: Intro to Audio Prod. - Soundtracks/ iMovie	Creating audio for visuals. How to apply sound to video. History of soundtracks/sound effects. Intro to Imovie/Podcast (optional)	**MU09-GR.7-S.4-G LE.1: Aesthetic Valuation of Music** 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary 2. Articulation and analysis of individual experiences in music 4. Aesthetic Valuation of Music **ITEEA** **Standard 3: Students will develop an understanding of the relationships among technologies and the connections between**	Students will learn and apply the basics of video production software to apply sound (music) to videos for a specific audience.. Students will use Google classroom to complete soundtrack tips. Students will work in pairs to organize a voice-over for specific visuals.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction (e.g., daily videos to practice noise/sound effects). Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on completion of required journal questions/prompts following instruction.	Ipad/Computer Cell phones (optional) Google Classroom.

				Students will be assessed on proper use of tools and design concepts while completing design challenges. **Summative:** Students will be assessed on content knowledge through written tests. Students will be assessed on their ability to apply sounds/ effects/music to video clips. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 2: iMovie	Putting Audio and Video Together	**Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.** Benchmark D: Technological systems often interact with each other. Benchmark E: A product, system, or environment developed for one setting may be applied to another setting. **Standard 10: The role of troubleshooting, research and**	Students will complete warm-up exercises related to communicating through video. Students will use hands-on activities to learn how videos are constructed. Students will participate in small-group production teams to create, develop and follow a design brief for an audio/video production for a specific audience. Students will participate in a small-group production team to create, develop and produce an	**Formative-** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction. Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. **Summative-** Students will be assessed on the completion of a design brief for given projects/challenges	Blank paper Pencils Google Slides/ PowerPoint Student handouts iPads/Computers Google Classroom iMovie Garageband

		development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder,	audio/video production. Students will work in collaboration with other content areas to develop audio/video projects. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding Students will complete a Google Classroom-based quiz.	Students will be assessed using completed projects (e.g., an edited iMovie-based project for a particular audience). Students will be assessed on proper use of tools and design concepts while completing projects. Students will be assessed on completion of required journal questions/prompts following instruction.	

		transmitter, receiver, decoder, and destination. Benchmark J: The design of a message is influenced by such factors as intended audience, medium, purpose, and nature of the message. Benchmark K: The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.			

SCOPE AND SEQUENCE

Course/Grade Title:	8th Grade - Media Production II

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and animated projects for various audiences. ● Identify and explain the importance of key events in the evolution of animation. ● Evaluate animations for various purposes. ● Identify career opportunities in the field of animation and related areas.	The scope and sequence includes the following units: Digital Citizenship, Design Cycle, Intro to Audio Production, iMovie/Moviemaker, and Video Game Design. The units build on each other by reinforcing developmentally appropriate topics. Since this is a revamp of the curriculum for 8th grade technology, the Digital Citizenship and Design Cycle curricula (see 6th Grade Blueprint) will be implemented to the full in 2020-2021 school year; in succeeding years, it is intended that this unit be a review only and the animation portions of the class can be extended.	Assessments for each of the components of the module are provided in the table below. The assessments are a mix of informal, formative assessment, as well as more formal summative assessments (i.e., projects). As the learning objectives move from the simple to the complex, so do the assessments. Since the initial tasks are to check for knowledge and comprehension, assessments such as quizzes and identification sheets can be used. However, for more complex tasks, students must apply the knowledge they have learned from the software to create and then evaluate their work as well as the works of others.	Students will be using Chromebooks/ipads to access the following applications: Garageband, Google Slides/Powerpoint, Scratch.

Quarter 1/3					
Unit Name/Time Period	Key Concepts	Essential Standards	Student Activities	Assessments	Materials/ Resources

SCOPE AND SEQUENCE

| Unit 1: Digital Citizenship

Lesson 1: Media Balance | Reflect on their common online and offline activities.

Analyze and prioritize the activities that are most important to them.

Identify ways to maintain balance between online and offline activities. | Colorado Essential Skills:

Common Core ELA
L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10

CASEL
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL
I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3

ISTE
2a, 2b | Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity

Students will participate in a reflection activity discussing online vs. offline activities

Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion.

As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.

Students will create a poster promoting the benefits of unplugging from technology.

Family activities and engagement resources are available. | **Formative:**

Students will be assessed on participation in pair-share and discussion activities

Students will be assessed using "exit tickets"

Students will be assessed using quiz

Summative:

Students will be assessed on the "Benefits of Unplugging" poster.

Students will be assessed on completion of required journal questions/prompts following instruction. | Blank paper, PowerPoint, student handouts, Google Classroom |

| Unit 1: Digital Citizenship

Lesson 2: Don't Feed the Phish | Compare and contrast identity theft with other kinds of theft.

Describe different ways that identity theft can occur online.

Use message clues to identify examples of phishing. | **Common Core ELA**
L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10
CASEL
1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f
AASL
I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2
ISTE
2a, 2b, 2d | Students will complete a warm-up exercise and a pair-share and discussion activity

Students will participate in a reflection activity discussing online vs. offline activities

Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion.

As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.

Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams..

Family activities and engagement resources are available. | **Formative:**

Students will be assessed on participation in pair-share and discussion activities

Students will be assessed using "exit tickets"

Students will be assessed using quiz

Summative:

Students will be assessed on their project demonstrating how to identify and avoid phishing scams.

Students will be assessed on completion of required journal questions/prompts following instruction. | Colored markers or highlighters
Pencils
Blank paper
Lesson Slides
Student Handouts |

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 3: Who Are You Online?**	Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A **ISTE** 2a, 2b, 2d, 7b, 7c	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity discussing how they present themselves online. Students will apply the knowledge of online identities and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of why some people create different or alternate personas for themselves online and on social media. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how they present themselves online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper PowerPoint Presentation Video: Teen Voices: Presenting Yourself Online Student Handouts

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: Teen Voices: Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 5: Digital Drama Unplugged**	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama.. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint presentation Video: Dealing With Digital Drama Student Handout: Taking the Lead

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to identify and evaluate news sources for credibility. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation Student Handout: News or Fake News?

| Unit 2: Design Cycle | Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge.

Utilize computer technology to access and retrieve data.

Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. | **Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: Design is a creative planning process that leads to useful products and systems. Benchmark F: There is no perfect design. Benchmark G: Requirements for a design are made up of criteria and constraints.

Standard 9: Students will develop an understanding of engineering design. Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed. Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum. Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.

Standard 10: Students will develop an understanding of the role of | Students will complete warm-up exercises related to the Design Cycle.

Students will use hands-on activities to learn how the design cycle is developed and used.

Students will participate in activities to illustrate/ demonstrate how the Design Cycle is used.

Students will create and follow a design brief for a project, first as a class, then individually.

Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction.

Exit tickets will be utilized as a check for understanding | **Formative:**

Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.

Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding.

Students will be assessed on proper use of tools and design concepts while completing design challenges.

Summative: Students will be assessed on content knowledge through written tests

Students will be assessed on completion of required journal questions/prompts following instruction. | PowerPoint Design Cycle Presentation

iPads/Chromebooks

Google Classroom

Google Forms |
|---|---|---|---|---|---|

		troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Audio Production-GarageBand/ Soundtrap Basics	Comprehend and navigate multiple levels of music software applications, including but not limited to Garageband(iOS) & Soundtrap Create audio productions for various purposes and audiences.	**Standard 11: Students will develop abilities to apply the design process.** Benchmark I: Specify criteria and constraints for the design. Benchmark K: Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. Benchmark L: Make a product or	Students will complete a warm-up exercise. Students will explore each section daily and practice specific note and chord progressions. Students will have a daily beat task to accomplish. Students will also be required to follow google classroom	**Formative:** Students will be assessed on participation in Daily Beats activities (check for understanding for previous day(s') instruction. Students will work in teams of 2 or more to create 4-8 bar recordings of music. **Summative:**	Ipad/Computer Cell phones (optional) Google Classroom.

		system and document the solution.

Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose, and nature of the message.

Colorado Music Standards:

MU09-GR.7-S.2-GLE.1 (Creation of Music): Sequence four to eight measures of music melodically and rhythmically.

MU09-GR.7-S.2-GLE.2 (Creation of Music): Improvise short melodic phrases over accompaniment. | assignments to keep up with out of class instruction (tutorials/how-to's).

Exit tickets will be utilized as a check for understanding. | Students will be assessed through a creation of a 16-bar piece of music for a specific purpose/ audience.

Students will be assessed on completion of required journal questions/prompts following instruction. | |

Quarter 2/4					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 4: Intro to Animation	Identify monumental events in the evolution of animation.

Identify and distinguish different processes used to create animation | Standards for Technological Literacy (ITEEA)

Standard 1: Students will develop an understanding of the characteristics and scope of technology. | Students will complete warm-up exercises related to communicating through animation.

Students will use hands-on activities to learn how animations are | Students will be assessed on participation in warm-up activities (check for understanding for previous instruction).

Students will be assessed using | iPads/ Chromebooks Google Classroom Google Slides/ PowerPoint Blank paper Pencils Videos: What is Animation? The 5 Types of Animation |

	Demonstrate proper use of terminology in describing processes, tools, and materials in the production of animation. Create and evaluate animations for various purposes. Identify career opportunities in the field of animation and related areas.	Benchmark G: The development of technology is a human activity and is the result of individual or collective needs and the ability to be creative. Benchmark H: Technology is closely linked to creativity, which has resulted in innovation. **Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.** Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation. **Standard 11: Students will**	designed and constructed. Students will participate in small-group production teams to create, develop and follow a design brief for animated projects for a specific audience. Students will participate in a small-group production team to create, develop and produce an animated production. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding Students will complete a Google Classroom-based quiz.	open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on completion of required journal questions/prompts following instruction. Students will be assessed using completed projects (e.g., a completed animated production). Students will be assessed on proper use of tools and design concepts while completing design challenges. Students will be assessed on completion of required journal questions/prompts following instruction.	12 Principles of Animation (Official Full Series)

		develop abilities to apply the design process. Benchmark H: Apply a design process to solve problems in and beyond the laboratory-classroom. Benchmark I: Specify criteria and constraints for the design. Benchmark K: Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. Benchmark L: Make a product or system and document the solution. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination.			

		Benchmark J: The design of a message is influenced by such factors as intended audience, medium, purpose, and nature of the message. Benchmark K: The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.			
Unit 5: iMovie/ Moviemaker	Putting Audio and Video Together	**Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.** Benchmark D: Technological systems often interact with each other. Benchmark E: A product, system, or environment developed for one setting may be applied to another setting. **Standard 10: The role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.** Benchmark F: Troubleshooting is a problem-solving method used to	Students will complete warm-up exercises related to communicating through video. Students will use hands-on activities to learn how videos are constructed. Students will participate in small-group production teams to create, develop and follow a design brief for an audio/video production for a specific audience. Students will participate in a small-group production team to create, develop and produce an audio/video production. Students will work in collaboration with other content areas to develop audio/video projects.	**Formative-** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction. Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. **Summative-** Students will be assessed on completion of required journal questions/prompts following instruction. Students will be assessed on the completion of a design brief for given projects/challenges Students will be assessed using completed projects	Blank paper Pencils Google Slides/ PowerPoint Student handouts, iPads(apps) Google Classroom Cell phones/digital cameras iMovie/ MovieMaker Garageband

		identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. Benchmark J: The design of a message is influenced by such factors as intended audience, medium, purpose,	Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding Students will complete a Google Classroom-based quiz.	(e.g., an edited iMovie-based project for a particular audience). Students will be assessed on proper use of tools and design concepts while completing projects. Students will be assessed on completion of required journal questions/prompts following instruction.	

		and nature of the message. Benchmark K: The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.			
Unit 6: Video Game Production	Develop an understanding of the history of video games and the impact of gaming on culture. Create a video game using video game design principles. Articulate, using proper terminology, an understanding of game design principles. Articulate appropriate academic vocabulary for computers and associated materials: computer hardware and software video game terms. Use proper tools, processes and materials that demonstrate an understanding of technology concepts, systems and operations in the production of animation.	Standards for Technological Literacy (ITEEA) **Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.** Benchmark D: Technological systems often interact with each other. Benchmark E: A product, system, or environment developed for one setting may be applied to another setting. **Standard 10: The role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.** Benchmark F: Troubleshooting is a problem-solving method used to identify the cause	Students will complete warm-up exercises related to communicating through video. Students will use hands-on activities to learn how videos are constructed. Students will participate in small-group production teams to create, develop and follow a design brief for an audio/video production for a specific audience. Students will participate in a small-group production team to create, develop and produce an audio/video production. Students will work in collaboration with other content areas to develop audio/video projects. Students will maintain a design journal where they will respond to open-ended questions/prompts	Formative: Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.) Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on completion of required journal questions/prompts following instruction. Students will be assessed on the completion of a design brief for given projects/ challenges Students will be assessed using completed projects (e.g., an edited iMovie-based project for a particular audience).	Blank paper Pencils Google Slides/ PowerPoint Student handouts Google Classroom Scratch (www.scratch.mit.edu). Photoshop (optional)

		of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. Benchmark J: The design of a message is influenced by such factors as intended audience, medium, purpose,	following instruction. Exit tickets will be utilized as a check for understanding. Students will complete a Google Classroom-based quiz.	Students will be assessed on proper use of tools and design concepts while completing projects. Students will be assessed on completion of required journal questions/prompts following instruction.	

		and nature of the message. Benchmark K: The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.			

SCOPE AND SEQUENCE

Course/Grade Title:	Intro to Digital Media - High School

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and animated projects for various audiences. ● Capture, edit, manipulate, maintain and produce digital files using digital asset management software ● Read, write, and speak about the various tools, materials, techniques and processes involved in digital media production using appropriate vocabulary and proper terminology. ● Identify, select, and use the proper tools to gather, process, and publish information in a digitally convergent environment in a safe, professional manner. ● Work together in a collaborative environment, participating in a responsible and constructive way in exercises and class discussions/activities. ● Practice professionalism by sharing technical information and knowledge. ● Demonstrate competency in and an understanding of the creative process with respect to the production of digital media through the development of a professional digital portfolio and school-based activities ● Identify, analyze, and discuss current trends within the digital media industry and appropriate career opportunities. ● Demonstrate knowledge of career opportunities in the area of digital media through the creation of a professional portfolio, resume and cover letter.	The scope and sequence includes the following units: Digital Citizenship, Leadership Development, Design Cycle, Career Exploration and Employability, Copyright Ethics and Legal issues in Digital Media, Principles and Elements of Design, Digital Audio, Digital Animation, and Project Management. The units build on each other by reinforcing developmentally appropriate topics. .	Assessments for each of the components of the module are provided in the table below. The assessments are a mix of informal, formative assessment, as well as more formal summative assessments (i.e., projects). As the learning objectives move from the simple to the complex, so do the assessments. Since the initial tasks are to check for knowledge and comprehension, assessments such as quizzes and identification sheets can be used. However, for more complex tasks, students must apply the knowledge they have learned from the software to create and then evaluate their work as well as the works of others.	Students will be using PCs and/or laptops to access the following applications: Microsoft Office/Google Docs, Photoshop, Fireworks, InDesign

SCOPE AND SEQUENCE

Unit Name/Time Period	Key Concepts	Essential Standards	Student Activities	Assessments	Materials/ Resources
Unit 1: Digital Citizenship 6 periods 270 minutes **Lesson 1: Media Balance**	Reflect on their common online and offline activities. Analyze and prioritize the activities that are most important to them. Identify ways to maintain balance between online and offline activities.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3 **ISTE** 2a, 2b	Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities. Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will create a poster promoting the benefits of unplugging from technology. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on the "Benefits of Unplugging" poster. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper, PowerPoint, student handouts, Google Classroom

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Unit 1: Digital Citizenship **Lesson 2: Don't Feed the Phish**	Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Use message clues to identify examples of phishing.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2 **ISTE** 2a, 2b, 2d	Students will complete a warm-up exercise and a pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating how to identify and avoid phishing scams. Students will be assessed on completion of required journal questions/prompts following instruction.	Colored markers or highlighters Pencils Blank paper Lesson Slides Student Handouts

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| Unit 1: Digital Citizenship

Lesson 3: Who Are You Online? | Reflect on reasons why people might create fake social media accounts.

Identify the possible results of posting from a fake social media account.

Debate the benefits and drawbacks of posting from multiple accounts. | **Common Core ELA**
L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10

CASEL
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL
I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A

ISTE
2a, 2b, 2d, 7b, 7c | Students will complete a warm-up exercise, including pair-share and discussion activity

Students will participate in a reflection activity discussing how they present themselves online.

Students will apply the knowledge of online identities and will share the information in a group discussion.

As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.

Students will select a project from a list of potential project ideas to demonstrate understanding of why some people create different or alternate personas for themselves online and on social media.

Family activities and engagement resources are available. | **Formative:**

Students will be assessed on participation in pair-share and discussion activities

Students will be assessed using "exit tickets"

Students will be assessed using quiz

Summative:

Students will be assessed on their project demonstrating understanding of how they present themselves online.

Students will be assessed on completion of required journal questions/prompts following instruction. | Blank paper
PowerPoint Presentation
Video: Teen Voices: Presenting Yourself Online
Student Handouts |

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Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: Teen Voices: Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats

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Unit 1: Digital Citizenship **Lesson 5: Digital Drama Unplugged**	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama.. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint presentation Video: Dealing With Digital Drama Student Handout: Taking the Lead

Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to identify and evaluate news sources for credibility. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation Student Handout: News or Fake News?

Unit 2: Design Cycle 5 class periods 225 minutes	Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. Utilize computer technology to access and retrieve data. Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.	**Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: Design is a creative planning process that leads to useful products and systems. Benchmark F: There is no perfect design. Benchmark G: Requirements for a design are made up of criteria and constraints. **Standard 9: Students will develop an understanding of engineering design.** Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed. Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum. Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	Students will complete warm-up exercises related to the Design Cycle. Students will use hands-on activities to learn how the design cycle is developed and used. Students will participate in activities to illustrate/ demonstrate how the Design Cycle is used. Students will create and follow a design brief for a project, first as a class, then individually. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction. Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on proper use of tools and design concepts while completing design challenges. **Summative:** Students will be assessed on content knowledge through written tests Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Design Cycle Presentation PCs Google Classroom Google Forms

		Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Computer File Management 1 class period 45 minutes	Describe the difference between working and saving information to a network file server compared to working with a local PC Save files to a network (Google Drive)	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.).	PowerPoint Presentation PCs Google Classroom Google Forms

	Create, name, and rename various file folders to organize data Save to correct file folders Move and retrieve files from folders Delete files and folders Learn basic file types (.mts, .mp4, .mov, img, .png, .jpg, .pdf, etc.)	Benchmark R: Requirements are the parameters placed on the development of a product or system. Benchmark T: Different technologies involve different sets of processes. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message.	Students will participate in activities to demonstrate how file management is used. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on proper use of tools and design concepts while completing tasks. **Summative:** Students will be assessed on content knowledge through written tests (Google Classroom quiz). Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Leadership Development (Student Leadership Challenge) Quarter: 3 periods 113 minutes Semester 5 periods	Students will focus on personal-best leadership experiences and examine the role of values in leadership. Students will identify personal values and rank in	**Colorado Essential Skills (for all clusters) Content Standards addressed:** **ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in	Students will complete warm-up exercises. Students will participate in group discussion of what it means to be a leader, recognize what leadership traits currently practiced, and how	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	Paper Pen/pencil Highlighters or markers Overhead projector/computer

225 minutes **Lesson 1: Model the Way**	order of importance. Students will relate a Personal Best Leadership story.	collaborating with others to accomplish organizational goals and objectives.	they can continue to grow and develop as leaders. Students will identify a leader in their lives and the characteristics they possess. Students will complete their Personal Best Leadership experience and share with their peers. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on participating in discussion/group activities.. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Post-It notes – several per students Stickers Video: "Why Learn About Leadership?" video Video: "What Is Leadership?" video SLC Intro PowerPoint
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 2: Inspiring a Shared Vision**	Students will identify personal values and rank in order of importance. Students will complete a Values Inventory to determine what kind of leader they are. Students will identify values as they relate to the school's purpose and goals.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** **ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion of values in leadership. Students will complete a personal values inventory. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment (values inventory) and/or	Handout: Values Inventory Handout: AWCPA's Purpose and Goals (For in-person class) Paper Pen/pencil Highlighters or markers Overhead projector/computer Post-It notes – several per student Large Post-It Notes – 1 per student

				Google Classroom quiz.	
				Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 3: Enabling Others to Act**	Students will clarify the meaning of "inspire a shared vision." Students will identify characteristics of leaders who inspire action. Students create a visual representation of the process for achieving a project goal.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** *** ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion Students identify people, past and present, who have inspired others to work towards a common goal. Students generate a second list, but this time focus on people they see in their day-to-day lives in their families, school, and community. Students identify people who have a vision of where they want to go or take people and how they have inspired others toward that vision. Students participate in discussion of the qualities and traits that these charismatic leaders had/have in common. Students will maintain a design journal where they will respond to	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	"Invictus" video Inspiring a Shared Vision PowerPoint

			open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding		
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 4: Challenging the Process**	Students will create meaningful strategies for effectively solving problems. Students examine the role of consequences in problem solving and decision making. Students differentiate between healthy and unhealthy risks.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** ESSK.07 - LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion Students identify a time in their past when they learned a life lesson from a mistake they made and the lessons they learned and still remember. Students participate in an exercise of challenging the process. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Handout: Poster Paper Scenarios "Jill and Kevin's Big Day" video "Southwest Flight Attendant Rap" video "Dead Poet's Society" video Challenging the Process PowerPoint For in-person class: Paper Pen/pencil Highlighters or markers Overhead projector Computer Poster Paper
Unit 4: Leadership Development (Student Leadership Challenge)	Students identify strategies to encourage and support others. Students create unique ways to encourage and	**Colorado Essential Skills (for all clusters) Content Standards addressed:** ESSK.07 - LEADERSHIP	Students will complete warm-up exercises. Students will participate in group discussion.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for	Handout: Poster Paper Scenarios "Facing the Giants – Death Crawl" video

Lesson 5: Encouraging the Heart	support individual differences, abilities, and strengths. Students examine the impact of recognition on others' self-esteem and performance.	AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students participate in an activity to recognize contributions by showing appreciation for individual excellence, no matter how small. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	previous day(s)' instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Encouraging The Heart PowerPoint For in-person class: Paper Pen/pencil Highlighters or markers Projector Computer Poster Paper
Unit 5: Career Exploration and Employability Quarter: 5 periods 225 minutes Year-Long: 10 periods 450 minutes	Students will expand their knowledge base and interest in careers and entrepreneurship opportunities in the field of Digital Media. Students will explore and discuss employment opportunities and industry certifications and requirements in small groups and as a class as they develop a mock career preparation plan, including a mock resume and cover letter.	**Colorado Standards with the "Equivalent" ICAP (Individual Career & Academic Plan) Quality Indicators:** **QI2: An understanding of the difference between jobs, occupations, and careers and the impact this might have on one's career satisfaction. Ability to articulate the implications of a wide range of local regional, national, and global career pathways and opportunities, while giving consideration to economic, cultural**	Students will participate in group discussion. Students participate in an activity to identify career opportunities in Digital Media. Students will create a product to demonstrate their understanding of careers available in Digital Media and the training required to get them there. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or	PowerPoint Computers with internet access

| | | **influences, and the impact of stereotypes on career choice.**

Subindcator 1: Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas

QI3: Participation in career exploration activities centered on students' passions, interests, dreams, visions of their future-self, and perceived options

Subindicator 1: Students will participate in activities that allow them to explore occupations based on dreams, passions, and individual interests.

QI4: Students will participate in activities that allow them to explore occupations based on dreams, passions, and individual interests.

Subindicator 2: Students will demonstrate their knowledge through a written essay or other creative work, the variety of | Exit tickets will be utilized as a check for understanding. | Google Classroom quiz.

Students will be assessed on completion of required journal questions/prompts following instruction. | |

		postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals.			
Unit 6: Copyright Ethics and Legal issues in Digital Media Quarter: 3 periods 113 minutes Year-Long: 5 periods 225 minutes	Students will engage in opportunities to develop skills in ethical procedures in digital media. The student complies with standard practices and behaviors that meet legal and ethical responsibilities. Students will explain and demonstrate ethical use of technology and online resources. Students will compare and contrast fair use, open source, and creative commons Students will adhere to intellectual property laws and regulations; Students differentiate	**Colorado Student Media Association Standards** **Standard2: The student demonstrates an understanding of the rights and responsibilities of a free press.** Benchmark 3: The student can distinguish between legal statutes and ethical obligations. Benchmark 4: The student demonstrates knowledge of ethical behavior in collecting information, interviewing, and writing.	Students will participate in group discussion. Students participate in an activity to discuss copyright, ethics, and legal issues in digital media. Students will create a product to demonstrate their understanding of copyright, ethics, and legal issues in digital media. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Handout: Copyright Story Copyright Presentation Handout: Copyright Outline Organizer Handout: Copyright Vocabulary Organizer Handout: Copyright Assignment Handout: Copyright Assignment Rubric Handout: Website Validity Checklist Books & magazines from outside class relevant to copyright (from school library) Computer with Internet connection PowerPoint Pen or pencil

	between copyright and trademarks. Students will explain the concept of intellectual property laws, including copyright, trademarks, and patents and consequences of violating each type of law. Students will define and identify unethical practices such as hacking, online piracy, and data vandalism Students will demonstrate ethical use of Internet and online resources, including citation of source. Students will describe the function of a non-disclosure agreement and intellectual property agreement.				
Unit 7: Principles and Elements of Design Quarter: 5 periods 225 minutes Year-Long: 10 periods 450 minutes	Students will analyze and apply design and layout principles in digital media. Students will compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles.	**Standard 8: Design: Students will develop an understanding of the attributes of design** Benchmark H: The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities,	Students will participate in group discussion. Students participate in an activity to identify and utilize the principles of design. Students will create a product to demonstrate their understanding of principles and elements of design. Students will maintain an online	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:**	PowerPoint presentation Pen Paper InDesign Photoshop ,

	Students will identify and apply perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth. Students will identify and apply principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space. Students will identify and apply three-dimensional effects such as foreground, middle distance, and background images. Students will identify and apply concepts of typography. Students will identify and apply color theory. Students will create and improve digital products by applying the appropriate design and layout principles.	selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results (Design Cycle). Benchmark I: Design problems are seldom presented in a clearly defined form. Benchmark J: The design needs to be continually checked and critiqued and the ideas of the design must be redefined and improved. Benchmark K: Requirements of a design, such as criteria, constraints, and efficiency sometimes compete with each other. (Design Cycle)	journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 5: **Fundamentals of** **Digital Imaging** Quarter: 5 periods 225 minutes Year-Long:	Students will engage in opportunities to develop concepts in digital imaging. Students design, create, and modify digital graphics using appropriate	**Standard 1:** **Students will** **develop an** **understanding of** **the characteristics** **and scope of** **technology** Benchmark L: Inventions and	Students will complete warm-up exercises. Students will use various software to gain an understanding of basic digital imaging principles.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	PowerPoint presentation Pen Paper InDesign Photoshop

10 periods 450 minutes	software following standard design principles. Students will compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics. Students export and set graphics to be used in both print and digital formats. Students demonstrate knowledge of graphic resolution, file size, file formats, and file management.	innovations are the results of specific, goal-directed research. **Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark W: Systems thinking applies logic and creativity with appropriate compromises in complex, real-life problems. Benchmark Z: Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the determination of how they affect the final design and development. Benchmark BB: Optimization is an ongoing process or methodology of designing or making a product and is dependent on criteria and constraints (Design Cycle). Benchmark CC: New technologies	Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of digital imaging principles. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	

		create new processes. Benchmark DD: Quality control is a planned process to ensure that a product, service or system meets established criteria (Design Cycle) Benchmark EE: Management is the process of planning, organizing, and controlling work. **Standard 4: Technology and Society: The cultural, social, economic, and political effects of technology.** Benchmark G: Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function. Benchmark H: Technological innovation often results when ideas, knowledge, or skills are shared within a technology, among technologies or across other fields. **Standard 8: Design: Students will develop an understanding of the attributes of design.** Benchmark H: The design process includes defining an problem,			

		brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results (Design Cycle). Benchmark I: Design problems are seldom presented in a clearly defined form. Benchmark J: The design needs to be continually checked and critiqued and the ideas of the design must be redefined and improved. Benchmark K: Requirements of a design, such as criteria, constraints, and efficiency sometimes compete with each other. (Design Cycle) **Standard 11: Students will develop abilities to apply the design**			

		process (Design Cycle).			
		Benchmark N: Identify criteria and constraints and determine how these will affect the design process.			
		Benchmark P: Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.			
		Benchmark Q: Develop and produce a product or system using a design process.			
		Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.			
		Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.			

		Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate. . Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			
Unit 6: Software Technical Skills – Digital Photography Quarter: 12 periods 563 minutes Year-Long: 25 periods 1125 minutes	Students will engage in opportunities to develop software skills in digital photography. Students demonstrate appropriate use of digital photography equipment and techniques. Students will demonstrate proper use of safety procedures while using digital photography equipment. Students will capture still shot	**Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark Z: Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the	Students will complete warm-up exercises. Students will use a variety of camera equipment to gain an understanding of basic photographic principles. Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.	PowerPoint Presentation PCs Google Classroom Google Forms Digital cameras Photoshop

images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon.

Students will demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate photo editing software. | determination of how they affect the final design and development.

Benchmark CC: New technologies create new processes.

Benchmark EE: Management is the process of planning, organizing, and controlling work.

Standard 10: Design: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.

Benchmark I: Many technological problems require a multidisciplinary approach.

Standard 11: Students will develop abilities to apply the design process (Design Cycle)

Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to | understanding of photographic principles.

Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction.

Exit tickets will be utilized as a check for understanding. | Students will be assessed on completion of required journal questions/prompts following instruction. | |

		three-dimensional models. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark L: Information and communication technologies include inputs, processes and outputs associated with sending and receiving information. Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate. Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and			

		processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			
Unit 7: Software Technical Skills – Digital Video Quarter: 12 periods 563 minutes Year-Long: 25 periods 1125 minutes	Students will engage in opportunities to develop software skills in digital video. Students will demonstrate appropriate use of video equipment and techniques. Students will demonstrate proper use of safety procedures while using digital video equipment. Students will demonstrate proper use of terminology in relation to video technology. Students will demonstrate proper ethics in the use of digital video photography equipment to capture video images. Students will apply videographic enhancement and editing techniques such as panning, transitioning, zooming, content editing, and synchronizing	**Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the determination of how they affect the final design and development. **Standard 11: Students will develop abilities to apply the design process (Design Cycle)** Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.	Students will complete warm-up exercises. Students will use a video camera to capture video images. Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of how to capture, transfer, and edit video files. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Forms Video camera Cyberlink PowerDirector

audio and video using appropriate digital manipulation software. Students export video files in digital formats to be used in various delivery systems such as podcasts, downloadable media, social media, and streaming video	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate. Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			

SCOPE AND SEQUENCE

Unit 8: Digital Audio Quarter: 10 periods 450 minutes Year-Long: 20 periods 90 minutes	Students will engage in opportunities to develop software skills in digital audio. Students will demonstrate appropriate use of audio equipment and techniques. Students will demonstrate proper use of safety procedures while using digital audio equipment. Students will demonstrate proper use of terminology and concepts in relation to audio technology. Students will demonstrate proper use of digital audio equipment to capture and transfer audio files. Students will demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software. Students will export audio files to be used in digital formats in various delivery systems such as podcasts, downloadable files,	**Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the determination of how they affect the final design and development. **Standard 11: Students will develop abilities to apply the design process (Design Cycle)** Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.**	Students will complete warm-up exercises. Students will use a variety of audio capture devices to record audio. Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of how to capture, transfer, and edit audio files. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Forms Audio recorders Microphones WavePad Reaper

	social media, and streaming video.	Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate. Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			
Unit 9: Digital Animation Quarter: 12 periods 563 minutes Year-Long: 25 periods	The student demonstrates appropriate use of animation. The student will plan and create a basic digital animation using accepted standards such as design	**Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark AA: Requirements involve the identification of	Students will complete warm-up exercises. Students will use a variety of audio capture devices to record audio. Students will participate in a	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	PowerPoint Presentation PCs Google Classroom Google Forms Audio recorders

| 1125 minutes | principles, frames and key frames,

The student will integrate audio with the animation. | criteria and constraints of a product or system and the determination of how they affect the final design and development.

Standard 11: Students will develop abilities to apply the design process (Design Cycle)

Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.

Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.

Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.

Benchmark N: Information and | class discussion through Google classroom on an essential question.

Students will create a differentiated product to demonstrate their understanding of how to create an animation, and how to integrate audio with an animation.

Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction.

Exit tickets will be utilized as a check for understanding. | Students will be assessed on tests of speed and accuracy.

Summative:

Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.

Students will be assessed on completion of required journal questions/prompts following instruction. | Digital Cameras

Video Cameras

Microphones

WavePad

Reaper

Cyberlink Power Director |

		communication systems can be used to transform, persuade, entertain, control, manage, and educate. Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			
Unit 10: Project Management Quarter: 8 periods 360 minutes Year-Long: 15 periods 675 minutes	Students will engage in opportunities to utilize previously learned skills to design, develop and manage a digital media project demonstrating project mastery. The students will initiate a project, including identifying the purpose, audience, and audience needs for design plans following the design cycle. Students will develop a plan for a media project such as a storyboard and stage development and identify	**Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark Z: Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the determination of how they affect the	Students will complete warm-up exercises. Students will use a variety of audio capture devices to record audio. Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of how the elements of digital media integrate to create an integrated project.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on	PowerPoint Presentation PCs Google Classroom Google Forms Audio recorders Digital Cameras Video Cameras Microphones WavePad Reaper Cyberlink Power Director

equipment and resources. Students will execute and monitor and control a project along its timeline and make suggested revisions until completion of the project. Students will close a project, including identifying lessons learned.	final design and development. Benchmark CC: New technologies create new processes. Benchmark EE: Management is the process of planning, organizing, and controlling work. **Standard 10: Design: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.** Benchmark I: Many technological problems require a multidisciplinary approach. **Standard 11: Students will develop abilities to apply the design process (Design Cycle)** Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.	Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	completion of required journal questions/prompts following instruction.	

		Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. Benchmark L: Information and communication technologies include inputs, processes and outputs associated with sending and receiving information. Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate. Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols,			

		measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			

SCOPE AND SEQUENCE

Course/Grade Title:	Multimedia / Web Design - High School

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and animated projects for various audiences. ● Demonstrate basic digital media production knowledge, and terminology. ● Demonstrate an understanding of basic computer operation and terminology with a variety of computer systems, file structures and formats, peripheral devices, and applications. ● Produce computer graphics and digital images using a variety of photo/imaging/graphic design software. ● Demonstrate an understanding of the creative process with respect to the production of digital media. ● Demonstrate knowledge of multimedia authoring tools, presentation software and techniques. ● Produce a basic computer-based digital media production/presentation incorporating text, graphics/images, sound, digital video and animation. ● Students will gain the skills and project-based experience needed for entry into web design and development careers. ● Students will be able to use a variety of strategies and tools to create websites. ● Students will develop awareness and appreciation of the myriad ways that people access the web and will be able to create standards-based websites that are accessible and usable by a full spectrum of users.	The scope and sequence includes the following units: Digital Citizenship, Leadership Development, and the Design Cycle. During semester 1, students will focus on Multimedia: ● Typography ● PowerPoint ● Logo Design ● Pixel Art ● Video Game Design ● Photoshop ● Magazine Cover ● Movie Poster During semester 2, students will focus on Web Design: ● Designing and Planning Web Pages ● Creating Pages with HTML ● Formatting Web Pages with Style Sheets ● Graphics ● Scripting ● Quality Control ● Website Management and Authoring Tools ● Client Website	Assessments for each of the components of the module are provided in the table below. The assessments are a mix of informal, formative assessment, as well as more formal summative assessments (i.e., projects). As the learning objectives move from the simple to the complex, so do the assessments. Since the initial tasks are to check for knowledge and comprehension, assessments such as quizzes and identification sheets can be used. However, for more complex tasks, students must apply the knowledge they have learned from the software to create and then evaluate their work as well as the works of others.	Students will be using PCs and/or laptops to access the following applications: Microsoft Office/Google Docs, Photoshop, Fireworks, InDesign

SCOPE AND SEQUENCE

Semester 1					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 1: Digital Citizenship 6 periods 270 minutes **Lesson 1: Media Balance**	Reflect on their common online and offline activities. Analyze and prioritize the activities that are most important to them. Identify ways to maintain balance between online and offline activities.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3 **ISTE** 2a, 2b	Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities. Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will create a poster promoting the benefits of unplugging from technology. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on the "Benefits of Unplugging" poster. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper, PowerPoint, student handouts, Google Classroom

| Unit 1: Digital Citizenship

Lesson 2: Don't Feed the Phish | Compare and contrast identity theft with other kinds of theft.

Describe different ways that identity theft can occur online.

Use message clues to identify examples of phishing. | **Common Core ELA**
L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10
CASEL
1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f
AASL
I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2
ISTE
2a, 2b, 2d | Students will complete a warm-up exercise and a pair-share and discussion activity

Students will participate in a reflection activity discussing online vs. offline activities

Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion.

As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.

Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams.

Family activities and engagement resources are available. | **Formative:**

Students will be assessed on participation in pair-share and discussion activities

Students will be assessed using "exit tickets"

Students will be assessed using quiz

Summative:

Students will be assessed on their project demonstrating how to identify and avoid phishing scams.

Students will be assessed on completion of required journal questions/prompts following instruction. | Colored markers or highlighters
Pencils
Blank paper
Lesson Slides
Student Handouts |

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 3: Who Are You Online?**	Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A **ISTE** 2a, 2b, 2d, 7b, 7c	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity discussing how they present themselves online. Students will apply the knowledge of online identities and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of why some people create different or alternate personas for themselves online and on social media. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how they present themselves online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper PowerPoint Presentation Video: Teen Voices: Presenting Yourself Online Student Handouts

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: Teen Voices: Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 5: Digital Drama Unplugged**	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama.. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint presentation Video: Dealing With Digital Drama Student Handout: Taking the Lead

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to identify and evaluate news sources for credibility. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation Student Handout: News or Fake News?

| Unit 2: Design Cycle

5 class periods
225 minutes | Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge.

Utilize computer technology to access and retrieve data.

Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. | **Standard 8: Students will develop an understanding of the attributes of design.**
Benchmark E: Design is a creative planning process that leads to useful products and systems.
Benchmark F: There is no perfect design.
Benchmark G: Requirements for a design are made up of criteria and constraints.

Standard 9: Students will develop an understanding of engineering design.
Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed.
Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum.
Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. | Students will complete warm-up exercises related to the Design Cycle.

Students will use hands-on activities to learn how the design cycle is developed and used.

Students will participate in activities to illustrate/ demonstrate how the Design Cycle is used.

Students will create and follow a design brief for a project, first as a class, then individually.

Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction.

Exit tickets will be utilized as a check for understanding | **Formative:**

Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.

Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding.

Students will be assessed on proper use of tools and design concepts while completing design challenges.

Summative:
Students will be assessed on content knowledge through written tests

Students will be assessed on completion of required journal questions/prompts following instruction. | PowerPoint Design Cycle Presentation

PCs

Google Classroom

Google Forms |

		Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Computer File Management 1 class period 45 minutes	Describe the difference between working and saving information to a network file server compared to working with a local PC Save files to a network (Google Drive)	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.).	PowerPoint Presentation PCs Google Classroom Google Forms

| | Create, name, and rename various file folders to organize data

Save to correct file folders

Move and retrieve files from folders

Delete files and folders

Learn basic file types (.mts, .mp4, .mov, img, .png, .jpg, .pdf, etc.) | Benchmark R: Requirements are the parameters placed on the development of a product or system.

Benchmark T: Different technologies involve different sets of processes.

Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.

Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine.

Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message. | Students will participate in activities to demonstrate how file management is used.

Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction.

Exit tickets will be utilized as a check for understanding | Students will be assessed on proper use of tools and design concepts while completing tasks.

Summative: Students will be assessed on content knowledge through written tests (Google Classroom quiz).

Students will be assessed on completion of required journal questions/prompts following instruction. | |
| **Unit 4: Leadership Development (Student Leadership Challenge)**

Quarter: 3 periods 113 minutes | Students will focus on personal-best leadership experiences and examine the role of values in leadership.

Students will identify personal values and rank in | **Colorado Essential Skills (for all clusters) Content Standards addressed:**

ESSK.07 - LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in | Students will complete warm-up exercises.

Students will participate in group discussion of what it means to be a leader, recognize what leadership traits currently practiced, and how | **Formative:**

Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). | Paper

Pen/pencil

Highlighters or markers

Overhead projector/computer |

Semester 5 periods 225 minutes **Lesson 1: Model the Way**	order of importance. Students will relate a Personal Best Leadership story.	collaborating with others to accomplish organizational goals and objectives.	they can continue to grow and develop as leaders. Students will identify a leader in their lives and the characteristics they possess. Students will complete their Personal Best Leadership experience and share with their peers. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on participating in discussion/group activities.. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Post-It notes – several per students Stickers Video: "Why Learn About Leadership?" video Video: "What Is Leadership?" video SLC Intro PowerPoint
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 2: Inspiring a Shared Vision**	Students will identify personal values and rank in order of importance. Students will complete a Values Inventory to determine what kind of leader they are. Students will identify values as they relate to the school's purpose and goals.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** **ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion of values in leadership. Students will complete a personal values inventory. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment (values inventory) and/or	Handout: Values Inventory Handout: AWCPA's Purpose and Goals (For in-person class) Paper Pen/pencil Highlighters or markers Overhead projector/computer Post-It notes – several per student Large Post-It Notes – 1 per student

				Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 3: Enabling Others to Act**	Students will clarify the meaning of "inspire a shared vision." Students will identify characteristics of leaders who inspire action. Students create a visual representation of the process for achieving a project goal.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** *** ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion Students identify people, past and present, who have inspired others to work towards a common goal. Students generate a second list, but this time focus on people they see in their day-to-day lives in their families, school, and community. Students identify people who have a vision of where they want to go or take people and how they have inspired others toward that vision. Students participate in discussion of the qualities and traits that these charismatic leaders had/have in common. Students will maintain a design journal where they will respond to	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	"Invictus" video Inspiring a Shared Vision PowerPoint

			open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding		
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 4: Challenging the Process**	Students will create meaningful strategies for effectively solving problems. Students examine the role of consequences in problem solving and decision making. Students differentiate between healthy and unhealthy risks.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** ESSK.07 - LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion Students identify a time in their past when they learned a life lesson from a mistake they made and the lessons they learned and still remember. Students participate in an exercise of challenging the process. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Handout: Poster Paper Scenarios "Jill and Kevin's Big Day" video "Southwest Flight Attendant Rap" video "Dead Poet's Society" video Challenging the Process PowerPoint For in-person class: Paper Pen/pencil Highlighters or markers Overhead projector Computer Poster Paper
Unit 4: Leadership Development (Student Leadership Challenge)	Students identify strategies to encourage and support others. Students create unique ways to encourage and	**Colorado Essential Skills (for all clusters) Content Standards addressed:** ESSK.07 - LEADERSHIP	Students will complete warm-up exercises. Students will participate in group discussion.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for	Handout: Poster Paper Scenarios "Facing the Giants – Death Crawl" video

Lesson 5: Encouraging the Heart	support individual differences, abilities, and strengths. Students examine the impact of recognition on others' self-esteem and performance.	AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students participate in an activity to recognize contributions by showing appreciation for individual excellence, no matter how small. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	previous day(s)' instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Encouraging The Heart PowerPoint For in-person class: Paper Pen/pencil Highlighters or markers Projector Computer Poster Paper
Unit 5: Intro to Multimedia **Lesson 1:** Typography/Color Theory **Lesson 2** PowerPoint **Lesson 3:** Personal Logo Design **Lesson 4:** School Logo Redesign **Lesson 5:** Pixel Art **Lesson 6:** Building Video Games **Lesson 7:** Photoshop **Lesson 8:** Magazine Cover **Lesson 9:** Movie Poster	Students will develop an understanding of what "multimedia" is. Students will develop an understanding of and be able to select and use communication information technologies. Students will develop an understanding of how information and communication systems allow information to be transferred from human to human, human to machine, and machine to human.	**Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: There is no perfect design. Benchmark G. Requirements for a design are made up of criteria and constraints.	Students will participate in group discussion. Students will participate in a variety of activities to develop an understanding of the topic as well as the tools, materials and processes used in the creation of multimedia products. Students will create a variety of differentiated products to demonstrate their mastery of the various components of multimedia design.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.	PCs PowerPoint Adobe Creative Suite, including InDesign, Photoshop, Fireworks, Dreamweaver Scratch Edublog

Students will begin to develop an understanding of how the use of symbols, measurements and drawings promotes clear communication by providing a common language to express ideas. Students will learn how to use multimedia software to manipulate text and basic shapes. Students will identify icons and their use in communicating messages. Students will learn to create messages using symbols and icons. Students will demonstrate their understanding of how symbols, measurements and drawings to promote clear communication by providing a common language to express ideas in the form of a logo. Students will become familiar with different graphic file formats.	**Standard 17: Students will develop an understanding of and be able to select and use communication information technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, and machine to human. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder and destination. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose, and nature of the message. Benchmark K: The use of symbols, measurements and drawings promotes clear communication by providing a common language to express ideas	Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on completion of required journal questions/prompts following instruction.	

	Students will understand proper file format choices for print vs web and which formats are best based on content. Students will apply their skills with multimedia software to create pixel art. Students will demonstrate their understanding of how symbols, measurements and drawings to promote clear communication by providing a common language to express ideas in the form of a graphic. Students will learn to use drag and drop programming to animate student-created pixel art. Students plan, design and develop an original pixel art game, including development of story, characters, levels, backgrounds, etc., using drag and drop programming.				

	Students will learn how to use multimedia software to capture, edit and manipulate graphics and photos for a variety of purposes.				

Semester 2					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 6: Web Design **Lesson 1:** Designing and Planning Web Pages **Lesson 2:** Creating Pages with HTML **Lesson 3:** Formatting Web Pages with Style Sheets **Lesson 4:** Graphics **Lesson 5:** Scripting **Lesson 6:** Quality Control **Lesson 7:** Website Management and Authoring Tools **Lesson 8:** Client Website	Students will develop a basic understanding of core design principles that apply to web design and development. Students will learn how to establish a criteria for evaluating the quality of websites. Students will learn color theory and web design standards. Students will learn basic site planning concepts. Students will learn the basics of HTML and XHTML coding. Students will learn the content and structure of web documents to control the visual presentation of web documents. using Cascading Style Sheets (CSS). Students will learn how to use graphics	**Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: There is no perfect design. Benchmark G. Requirements for a design are made up of criteria and constraints. Standard 11: Students will develop abilities to apply the design process. Benchmark N: Identify criteria and constraints and determine how these will affect the design process. Benchmark O: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Students will participate in group discussion. Students will participate in a variety of activities to develop an understanding of the topic as well as the tools, materials and processes used in the creation of web pages and related content.. Students will create a variety of differentiated products to demonstrate their mastery of the various components of web design. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PCs PowerPoint Adobe Creative Suite, including InDesign, Photoshop, Fireworks, Dreamweaver Scratch Edublog

in web design and what constitutes effective use of web graphics. Students will acquire, manipulate and edit graphics for display on webpages. Students will learn how to utilize simple drawing tools and layers in graphics software to create simple web graphics and buttons. Students will learn how to use selection tools, tools for manipulation and blending techniques. Students will learn to organize website content and provide a navigational system that is consistent across a website. Students will learn about scripting and other technologies that allow for more dynamic content and simpler site maintenance. Students will be introduced to web authoring tools, including GUI ("Graphic User Interface") or WYSIWYG ("What you see is what you get") web editors.	Benchmark Q: Develop and produce a product or system using a design process. Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process, using verbal, graphic, quantitative, virtual and written means, in addition to three-dimensional models. **Standard 17: Students will develop an understanding of and be able to select and use communication information technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, and machine to human. Benchmark I: Communication systems are made up of a source, encoder, transmitter, receiver, decoder and destination. Benchmark J: The design of a message is influenced by			

		such factors as the intended audience, medium, purpose, and nature of the message. Benchmark K: The use of symbols, measurements and drawings promotes clear communication by providing a common language to express ideas.			

SCOPE AND SEQUENCE

Course/Grade Title:	Audio Production - High School

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and animated projects for various audiences.Create, capture, edit, manipulate, and maintain digital audio files. ● Read, write, and speak about the various tools, materials, techniques and processes involved in audio/music production using appropriate vocabulary and proper terminology. ● Identify, select, and use the proper tools to gather, process, and produce audio productions in a safe, professional manner. ● Work together in a collaborative environment, participating in a responsible and constructive way in exercises and class discussions/activities. ● Practice professionalism by sharing technical information and knowledge. ● Demonstrate competency in and an understanding of the creative process with respect to the production of audio projects through the development of portfolio artifacts and participation in school-based activities (e.g., exhibitions and showcase events). ● Identify, analyze, and discuss current trends within the audio/music production industry and appropriate career opportunities.	The scope and sequence includes the following units: Digital Citizenship, Leadership Development, Design Cycle, History of Audio Production, How Sound and Microphones, Digital Audio Workstations, Recording/Playback Technology, Editing and Program Production, Scriptwriting, Sound Effects, Podcasting, Audio Drama, and Career Exploration. The units build on each other by reinforcing developmentally appropriate topics.	Assessments for each of the components of the module are provided in the table below. The assessments are a mix of informal, formative assessment, as well as more formal summative assessments (i.e., projects). As the learning objectives move from the simple to the complex, so do the assessments. Since the initial tasks are to check for knowledge and comprehension, assessments such as quizzes and identification sheets can be used. However, for more complex tasks, students must apply the knowledge they have learned from the software to create and then evaluate their work as well as the works of others.	Students will be using PCs and/or laptops to access the following applications: Celtx, Reaper, WavePad, Microsoft Office/Google Docs

- Demonstrate knowledge of career opportunities in the area of audio/music production through the creation of a professional portfolio, resume and cover letter. - Analyze and critique work (that of self, peers, and professionals) in a constructive manner. - Read, write, and speak, using proper terminology, about how audio production can be used as a means of information, education, service, and entertainment. - Demonstrate the proper techniques for performing research, conducting interviews, and preparing scripts for an audio/music production.			

SCOPE AND SEQUENCE

Quarter 1/3					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 1: Digital Citizenship **Lesson 1: Media Balance** **(1 week for Unit 1)**	Reflect on their common online and offline activities. Analyze and prioritize the activities that are most important to them. Identify ways to maintain balance between online and offline activities.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3 **ISTE** 2a, 2b	Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities. Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will create a poster promoting the benefits of unplugging from technology. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on the "Benefits of Unplugging" poster. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper, PowerPoint, student handouts, Google Classroom

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Unit 1: Digital Citizenship **Lesson 2: Don't Feed the Phish**	Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Use message clues to identify examples of phishing.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2 **ISTE** 2a, 2b, 2d	Students will complete a warm-up exercise and a pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating how to identify and avoid phishing scams. Students will be assessed on completion of required journal questions/prompts following instruction.	Colored markers or highlighters Pencils Blank paper Lesson Slides Student Handouts

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Unit 1: Digital Citizenship **Lesson 3: Who Are You Online?**	Reflect on reasons why people might create fake social media accounts. Identify the possible results of posting from a fake social media account. Debate the benefits and drawbacks of posting from multiple accounts.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A **ISTE** 2a, 2b, 2d, 7b, 7c	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity discussing how they present themselves online. Students will apply the knowledge of online identities and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of why some people create different or alternate personas for themselves online and on social media. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how they present themselves online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper PowerPoint Presentation Video: Teen Voices: Presenting Yourself Online Student Handouts

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Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: Teen Voices: Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats

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Unit 1: Digital Citizenship **Lesson 5: Digital Drama Unplugged**	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama.. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint presentation Video: Dealing With Digital Drama Student Handout: Taking the Lead

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Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to identify and evaluate news sources for credibility. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation Student Handout: News or Fake News?

Unit 2: Design Cycle	Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. Utilize computer technology to access and retrieve data. Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.	**Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: Design is a creative planning process that leads to useful products and systems. Benchmark F: There is no perfect design. Benchmark G: Requirements for a design are made up of criteria and constraints. **Standard 9: Students will develop an understanding of engineering design.** Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed. Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum. Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	Students will complete warm-up exercises related to the Design Cycle. Students will use hands-on activities to learn how the design cycle is developed and used. Students will participate in activities to illustrate/ demonstrate how the Design Cycle is used. Students will create and follow a design brief for a project, first as a class, then individually. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction. Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on proper use of tools and design concepts while completing design challenges. **Summative:** Students will be assessed on content knowledge through written tests Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Design Cycle Presentation PCs Google Classroom Google Forms

		Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Computer File Management	Describe the difference between working and saving information to a network file server compared to working with a local PC Save files to a network (Google Drive)	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	PowerPoint Presentation PCs Google Classroom Google Forms

	Create, name, and rename various file folders to organize data Save to correct file folders Move and retrieve files from folders Delete files and folders Learn basic file types (.doc, .img, .png, .jpg, .pdf, etc.)	Benchmark R: Requirements are the parameters placed on the development of a product or system. Benchmark T: Different technologies involve different sets of processes. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message.	Students will participate in activities to demonstrate how file management is used. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on proper use of tools and design concepts while completing tasks. **Summative:** Students will be assessed on content knowledge through written tests (Google Classroom quiz). Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: History of Audio Production	Learn this history of radio/audio production.	**Standard 1: Students will develop an understanding of the characteristics and scope of technology.** Benchmark J: The nature and development of technological	Students will complete warm-up exercises. Students will use a variety of resources to explore the history of audio production and gain an understanding of basic production terminology.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	PowerPoint Presentation PCs Google Classroom Google Forms

		knowledge and processes are functions of the setting. Benchmark K: The rate of technological development and diffusion is increasing rapidly. Benchmark L: Inventions and innovations are the results of specific, goal-directed research. Benchmark M: Most development of technologies these days is driven by the profit notice and the market. **Standard 2: Student will develop an understanding of the core concepts of technology.** Benchmark Z: Selecting resources involves tradeoffs between competing values, such as availability, cost, desirability, and waste. Benchmark BB: Optimization is an ongoing process or methodology of designing or making a product and is dependent on criteria and constraints. Benchmark CC: New technologies create new processes.	Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of the history of radio/ audio production. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	

Unit 5: **Sound and** **Microphones**	Students will learn how sound is produced and how it is captured. Students will learn how microphones work as well as be able to differentiate between the various types and applications.	Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	Students will complete warm-up exercises. Students will use a variety of resources to explore how sound is created and how it is captured and how microphones work. Students will articipate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of sound production and capture.. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Forms Microphones
Unit 6: **Digital Audio** **Workstations &** **Editing Software**	Students will about the digital audio workstation/ console and editing software, and how they work together to create an audio production.	**Standard 11:** **Students will** **develop abilities to** **apply the design** **process.** **Benchmark Q:** **Develop and** **produce a product** **or system using a** **design process.** Standard 17: Students will develop an understanding of and be able to	Students will complete warm-up exercises. Students will use a variety of resources to explore the digital audio workstation (DAW), and its basic functions.. Students will participate in a class discussion through Google	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom).	PowerPoint Presentation PCs Google Classroom Google Forms Reaper / WavePad

			select and use information and communication technologies. Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of DAWs. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	**Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 7: Recording and Playback Technology	Students will learn about the various tools and processes involved in the recording and playback of audio productions, including: microphones, digital recorders, editing software, and online distribution of audio programs.	**Standard 11: Students will develop abilities to apply the design process.** Benchmark Q: Develop and produce a product or system using a design process. **Standard 12: Students will develop the ability to use and maintain products and systems.** Benchmark O: Operate systems so that they function in the way they were designed. Benchmark P: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data	Students will complete warm-up exercises. Students will use a variety of resources to explore the tools used in the recording and playback of audio productions, including digital recorders, microphones, and related software Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of recording and	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal	PowerPoint Presentation PCs Google Classroom Google Forms Reaper / WavePad Digital recorders Microphones

		and information in order to communicate. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	playback technologies. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	questions/prompts following instruction.	
Unit 8: Editing and Production	Students will utilize the tools and processes to capture, edit and produce an audio production for "broadcast." Students will learn the proper techniques for performing research, conducting interviews, and preparing scripts for an audio/music production.	**Standard 11: Students will develop abilities to apply the design process.** Benchmark Q: Develop and produce a product or system using a design process. **Standard 12: Students will develop the ability to use and maintain products and systems.** Benchmark O: Operate systems so that they function in the way they were designed. Benchmark P: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in	Students will complete warm-up exercises. Students will use a variety of resources to design, and create an audio production. They will utilize microphones, digital recorders, editing software, and production software to create the production. Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of recording and	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.	PowerPoint Presentation PCs Google Classroom Google Forms Reaper / WavePad Digital recorders Microphones

		order to communicate.	playback technologies.	Students will be assessed on completion of required journal questions/prompts following instruction.	
		Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.	Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback.		
		Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.	Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.		
		Benchmark N: Information and communication systems can be used to persuade, entertain, control, manage, and educate.			
		Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.			
Unit 9: Scriptwriting	Students will be introduced to scriptwriting for an audio show, including the various formats and conventions used.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark P: There are many ways to	Students will complete warm-up exercises. Students will use industry grade software to create a script for an audio production. Students will participate in a class discussion	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad

		communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.	through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of recording and playback technologies. Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	participation in online discussion (Google Classroom). Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Digital recorders Microphones
Unit 10: Sound Effects	Students will explore the world of sound effects, both pre-made and Foley effects. Students will create sound effects from scratch to enhance an audio production.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark P: There are many ways to communicate information, such as graphic and electronic means.	Students will complete warm-up exercises. Students will create sound effects using both pre-made sounds as well as Foley effects (self-made effects) to enhance an audio production.. Students will participate in a class discussion through Google	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom).	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad Digital recorders Microphones

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		Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.	classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of how sound effects are created and used in audio/video production.. Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Assorted items necessary to create basic sound effects
Unit 11: Music	Students will learn about how music plays a role in audio productions. Students will learn about copyright law with regard to music and its use.	**Standard 3: Students will develop an understanding of relationships among technologies and other fields.** Benchmark I: Technological ideas *(and music)* are sometimes protected through the process of patenting *(copyright).*	Students will complete warm-up exercises. Students will create a performance assessment that demonstrates their knowledge of how music can affect an audio production. Students will participate in a class discussion through Google classroom on an essential question.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on participation in online discussion (Google Classroom).	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad Digital recorders Microphones

			Students will be required to complete a performance assessment to demonstrate their understanding of how sound effects are created and used in audio/video production..	Students will be assessed on participation in the peer reviews/ critiques.	Podsafe music/ royalty free music
				Summative:	Assorted items necessary to create basic sound effects
			Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback.	Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.	
			Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction.	Students will be assessed on completion of required journal questions/prompts following instruction.	
			Exit tickets will be utilized as a check for understanding.		
Unit 12: Podcasting/Audio Drama	Students will learn how to create a podcast and/or audio drama utilizing the skills learned. The students will utilize scriptwriting software to prepare a script, gather appropriate sound bites/clips, and use digital software to assemble the final production.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark N: Information and communication systems can be used to persuade, entertain, control, manage, and educate.	Students will complete warm-up exercises. Students will create a podcast and/or audio drama featuring voice, sound effects (both pre-made and student-created) that is broadcast ready. Students will participate in a class discussion through Google classroom on an essential question.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom).	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad Digital recorders Microphones Assorted items necessary to create basic sound effects

		Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.	Students will be required to complete a performance assessment to demonstrate their understanding of how an audio production is produced. Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	

SCOPE AND SEQUENCE

Course/Grade Title:	Video Production - High School

Course/Grade Content: *What will students be expected to know and do? Provide the core knowledge and skills (standards) that will be taught and assessed. Organize the essential content standards by unit.*	Student Activities *What will students do to demonstrate their learning?*	Assessments *Formative and Summative Assessments*	Materials *Materials, tools and resources*
By the end of this course, learners will be able to, without assistance: ● Reflect on their common online and offline activities. ● Analyze and prioritize the activities that are most important to them. ● Identify ways to maintain balance between online and offline activities. ● Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. ● Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions. ● Identify and utilize the appropriate tools, materials and processes necessary to access and retrieve data as well as design and create audio and animated projects for various audiences. ● Create, capture, edit, manipulate, and maintain digital video and audio files. ● Read, write, and speak about the various tools, materials, techniques and processes involved in video production using appropriate vocabulary and proper terminology. ● Identify, select, and use the proper tools to gather, process, and produce video productions in a safe, professional manner. ● Work together in a collaborative environment, participating in a responsible and constructive way in exercises and class discussions/critiques/activities. ● Practice professionalism by sharing technical information and knowledge. ● Demonstrate competency in and an understanding of the creative process with respect to the production of video projects through the development of portfolio artifacts and participation in school-based activities (e.g., exhibitions and showcase events). ● Identify, analyze, and discuss current trends within the film, video, and broadcast industries. ● Identify and demonstrate knowledge of career opportunities in the area of film, video, and broadcast industries through the creation of a professional portfolio, resume and cover letter. ● Analyze and critique work (that of self, peers, and professionals) in a constructive manner.	The scope and sequence includes the following units: Digital Citizenship, Leadership Development, Design Cycle, Computer File Management, Leadership Development, Camera Fundamentals and Photographic Principles, Scriptwriting, Interviewing Techniques, Developing and On-Screen Presence and Narration, Audio Fundamentals - Sound and Microphones, Sound Effects, Music, Recording and Playback Technology, Audio/Video Editing, Production (Daily News / Announcements/ Creative Production). The units build on each other by reinforcing developmentally appropriate topics.	Assessments for each of the components of the module are provided in the table below. The assessments are a mix of informal, formative assessment, as well as more formal summative assessments (i.e., projects). As the learning objectives move from the simple to the complex, so do the assessments. Since the initial tasks are to check for knowledge and comprehension, assessments such as quizzes and identification sheets can be used. However, for more complex tasks, students must apply the knowledge they have learned from the software to create and then evaluate their work as well as the works of others.	Students will be using PCs and/or laptops to access the following applications: Celtx, Reaper, WavePad, Microsoft Office/Google Docs, Cyberlink PowerDirector

- Read, write, and speak, using proper terminology, about how video production can be used as a means of information, education, service, and entertainment. - Demonstrate the proper techniques for performing research, conducting interviews, and preparing scripts for a video production.			

SCOPE AND SEQUENCE

Quarter 1/3					
Unit Name/Time Period	**Key Concepts**	**Essential Standards**	**Student Activities**	**Assessments**	**Materials/ Resources**
Unit 1: Digital Citizenship **Lesson 1: Media Balance**	Reflect on their common online and offline activities. Analyze and prioritize the activities that are most important to them. Identify ways to maintain balance between online and offline activities.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, VI.A.1, VI.A.2, VI.D.1, VI.D.2, VI.D.3 **ISTE** 2a, 2b	Students will complete a warm-up exercise on being connected 24/7, including pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities. Students will apply the knowledge to develop a "balancing act" plan for their own lives and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will create a poster promoting the benefits of unplugging from technology. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on the "Benefits of Unplugging" poster. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper, PowerPoint, student handouts, Google Classroom

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 2: Don't Feed the Phish**	Compare and contrast identity theft with other kinds of theft. Describe different ways that identity theft can occur online. Use message clues to identify examples of phishing.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, V.A.2 **ISTE** 2a, 2b, 2d	Students will complete a warm-up exercise and a pair-share and discussion activity Students will participate in a reflection activity discussing online vs. offline activities Students will apply the knowledge of how to identify and avoid phishing scams and will share the information in a group discussion. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate how to identify and avoid phishing scams. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating how to identify and avoid phishing scams. Students will be assessed on completion of required journal questions/prompts following instruction.	Colored markers or highlighters Pencils Blank paper Lesson Slides Student Handouts

| Unit 1: Digital Citizenship

Lesson 3: Who Are You Online? | Reflect on reasons why people might create fake social media accounts.

Identify the possible results of posting from a fake social media account.

Debate the benefits and drawbacks of posting from multiple accounts. | **Common Core ELA**
L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10

CASEL
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL
I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A

ISTE
2a, 2b, 2d, 7b, 7c | Students will complete a warm-up exercise, including pair-share and discussion activity

Students will participate in a reflection activity discussing how they present themselves online.

Students will apply the knowledge of online identities and will share the information in a group discussion.

As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario.

Students will select a project from a list of potential project ideas to demonstrate understanding of why some people create different or alternate personas for themselves online and on social media.

Family activities and engagement resources are available. | **Formative:**

Students will be assessed on participation in pair-share and discussion activities

Students will be assessed using "exit tickets"

Students will be assessed using quiz

Summative:

Students will be assessed on their project demonstrating understanding of how they present themselves online.

Students will be assessed on completion of required journal questions/prompts following instruction. | Blank paper
PowerPoint Presentation
Video: Teen Voices: Presenting Yourself Online
Student Handouts |

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 4: Chatting Safely Online**	Analyze how well they know the people they interact with online. Reflect on what information is safe to share with different types of online friends. Learn to recognize red flag feelings and how to respond to them.	**Common Core ELA** L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10 **CASEL** 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1 **ISTE** 1d, 2a, 2b, 2d, 3d, 6a	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on how they communicate online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of how to communicate online safely. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to stay safe while communicating online. Students will be assessed on completion of required journal questions/prompts following instruction.	Blank paper Highlighters PowerPoint presentation Video: Teen Voices: Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 5: Digital Drama Unplugged**	Reflect on how easily drama can escalate online. Identify de-escalation strategies when dealing with digital drama. Reflect on how digital drama can affect not only oneself but also those around us.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.7, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W6.1b **CASEL** 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on avoiding online drama and de-escalating drama when it happens. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of dealing with digital drama.. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to avoid digital drama and how to deal with it when it occurs. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint presentation Video: Dealing With Digital Drama Student Handout: Taking the Lead

SCOPE AND SEQUENCE

Unit 1: Digital Citizenship **Lesson 6: Credible News**	Learn reasons that people put false or misleading information on the internet. Learn criteria for differentiating fake news from credible news. Practice evaluating the credibility of information they find on the internet.	**Common Core ELA** L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.8, RI.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.4, W.6.8, W.6.9. **CASEL** 1a, 1b, 1c, 1d, 1e, 2f, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f **AASL** I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B. **ISTE** 2a, 2b, 3a, 3b, 3c, 3d	Students will complete a warm-up exercise, including pair-share and discussion activity Students will participate in a reflection activity and group discussion focusing on why and how false information ends up online and then how to evaluate the credibility of what they're finding online. As a wrap-up, students will complete an "exit ticket" where the students apply knowledge to a hypothetical scenario. Students will select a project from a list of potential project ideas to demonstrate understanding of identifying and evaluating credible news online. Family activities and engagement resources are available.	**Formative:** Students will be assessed on participation in pair-share and discussion activities Students will be assessed using "exit tickets" Students will be assessed using quiz **Summative:** Students will be assessed on their project demonstrating understanding of how to identify and evaluate news sources for credibility. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation Student Handout: News or Fake News?

Unit 2: Design Cycle	Understand and use the process of the Design Cycle, including explaining that design involves a series of steps that can be performed in different sequences and repeated as necessary to develop a solution to a problem/challenge. Utilize computer technology to access and retrieve data. Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.	**Standard 8: Students will develop an understanding of the attributes of design.** Benchmark E: Design is a creative planning process that leads to useful products and systems. Benchmark F: There is no perfect design. Benchmark G: Requirements for a design are made up of criteria and constraints. **Standard 9: Students will develop an understanding of engineering design.** Benchmark F: Design involves a set of steps which can be performed in different sequences and repeated as needed. Benchmark G: Brainstorming is a group problem-solving process in which each person in the group presents his/her ideas in an open forum. Benchmark H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	Students will complete warm-up exercises related to the Design Cycle. Students will use hands-on activities to learn how the design cycle is developed and used. Students will participate in activities to illustrate/ demonstrate how the Design Cycle is used. Students will create and follow a design brief for a project, first as a class, then individually. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction. Students will be assessed using open-ended questions during small group and individualized instruction to check for understanding. Students will be assessed on proper use of tools and design concepts while completing design challenges. **Summative:** Students will be assessed on content knowledge through written tests Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Design Cycle Presentation PCs Google Classroom Google Forms

		Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. Benchmark G: Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. Benchmark H: Some technological problems are best solved through experimentation.			
Unit 3: Computer File Management	Describe the difference between working and saving information to a network file server compared to working with a local PC Save files to a network (Google Drive)	**Standard 2: Students will develop an understanding of the core concepts of technology.** Benchmark P: Technological systems can be connected with one another.	Students will complete warm-up exercises. Students will use hands-on activities to learn how and why file management works and why it's necessary.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.).	PowerPoint Presentation PCs Google Classroom Google Forms

	Create, name, and rename various file folders to organize data Save to correct file folders Move and retrieve files from folders Delete files and folders Learn basic file types (.mts, .mp4, .mov, img, .png, .jpg, .pdf, etc.)	Benchmark R: Requirements are the parameters placed on the development of a product or system. Benchmark T: Different technologies involve different sets of processes. **Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark H: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human and machine to machine. Benchmark J: The design of a message is influenced by such factors as the intended audience, medium, purpose and nature of the message.	Students will participate in activities to demonstrate how file management is used. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on proper use of tools and design concepts while completing tasks. **Summative:** Students will be assessed on content knowledge through written tests (Google Classroom quiz). Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 1: Model the Way**	Students will focus on personal-best leadership experiences and examine the role of values in leadership. Students will identify personal values and rank in	**Colorado Essential Skills (for all clusters) Content Standards addressed:** **ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in	Students will complete warm-up exercises. Students will participate in group discussion of what it means to be a leader, recognize what leadership traits currently practiced, and how	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.).	Paper Pen/pencil Highlighters or markers Overhead projector/computer

	order of importance. Students will relate a Personal Best Leadership story.	collaborating with others to accomplish organizational goals and objectives.	they can continue to grow and develop as leaders. Students will identify a leader in their lives and the characteristics they possess. Students will complete their Personal Best Leadership experience and share with their peers. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on participating in discussion/group activities.. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Post-It notes – several per students Stickers Video: "Why Learn About Leadership?" video Video: "What Is Leadership?" video SLC Intro PowerPoint
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 2: Inspiring a Shared Vision**	Students will identify personal values and rank in order of importance. Students will complete a Values Inventory to determine what kind of leader they are. Students will identify values as they relate to the	**Colorado Essential Skills (for all clusters) Content Standards addressed:** **ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion of values in leadership. Students will complete a personal values inventory. Students will maintain a design journal where they will respond to open-ended	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:**	Handout: Values Inventory Handout: AWCPA's Purpose and Goals (For in-person class) Paper Pen/pencil Highlighters or markers Overhead projector/computer Post-It notes – several per student Large Post-It Notes – 1 per student

	school's purpose and goals.		questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	Students will be assessed on content knowledge through performance assessment (values inventory) and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 3: Enabling Others to Act**	Students will clarify the meaning of "inspire a shared vision." Students will identify characteristics of leaders who inspire action. Students create a visual representation of the process for achieving a project goal.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** *** ESSK.07 - LEADERSHIP AND TEAMWORK:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion Students identify people, past and present, who have inspired others to work towards a common goal. Students generate a second list, but this time focus on people they see in their day-to-day lives in their families, school, and community. Students identify people who have a vision of where they want to go or take people and how they have inspired others toward that vision. Students participate in discussion of the qualities and traits that these charismatic leaders	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	"Invictus" video Inspiring a Shared Vision PowerPoint

			had/have in common. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding		
Unit 4: Leadership Development (Student Leadership Challenge) **Lesson 4: Challenging the Process**	Students will create meaningful strategies for effectively solving problems. Students examine the role of consequences in problem solving and decision making. Students differentiate between healthy and unhealthy risks.	**Colorado Essential Skills (for all clusters) Content Standards addressed:** ESSK.07 - LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will complete warm-up exercises. Students will participate in group discussion Students identify a time in their past when they learned a life lesson from a mistake they made and the lessons they learned and still remember. Students participate in an exercise of challenging the process. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Handout: Poster Paper Scenarios "Jill and Kevin's Big Day" video "Southwest Flight Attendant Rap" video "Dead Poet's Society" video Challenging the Process PowerPoint For in-person class: Paper Pen/pencil Highlighters or markers Overhead projector Computer Poster Paper
Unit 4: Leadership Development (Student Leadership Challenge)	Students identify strategies to encourage and support others.	**Colorado Essential Skills (for all clusters) Content**	Students will complete warm-up exercises.	**Formative:** Students will be assessed on participation in	Handout: Poster Paper Scenarios

Lesson 5: Encouraging the Heart	Students create unique ways to encourage and support individual differences, abilities, and strengths. Students examine the impact of recognition on others' self-esteem and performance.	**Standards addressed:** ESSK.07 - LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	Students will participate in group discussion. Students participate in an activity to recognize contributions by showing appreciation for individual excellence, no matter how small. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	"Facing the Giants – Death Crawl" video Encouraging The Heart PowerPoint For in-person class: Paper Pen/pencil Highlighters or markers Overhead projector Computer Poster Paper
Unit 5: Camera Fundamentals/ Photographic Principles	Students develop and utilize the basic photographic principles.	**Standard 3: Students will develop an understanding of the core concepts of technology.** Benchmark Z: Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the determination of how they affect the	Students will complete warm-up exercises. Students will use a variety of camera equipment to gain an understanding of basic photographic principles. Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of photographic principles.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on tests of speed and accuracy. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on	PowerPoint Presentation PCs Google Classroom Google Forms Digital cameras

		final design and development. Benchmark CC: New technologies create new processes. Benchmark EE: Management is the process of planning, organizing, and controlling work. **Standard 10: Design: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.** Benchmark I: Many technological problems require a multidisciplinary approach. **Standard 11: Students will develop abilities to apply the design process (Design Cycle)** Benchmark R: Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.	Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	completion of required journal questions/prompts following instruction.	

		Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. Benchmark L: Information and communication technologies include inputs, processes and outputs associated with sending and receiving information. Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate. Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols,			

		measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.			
Unit 6: Scriptwriting	Students will be introduced to scriptwriting for an audio show, including the various formats and conventions used. Students will be able to appropriately identify and utilize terms associated with script writing. Students will be able to identify the characteristics of script elements. Students will write each element of a script so that it includes the required characteristics. Students will employ effective reading and writing skills. Students will demonstrate leadership skills and function effectively as a team member. Students will demonstrate planning and time-management skills such as storyboarding and project management, including initiating,	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.	Students will complete warm-up exercises. Students will explore scripts for film, TV, and radio and identify various elements. Students will create a storyboard and a script for a given topic. Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of recording and playback technologies. Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online journal where they will respond to open-ended	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Docs/Slides Script Writing Organizer Vocabulary Organizer Practice script Practice script Key "Write a Script" Activity Script Rubric

	planning, executing, monitoring and controlling, and closing a project Students will develop a plan for a media project such as a storyboard and script, identifying equipment and resources.		questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.		
Unit 7: Interviewing Techniques	Students will develop a basic understanding and application of the reporting process, including research and question development.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark L: Information and communication technologies include inputs, processes and outputs associated with sending and receiving information. Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate.	Students will participate in group discussion. Students will conduct interviews for a variety of purposes. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction). Students will be assessed on participation in discussions. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	List of potential topics; computer with Internet access. Digital recorders Pens/pencils, computers to type interview questions/articles Google Docs

Unit 8: **Developing and On-Screen Presence / Narration**	Students will develop an understanding and application of behaviors for creating an on-camera presence.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark L: Information and communication technologies include inputs, processes and outputs associated with sending and receiving information. Benchmark M: Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N: Information and communication systems can be used to transform, persuade, entertain, control, manage, and educate.	Students will participate in group discussion. Students will conduct interviews for a variety of purposes. Students will maintain a design journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction). Students will be assessed on participation in discussions. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	Digital Cameras Digital Cameras Microphones Computer/Projector
Unit 9: Audio Fundamentals: Sound and Microphones	Students will learn how sound is produced and how it is captured. Students will learn how microphones work as well as be able to differentiate between the various types and applications.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark O: Communications systems are made up of a source, encoder,	Students will complete warm-up exercises. Students will use a variety of resources to explore how sound is created and how it is captured and how microphones work. Students will participate in a class discussion	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on participation in online discussion	PowerPoint Presentation PCs Google Classroom Google Forms Microphones

		transmitter, receiver, decoder, storage, retrieval, and destination.	through Google classroom on an essential question. Students will create a differentiated product to demonstrate their understanding of sound production and capture.. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	(Google Classroom). **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 10: Sound Effects	Students will explore the world of sound effects, both pre-made and Foley effects. Students will create sound effects from scratch to enhance an audio production.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark P: There are many ways to communicate information, such as graphic and electronic means. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.	Students will complete warm-up exercises. Students will create sound effects using both pre-made sounds as well as Foley effects (self-made effects) to enhance an audio production.. Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of how sound effects are created and used in audio/video production..	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad Digital recorders Microphones Assorted items necessary to create basic sound effects

			Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 11: Music	Students will learn about how music plays a role in audio productions. Students will learn about copyright law with regard to music and its use.	**Standard 3: Students will develop an understanding of relationships among technologies and other fields.** Benchmark I: Technological ideas *(and music)* are sometimes protected through the process of patenting *(copyright).*	Students will complete warm-up exercises. Students will create a performance assessment that demonstrates their knowledge of how music can affect an audio production. Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of how sound effects are created and used in audio/video production.. Students will participate in peer critiques of the	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on participation in online discussion (Google Classroom). Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad Digital recorders Microphones Podsafe music/ royalty free music Assorted items necessary to create basic sound effects

			finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.	Students will be assessed on completion of required journal questions/prompts following instruction.	
Unit 12: Recording and Playback Technology	Students will learn about the various tools and processes involved in the recording and playback of audio productions, including: microphones, digital recorders, editing software, and online distribution of audio programs.	**Standard 11: Students will develop abilities to apply the design process.** Benchmark Q: Develop and produce a product or system using a design process. **Standard 12: Students will develop the ability to use and maintain products and systems.** Benchmark O: Operate systems so that they function in the way they were designed. Benchmark P: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.	Students will complete warm-up exercises. Students will use a variety of resources to explore the tools used in the recording and playback of audio productions, including digital recorders, microphones, and related software Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of recording and playback technologies. Students will maintain an online	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s)' instruction.). Students will be assessed on participation in online discussion (Google Classroom). **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Forms Reaper / WavePad Digital recorders Microphones

		Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.	journal where they will respond to open-ended questions/prompts following instruction.		
		Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	Exit tickets will be utilized as a check for understanding.		
Unit 13: Audio/Video Editing	Students will learn about the digital editing software, and how it works to create a video production.	**Standard 11: Students will develop abilities to apply the design process.** **Benchmark Q: Develop and produce a product or system using a design process.** Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies. Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	Students will complete warm-up exercises. Students will use a variety of resources to explore the digital workstation and software. Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of DAWs. Students will maintain an online journal where they will respond to open-ended questions/prompts following instruction.	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). **Summative:** Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Forms Cyberlink PowerDirector Reaper / WavePad

			Exit tickets will be utilized as a check for understanding.		
Unit 14: Production (Daily News / Announcements/ Creative Production)	Students will utilize the production skills to capture, edit and produce a video production for "broadcast". Students will create a daily newscast for the school as well as a creative production of their own creation. Students will utilize the proper techniques for performing research, conducting interviews, and preparing scripts for a production. Students will utilize scriptwriting software to prepare a script, gather video and audio assets and use digital software to assemble the final production.	**Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.** Benchmark N: Information and communication systems can be used to persuade, entertain, control, manage, and educate. Benchmark Q: Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.	Students will complete warm-up exercises. Students will use a variety of resources to design, and create a video production. They will utilize microphones, digital recorders, editing software, and production software to create the production. Students will create daily newscast for the school as well as a creative production of their own creation. Students will participate in a class discussion through Google classroom on an essential question. Students will be required to complete a performance assessment to demonstrate their understanding of how a video production is created. Students will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback. Students will maintain an online	**Formative:** Students will be assessed on participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participation in online discussion (Google Classroom). Students will be assessed on participation in the peer reviews/ critiques. **Summative:** Students will be assessed on content knowledge through performance assessment(s) and/or Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction.	PowerPoint Presentation PCs Google Classroom Google Forms Celtx Reaper / WavePad Digital recorders Microphones Assorted items necessary to create basic sound effects Podsafe music

			journal where they will respond to open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding.		