SCOPE AND SEQUENCE           Course/Grade Title:         6th Grade - Intro to Technology								
<b>Course/Grade Content:</b> 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. By the end of this course, learners will be able to, without	Student Activities What will students do to demonstrate their learning? The scope and	Assessments Formative and Summative Assessments	Materials Materials, tools an resources Students will be					
<ul> <li>assistance:</li> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Identify, select and use multimedia presentation software (Google Slides/PowerPoint)</li> <li>Identify, select, and use key features to open and save files.</li> <li>Create presentations that include text, graphics (clipart, photos) with accompanying animations and transitions.</li> <li>Create presentations that include audio and video (both recorded and imported).</li> <li>Understand, select and use basic design principles to select and use basic slide layouts and designs.</li> <li>Demonstrate how to adjust design templates for new slides</li> <li>Reorganize slides within a presentation.</li> <li>Develop and use presenter's notes</li> <li>Create hyperlinks within the presentation and to external sources</li> <li>Use the presentation software to create projects for different audiences.</li> </ul>	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.	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.	using Chromebooks/ipada to access the following applications: Garageband, Googl Slides/Powerpoint, Scratch.					

Unit Name/Time Period	Key Concepts	Essential Standards	Student Activities	Assessments	Materials/ Resources
Unit 1: Digital	Reflect on their	Common Core	Students will	Formative:	Blank paper,
Citizenship	common online and	ELA	complete a		PowerPoint, student
	offline activities.	L.6.1, L.6.2,	warm-up exercise	Students will be	handouts, Google
Lesson 1: Media		L.6.2.B, L.6.3,	on being connected	assessed on	Classroom
Balance	Analyze and	L.6.3.A, L.6.3.B,	24/7, including	participation in	
	prioritize the	L.6.4, L.6.6,	pair-share and	pair-share and	
	activities that are	SL.6.1, SL.6.1a,	discussion activity	discussion activities	
(1 week for Unit 1)	most important to	SL.6.1b, SL.6.1c,	-		
	them.	SL.6.1d, SL.6.2,	Students will	Students will be	
		SL.6.3, SL.6.4,	participate in a	assessed using "exit	
	Identify ways to	SL.6.6, W.6.4,	reflection activity	tickets"	
	maintain balance	W.6.8, W.6.9,	discussing online		
	between online and	W.6.10	vs. offline	Students will be	
	offline activities.		activities.	assessed using quiz	
		CASEL			
		1a, 1b, 1c, 1d, 1e,	Students will apply	Summative:	
		2a, 2b, 2c, 2d, 2e,	the knowledge to		
		2f, 3a, 3b, 3c, 3d,	develop a	Students will be	
		4a, 4b, 4c, 4d, 5a,	"balancing act"	assessed on the	
		5b, 5c, 5d, 5e, 5f	plan for their own	"Benefits of	
		, , , -	lives and will share	Unplugging"	
		AASL	the information in a	poster.	
		I.A.1, I.A.2, I.B.1,	group discussion.	P	
		I.B.3, I.C.1, I.D.1,	Stoup and abbroni	Students will be	
		I.D.2, I.D.3, I.D.4,	As a wrap-up,	assessed on	
		II.A.1, II.A.2,	students will	completion of	
		II.B.1, II.B.2,	complete an "exit	required journal	
		II.B.3, II.C.1,	ticket" where the	questions/prompts	
		II.C.2, II.D.1,	students apply	following	
		II.D.2, II.D.3,	knowledge to a	instruction.	
		III.A.1, III.A.2,	hypothetical	moti dettom.	
		III.B.1, III.B.2,	scenario.		
		III.C.1, III.C.2,	beenario.		
		III.D.1, III.D.2,	Students will create		
		IV.B.2, V.A.2,	a poster promoting		
		V.A.3, V.C.1,	the benefits of		
		V.D.1, V.D.2,	unplugging from		
		VI.A.1, VI.A.2,	technology.		
		VI.D.1, VI.D.2,	Comorogy.		
		VI.D.3	Family activities		
		, 1.D.J	and engagement		
		ISTE	resources are		
		2a, 2b	available.		
		2u, 20			
			1		1

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

Citizenship Lesson 3: Who Are You Online?why people might create fake social media accounts.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, Students will be account.Students will be assessed on participation in pair-share and discussion activitiesPowerPoint Presentation presenting YG DinineIdentify the postipe from a fake account.Identify the postipe from a fake social media account.St.6.1, SL.6.1c, SL.6.1, SL.6.1c, SL.6.3, SL.6.4, U.6.4, L.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will be assessed using exit tickets"Students will be assessed using exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.CASEL 1.6.3, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 5c, 5fStudents will apply the knowledge of online identities and will share the sasessed on their projectStudents will be assessed on their projectAASL 1.6.1, 1.1, 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.1, 11.D.2, <br< th=""><th></th><th>Blank paper</th><th>Formative:</th><th>Students will</th><th>Common Core</th><th>Reflect on reasons</th><th>Unit 1: Digital</th></br<>		Blank paper	Formative:	Students will	Common Core	Reflect on reasons	Unit 1: Digital
Lesson 3: Who Are You Online?create fake social media accounts.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, St.6.1, SL.6.1c, St.6.1, SL.6.1c, St.6.6, W6.1, W6.1a, W6.1b, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.2, Zd, 3a, and will share the 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5c, 5fStudents will be assessed using quiz Students will be assessed on their project demonstrating understanding of how they present the knowledge of assessed on their project demonstrating understanding of how they present students will be assessed on their project demonstrating understanding of how they present students will be assessed on their project d demonstrating understanding of how they present themselves online.Students will be assessed on sasessed on complet an "exit timeselves online.Ass understanding of how they present than, 1, LA.2, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.1, III.D.2, II.D.2, II.D.4, II.D.2,			roi mauve.				
Lesson 3: Who Are You Online?media accounts.L.6.2.B, L.6.3, L.6.3, L.6.3, B, L.6.3, L.6.3, B, L.6.4, L.6.6, St.6.1, SL.6.1a, St.6.1, SL.6.1a, St.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, Bebate the benefits and drawbacks of posting from multiple account.L.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.2, Debate the benefits and drawbacks of posting from multiple accounts.Students will sessed using "exit tickets"Students will be assessed using "exit tickets"CASEL 1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 3d, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 1d, 1, 1.7, 2, 1.8.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.0, 2, 1.D.3, 1.D.4, 1, 1.1, 2, 1.1, 1.1, 2, 1.1, 1.2,			Students will be	1			Citizensnip
Are You Online?Identify the possible results of posting from a fake social media account.L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1e, SL.6.1, SL.6.1e, <br< th=""><th>oices:</th><th></th><th></th><th></th><th></th><th></th><th>Losson 3. Who</th></br<>	oices:						Losson 3. Who
Identify the possible results of possing from a fake social mediaL.6.4, L.6.6, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, participate in a account.activitypair-share and discussion activitiesOnline Student swill assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.14, SL.6.2, SL.6.3, SL.6.4, SL.6.14, SL.6.4, Students will be assessed using quizStudents will be assessed using quizDebate the benefits and drawbacks of posting from multiple accounts.W.6.14, W.6.14, W.6.12, W.6.14, W.6.12, Q.2, 2.2, 2.2, 2.2, 2.2, 2.2, 2.2, 2.						incula accounts.	
possible results of posting from a fake social media account.SL.6.1, SL.6.1c, SL.6.1c, SL.6.1c, SL.6.3, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.5, W.6.1, discussing how they presentStudents will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will apply Students will applyStudents will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 5c, 5fBumative: nonine identities and will share the 3b, 3c, 3d, 4a, 4b, 1b, 3b, 5c, 5fStudents will apply As a wrap-up, the knowledge of nonine identities project demonstrating understanding of how they presentStudents will be assessed on their project demonstrating understanding of how they presentAASL 1.1.1.1.2, 1.1.0.1, 1.1.2, 1.1.0.1, 1.1.2, 1.1.0.1, 1.1.2, 1.1.0.1, 1.1.2, 1.1.1.2, 1.1.3, 1.1.2, 1.1.3, 1.1.2, 1.1.3, 1.1.2, 1.1.3, 1.1.2, 1.1.4, 1.1.4.2, 1.1.4, 1.1.4.2, 1.1.5, 1.	<u>IISCII</u>					Identify the	Are fou Onnie:
posting from a fake social media account.SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, discussing how W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will participate in a tickets"Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present themselves online.ASSL 1.D.2, 1L.2, 1.D.1, 1.D.2, 1L.3, 1.C.1, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.B.2, 1.D.4, 1.B.3, 1.C.1, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.5, 0.000001 1.D.4, 1.D.2, 0.000001 1.D.4, 1.D.2, 0.000001 1.D.4, 1.D.2, 0	nute			activity			
social media account.SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, multiple accounts.participate in a reflection activity discussing how themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.1d, SL.6.2, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.2, 2, 2d, 3a, 3, 2a, 2b, 2c, 2d, 3a, 3, 3d, 4a, 4b, 4c, ed, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities ard will share the information in a group discussion.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.B.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.2, I.D.3, I.D.4, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, IID.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.C.1, II.D.3, II.C.1, II.D.3, II.C.1, II.D.4, III.B.2, II.D.4, III.B.2, II.D.4, III.B.2, II.D.4, III.B.2, II.D.4, III.B.2, II.D.4, III.B.2, II.D.4, III.B.2, II.D.4, III.D.2, <	Juis		discussion activities	Students will			
account.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.6.1c, W.6.4, M.6.1c, W.6.4, W.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.2, S.2, S.2, S.2, S.2, S.2, S.2, S.2, S			Students will be				
Debate the benefits and drawbacks of posting from multiple accounts.SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.10discussing how they present themselves online.tickets"Students will pactor accounts.Students will apply the knowledge of a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, ab, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will pactor assessed on their project demonstrating understanding of themselves online.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.3, II.C.1, II.C.4, II.							
Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.64, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, 1.D.2, I.D.3, 1.D.3, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.						account.	
and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.8, W.6.10themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fSummative:Summative:AASL 1.A.1, 1.A.2, I.B.1, 1.D.2, I.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C			lickets			Debate the benefits	
posting from multiple accounts.W.6.8, W.6.10assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities arouth will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, I.B.3, II.C.1, II.D.2, II.B.3, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, III.D.1, III.D.2, II			Students will be				
multiple accounts.Students will apply the knowledge of online identities and will share the information in a group discussion.Summative:2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fsaverap-up, students will online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.A.1, I.A.2, I.B.1, 1.B.3, I.C.1, I.D.1, 1.B.3, I.C.1, I.D.2, 1.B.3, II.C.1, 1.B.2, II.B.3, II.C.1, 1.B.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.1, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.5, II.D.5, II.D.5, II.D.4, 1.D.5, II.D.5, II.D.5, II.D.5, II.D.4, 1.D.5, II.D.5, II.D.5, II.D.5, II.D				themserves onnie.			
CASELthe knowledge of online identitiesSummative:1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fthe knowledge of online identitiesStudents will be assessed on their project demonstrating understanding of how they present ticket" where the students willStudents will be assessed on their projectAASLstudents will complete an "exit ticket" where the students apply knowledge to a II.B.1, II.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.2, II.D.1, III.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4			assessed using quiz	Students will apply	w.o.o, w.o.io		
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fonline identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present ticket' where theAASL 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.B.1, 1.B.3, 1.C.1, 1.B.2, 11.B.1, 11.B.2, 11.D.2, 11.D.3, 11.D.2, 11.D.1, 11.D.2, 11.D.3, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.C.1, 11.D.3, 11.C.1, 11.D.4, 11.C.2, 11.D.3, 11.C.1, 11.D.3, 11.C.1, 11.C.2, 11.D.3, 11.C.1, 11.C.2, 11.C.3, 11.C.3, 11.C.3, 11.C.4, 11.C.			Summative		CASEL	manipie accounts.	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.C.1, II.B.3, II.C.1, II.C.2, II.D.1, I.D.2, I.D.3, ILD.4, II.B.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, III.D.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, II.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.4, II.D.2, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II			Summutive.				
3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5finformation in a group discussion.assessed on their project demonstrating understanding of how they present themselves online.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.B.1, III.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.2, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.D.4, V.Ainformation in a group discussion.assessed on their project assessed on completical completical scenario.The second state III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2,			Students will be				
4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fgroup discussion.project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.D.2, I.D.1, II.C.2, II.D.1, II.C.2, II.D.1, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to instruction.project demonstrate understanding of why some people							
5d, 5e, 5fAs a wrap-up, students willdemonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, of potential project ideas to demonstrate understanding of why some peopledemonstrating understanding of how they present themselves online.VB.2, IV.B.4, V.AVAa wrap-up, students will select ideas to why some peoplestudents will select instruction.							
AASLAs a wrap-up, students willunderstanding of how they presentI.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.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, Valuents will select II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, why some peopleunderstanding of why some people			1 0	Browp and aborent			
AASLstudents will complete an "exit ticket" where the 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.B.3, II.C.1, II.C.2, II.D.3, II.D.4, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, III.D.4,				As a wrap-up.	,,		
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,complete an "exit ticket" where the students applythemselves online.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, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.D.2, II.D.3, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Acomplete an "exit ticket" where the students apply completion of required journal questions/prompts instruction.					AASL		
I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,ticket" where the students applyStudents will be assessed on completion of required journal questions/promptsII.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, III.B.			51				
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, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, III.A.1, III.A.2, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, of potential project III.C.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.							
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, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D			Students will be				
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.D.1, III.D.2, II.D.1, III.D.2, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2,							
II.B.3, II.C.1, II.C.2, II.D.1,scenario.required journal questions/promptsII.D.2, II.D.3, II.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2,Students will select a project from a list ideas tofollowing instruction.III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aof potential project understanding of why some peopleideas to			completion of				
II.C.2, II.D.1,questions/promptsII.D.2, II.D.3,Students will selectfollowingIII.A.1, III.A.2,a project from a listinstruction.III.B.1, III.B.2,of potential projectinstruction.III.C.1, III.C.2,ideas toinstruction.III.D.1, III.D.2,demonstratewhy some people			-	• •			
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 select a project from a list of potential project ideas to demonstrate IV.B.2, IV.B.4, V.Afollowing instruction.II.D.1, III.D.2, Why some peoplefollowing instruction.			questions/prompts				
III.B.1, III.B.2, III.C.1, III.C.2,of potential project ideas toIII.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people			following	Students will select			
III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aideas to demonstrate understanding of why some people			instruction.	a project from a list			
III.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people				of potential project	III.B.1, III.B.2,		
IV.B.2, IV.B.4, V.A understanding of why some people				ideas to	III.C.1, III.C.2,		
why some people				demonstrate	III.D.1, III.D.2,		
why some people				understanding of	IV.B.2, IV.B.4, V.A		
				why some people			
ISTE create different or				create different or	ISTE		
2a, 2b, 2d, 7b, 7c alternate personas					2a, 2b, 2d, 7b, 7c		
for themselves							
online and on social							
media.				media.			
Family activities							
and engagement							
resources are							
available.				available.			

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

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

	T	a a	G. 1	<b>D</b> (*	D D I
Unit 1: Digital	Learn reasons that	Common Core	Students will	Formative:	PowerPoint
Citizenship	people put false or	ELA	complete a		Presentation
	misleading	L.6.1, L.6.2,	warm-up exercise,	Students will be	Student Handout:
Lesson 6: Credible	information on the	L.6.2.B, L.6.3,	including pair-share	assessed on	News or Fake
News	internet.	L.6.3.A, L.6.3.B,	and discussion	participation in	News?
		L.6.4, L.6.6, RI.6.1,	activity	pair-share and	
	Learn criteria for	RI.6.2, RI.6.4,	G 1 ( 11	discussion activities	
	differentiating fake	RI.6.6, RI.6.8,	Students will	<u>Ct - 1</u>	
	news from credible	RI.6.10, SL.6.1,	participate in a	Students will be	
	news.	SL.6.1a, SL.6.1b,	reflection activity	assessed using "exit tickets"	
	Drastica avaluating	SL.6.1c, SL.6.1d, SL.6.2, SL.6.3,	and group discussion focusing	tickets	
	Practice evaluating the credibility of	SL.6.4, SL.6.6,	on why and how	Students will be	
	information they	W.6.4, W.6.8,	false information	assessed using quiz	
	find on the internet.	W.6.9.	ends up online and	assessed using quiz	
		11.0.2.	then how to	Summative:	
		CASEL	evaluate the	Summative.	
		1a, 1b, 1c, 1d, 1e,	credibility of what	Students will be	
		2f, 3a, 4a, 4b, 4c,	they're finding	assessed on their	
		4d, 5a, 5b, 5c, 5d,	online.	project	
		5e, 5f		demonstrating	
			As a wrap-up,	understanding of	
		AASL	students will	how to identify and	
		I.A.1, I.A.2, I.B.1,	complete an "exit	evaluate news	
		I.B.2, I.B.3, I.C.1,	ticket" where the	sources for	
		I.D.1, I.D.2, I.D.3,	students apply	credibility.	
		I.D.4, II.A.1, II.A.2,	knowledge to a		
		II.B.1, II.B.2,	hypothetical	Students will be	
		II.B.3, II.C.1,	scenario.	assessed on	
		II.C.2, II.D.1,		completion of	
		II.D.2, II.D.3,	Students will select	required journal	
		III.A.1, III.A.2,	a project from a list	questions/prompts	
		III.B.1, III.B.2,	of potential project	following	
		III.C.1, III.C.2,	ideas to	instruction.	
		III.D.1, III.D.2,	demonstrate		
		IV.B.2, IV.B.	understanding of		
			identifying and		
		ISTE	evaluating credible		
		2a, 2b, 3a, 3b, 3c,	news online.		
		3d			
			Family activities		
			and engagement		
			resources are		
			available.		

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

		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	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.	
		is influenced by			
Unit 4: Touch Keyboarding	Demonstrate the use of proper keyboarding techniques using	Standard 2: Students will develop an understanding of	Students will complete warm-up exercises.	Formative: Students will be assessed on	PowerPoint Presentation iPads/Chromebooks
(5 weeks)	touch keyboarding Learn the alphabet keys on a standard QWERTY keyboard	the core concepts of technology. Benchmark P: Technological systems can be connected with one another.	Students will use hands-on activities to learn how and why file management works and why it's necessary.	participation in warm-up activities (check for understanding for previous day(s') instruction.).	Google Classroom Google Forms

<b>T</b> 1	D 1 1 D	Q. 1	
Learn the	Benchmark R:	Students will	Students will be
alphanumeric	Requirements are	participate in	assessed on tests of
keyboard, including	the parameters	activities to	speed and accuracy.
top-row numbers	placed on the	demonstrate how	
and symbols	development of a	file management is	Summative:
	product or system.	used.	
Learn the ten-key			Students will be
pad	Benchmark T:	Students will	assessed on content
	Different	maintain a design	knowledge through
Increase	technologies	journal where they	performance
proficiency and	involve different	will respond to	assessment and/or
accuracy by	sets of processes.	open-ended	Google Classroom
completing lessons	-	questions/prompts	quiz.
using keyboarding	Standard 17:	following	
software, timed	Students will	instruction.	Students will be
writings, and	develop an		assessed on
teacher generated	understanding of	Exit tickets will be	completion of
assignments	and be able to	utilized as a check	required journal
C	select and use	for understanding.	questions/prompts
Improve	information and	C	following
proofreading	communication		instruction.
strategies and	technologies.		
accuracy	0		
5	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.		

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

				1	
	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	Identify, select and use multimedia presentation software (Google	Standard 3: Students will develop an understanding of	Students will complete a warm-up exercise.	Formative: Students will be assessed on	Ipad/Computer Google Slides/ PowerPoint Google Classroom
(3 weeks)	Slides/PowerPoint) Identify, select, and use key features to open and save files.	the relationships among technologies and the connections between technology and	Students will apply the knowledge of multimedia presentations and will share the information in a	participation in warm-up activities (check for understanding for previous day(s') instruction.)	
		other fields of study.	group discussion.		

	Create	Benchmark D:	As a wrap-up,	Students will be	
	presentations that	Technological	students will	assessed using	
	include text,	systems often	complete an "exit	open-ended	
	graphics (clipart,	interact with each	ticket" where the	questions during	
	photos) with	other.	students apply	small group and	
	accompanying		knowledge to a	individualized	
	animations and	Benchmark E: A	hypothetical	instruction to check	
	transitions.	product, system, or	scenario.	for understanding.	
	transitions.	environment	sechario.	for understanding.	
	Create	developed for one	Students will	Students will be	
	presentations that	setting may be	complete a	assessed on the	
	include audio and	applied to another	multimedia project	completion of a	
	video (both		to demonstrate	design brief for	
	recorded and	setting.		-	
		Standard 10. The	understanding of	given	
	imported).	Standard 10: The	the various	projects/challenges	
	TT 1 4 1 1 4	role of	components of	0, 1, , , , , , , , , , , , , , , , , ,	
	Understand, select	troubleshooting,	multimedia	Students will be	
	and use basic	research and	presentations.	assessed using	
	design principles to	development,		completed projects	
	select and use basic	invention and	Exit tickets will be	(e.g., a completed	
	slide layouts and	innovation, and	utilized as a check	multimedia	
	designs.	experimentation in	for understanding.	presentation for a	
		problem-solving.		particular	
	Demonstrate how			audience).	
	to adjust design	Benchmark F:			
	templates for new	Troubleshooting is		Students will be	
	slides	a problem-solving		assessed on proper	
		method used to		use of tools and	
	Reorganize slides	identify the cause		design concepts	
	within a	of a malfunction in		while completing	
	presentation.	a technological		projects.	
	-	system.			
	Develop and use	-		Students complete	
	presenter's notes	Benchmark G:		and exit ticket and a	
	• · · · ·	Invention is a		Google Classroom	
	Create hyperlinks	process of turning		quiz	
	within the	ideas and		1	
	presentation and to	imagination into		Students will be	
	external sources	devices and		assessed on	
		systems. Innovation		completion of	
	Use the	is the process of		required journal	
	presentation	modifying an		questions/prompts	
	software to create	existing product or		following	
	projects for	system to improve		instruction.	
	different audiences.	-			
	unificient audiences.	it.			
		Dou alan 1- II			
		Benchmark H:			
		Some technological			
		problems are best			
		solved through			
		experimentation.			

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

Unit 6:	Identify, select and	Standard 3:	Students will	Formative:	Ipad/Computer
Multimedia	use multimedia	Students will	complete a		Google Slides/
Development	presentation	develop an	warm-up exercise.	Students will be	PowerPoint
	software (Google	understanding of		assessed on	Google Classroom
(5 weeks)	Slides/PowerPoint)	the relationships	Students will apply	participation in	
		among	the knowledge of	warm-up activities	
	Identify, select, and	technologies and	multimedia	(check for	
	use key features to	the connections	presentations and	understanding for	
	open and save files.	between	will share the	previous day(s')	
		technology and	information in a	instruction.)	
	Create	other fields of	group discussion.		
	presentations that	study.		Students will be	
	include text,		As a wrap-up,	assessed using	
	graphics (clipart,	Benchmark D:	students will	open-ended	
	photos) with	Technological	complete an "exit	questions during	
	accompanying	systems often	ticket" where the	small group and	
	animations and	interact with each	students apply	individualized	
	transitions.	other.	knowledge to a	instruction to check	
		Benchmark E: A	hypothetical	for understanding.	
	Create	product, system, or	scenario.		
	presentations that	environment		Students will be	
	include audio and	developed for one	Students will	assessed on the	
	video (both	setting may be	complete a series of	completion of a	
	recorded and	applied to another	increasingly	design brief for	
	imported).	setting.	complex	given	
			multimedia projects	projects/challenges.	
	Understand, select	Standard 10: The	to demonstrate		
	and use basic	role of	understanding of	Summative:	
	design principles to	troubleshooting,	the various		
	select and use basic	research and	components of	Students will be	
	slide layouts and	development,	multimedia	assessed using	
	designs.	invention and	presentations	completed projects	
		innovation, and		(e.g., a completed	
	Demonstrate how	experimentation in	Exit tickets will be	multimedia	
	to adjust design	problem-solving.	utilized as a check	presentation for a	
	templates for new		for understanding.	particular	
	slides	Benchmark F:		audience).	
		Troubleshooting is			
	Reorganize slides	a problem-solving		Students will be	
	within a	method used to		assessed on proper	
	presentation.	identify the cause		use of tools and	
		of a malfunction in		design concepts	
	Develop and use	a technological		while completing	
	presenter's notes	system.		projects.	
	Create hyperlinks	Benchmark G:		Students complete	
	within the	Invention is a		and exit ticket and a	
	presentation and to	process of turning		Google Classroom	
	external sources	ideas and		quiz	
	Use the	imagination into devices and		Students will be	
	presentation	systems. Innovation		assessed on	
	software to create	is the process of		completion of	
	projects for	modifying an		required journal	
	different audiences.	existing product or		questions/prompts	
	and one and one of the state of	Product of		-1	

system to improve	following
it.	instruction.
Benchmark H:	Projects to include:
Some technological	• "About Me"
problems are best	Creating Digital
	Art
solved through	
experimentation.	• Interactive
	Presentation games
Standard 17:	(hyperlinks,
Students will	research,
develop an	interactivity)
understanding of	• Interactive
and be able to	Storybooks – A
select and use	component of
information and	community service
communication	could be integrated
technologies.	with this project as
wennologies.	the students would
Donohmort II:	
Benchmark H:	have to design
Information and	interactive stories
communication	for a specific
systems allow	audience (e.g.,
information to be	elementary
transferred from	students, students
human to human,	who are home- or
human to machine,	hospital-bound, or
machine to human,	who may have
and machine to	disabilities, etc.)
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.	
---	--

SCOPE AND SEQUENCE							
Course/Grade Title: 7th Grade - Media Pr	oduction I						
<ul> <li>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.</li> <li>By the end of this course, learners will be able to, without assistance:</li> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Utilize a variety of software programs including, but not limited to: Garageband, iMovie, and Google applications to create digital media projects.</li> </ul>	Student Activities What will students do to demonstrate their learning? Various projects encompassing digital media creation (using tools, materials, techniques and processes) for a variety of audiences	Assessments Formative and Summative Assessments Formative: Self/group projects Online class discussions Daily Do Now Activities Quizzes/Tests Summative: Various digital projects	Materials         Materials, tools and resources         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	Key Concepts	Essential	Student Activities	Assessments	Materials/
Period		Standards			Resources
Unit 1: Digital	Reflect on their	Colorado Essential	Students will	Formative:	Blank paper,
Citizenship	common online and	Skills:	complete a		PowerPoint, student
	offline activities.		warm-up exercise	Students will be	handouts, Google
Lesson 1: Media		Common Core	on being connected	assessed on	Classroom
Balance	Analyze and	ELA	24/7, including	participation in	
	prioritize the	L.6.1, L.6.2,	pair-share and	pair-share and	
	activities that are	L.6.2.B, L.6.3,	discussion activity	discussion activities	
	most important to	L.6.3.A, L.6.3.B,			
	them.	L.6.4, L.6.6,	Students will	Students will be	
		SL.6.1, SL.6.1a,	participate in a	assessed using "exit	
	Identify ways to	SL.6.1b, SL.6.1c,	reflection activity	tickets"	
	maintain balance	SL.6.1d, SL.6.2,	discussing online		
	between online and	SL.6.3, SL.6.4,	vs. offline activities	Students will be	
	offline activities.	SL.6.6, W.6.4,		assessed using quiz	

		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.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, II.B.1, III.B.2, II.B.1, III.B.2, II.C.1, III.C.2, III.D.1, III.D.2, II.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, VI.D.2, VI.A.1, VI.A.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.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, 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,As a wrap-up, students willavoid phishing scams.I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,complete an "exit ticket" where the students applyStudents will be assessed on completion of	
I.D.4, II.A.1, II.A.2, ticket" where the Students will be II.B.1, II.B.2, students apply assessed on	
II.B.1, II.B.2, students apply assessed on	
, , , , , , , , , , , , , , , , , , , ,	
II.C.2, II.D.1, hypothetical required journal	
II.D.2, II.D.3, scenario. questions/prompts	
III.A.1, III.A.2, III.B.1, III.B.2,following instruction.	
III.B.1, III.B.2, III.C.1, III.C.2,Students will select a project from a listinstruction.	
III.D.1, III.D.2, of potential project	
IV.B.2, V.A.2 ideas to	
ISTE demonstrate how to	
2a, 2b, 2d identify and avoid	
phishing scams	
Family activities	
and engagement	
resources are available.	
Unit 1: Digital         Reflect on reasons         Common Core         Students will         Formative:         Blank pape	r
Citizenship why people might ELA complete a PowerPoint	
create fake social L.6.1, L.6.2, warm-up exercise, Students will be Presentation	
Lesson 3: Who media accounts. L.6.2.B, L.6.3, including pair-share assessed on Video: Teer	
Are You Online?L.6.3.A, L.6.3.B, L.6.4, L.6.6,and discussion activityparticipation in pair-share andPresenting YIdentify theL.6.4, L.6.6, 	Yourself
Identify the possible results ofL.6.4, L.6.6, SL.6.1, SL.6.1a,activitypair-share and discussion activitiesOnlineStudent Hat	ndouts
possible results of SL.6.1, SL.6.1c, Students will	ildouts
social media SL.6.1d, SL.6.2, participate in a Students will be	
account. SL.6.3, SL.6.4, reflection activity assessed using "exit	
SL.6.6, W.6.1, discussing how tickets"	
Debate the benefitsW.6.1a, W.6.1b,they presentand drawbacks ofW.6.1c, W.6.4,themselves online.Students will be	
posting from W.6.8, W.6.10 assessed using quiz	
multiple accounts. Students will apply	
CASEL the knowledge of Summative:	
1a, 1b, 1c, 1d, 1e, online identities	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b,and will share the information in aStudents will be assessed on their	
4c, 4d, 5a, 5b, 5c, group discussion. project	
5d, 5e, 5f group discussion. project	
As a wrap-up, understanding of	
AASL students will how they present	
I.A.1, I.A.2, I.B.1, complete an "exit themselves online. I.B.3, I.C.1, I.D.1, ticket" where the	
I.B.3, I.C.1, I.D.1, ticket" where the I.D.2, I.D.3, I.D.4, students apply Students will be	
II.A.1, II.A.2, knowledge to a assessed on	
II.B.1, II.B.2, hypothetical completion of	
II.B.3, II.C.1, scenario. required journal	
II.C.2, II.D.1, questions/prompts	
II.D.2, II.D.3,Students will selectfollowingIII.A.1, III.A.2,a project from a listinstruction.	
III.A.1, III.A.2,a project from a listinstruction.III.B.1, III.B.2,of potential project	
III.C.1, III.C.2, ideas to	
demonstrate	

	l				
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.	III.D.1, III.D.2, IV.B.2, IV.B.4, V.A <b>ISTE</b> 2a, 2b, 2d, 7b, 7c <b>Common Core</b> <b>ELA</b> L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.10, SL.6.1, SL.6.10, SL.6.1, SL.6.1d, SL.6.6, W.6.4, W.6.10 <b>CASEL</b> 1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f <b>AASL</b> 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.D.2, V.A.2, V.A.3, V.C.1, V.D.1 <b>ISTE</b> 1d, 2a, 2b, 2d, 3d,	understanding of why some people create different or alternate personas for themselves online and on social media. Family activities and engagement resources are available. 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	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 Students will be assessed using quiz 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	Blank paper Highlighters PowerPoint presentation Video: <u>Teen Voices:</u> Who You're Talking to Online Student Handouts: - Your Online Community - Sara's Chats
			demonstrate	completion of	
Unit 1: Digital	Reflect on how	Common Core	Family activities and engagement resources are available. Students will	Formative:	PowerPoint
Citizenship	easily drama can	Common Core ELA	complete a	rormauve:	presentation
Currensmh	escalate online.	L.6.1, L.6.2,	warm-up exercise,	Students will be	Video: <u>Dealing</u>
Lesson 5: Digital Drama Unplugged		L.6.2.B, L.6.3, L.6.3.A, L.6.3.B,	including pair-share	assessed on participation in	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 <b>CASEL</b> 1a, 1b, 1c, 1d, 1e, 2a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f <b>AASL</b> 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.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, II.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.C.2,	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.	pair-share and discussion activitiesStudents will be assessed using "exit tickets"Students will be assessed using quizStudents 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.	ISTE 2a, 2b 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,	resources are available. 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 Students will be assessed on their project	PowerPoint Presentation Student Handout: News or Fake News?

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

Unit 2: Design	Understand and use	Standard 8:	Students will	Formative:	PowerPoint Design
Cycle	the process of the	Students will	complete warm-up		Cycle Presentation
	Design Cycle,	develop an	exercises related to	Students will be	
1 week	including	understanding of	the Design Cycle.	assessed on	iPads/Chromebooks
	explaining that	the attributes of		participation in	
	design involves a	design.	Students will use	warm-up activities	Google Classroom
	series of steps that	Benchmark E:	hands-on activities	(check for	
	can be performed in	Design is a creative	to learn how the	understanding for	Google Forms
	different sequences	planning process	design cycle is	previous day(s')	
	and repeated as	that leads to useful	developed and	instruction.	
	necessary to	products and	used.		
	develop a solution	systems.		Students will be	
	to a	Benchmark F:	Students will	assessed using	
	problem/challenge.	There is no perfect	participate in	open-ended	
		design.	activities to	questions during	
		Benchmark G:	illustrate/demonstra	small group and	
	Utilize computer	Requirements for a	te how the Design	individualized	
	technology to	design are made up	Cycle is used.	instruction to check	
	access and retrieve	of criteria and		for understanding.	
	data.	constraints.	Students will create		
			and follow a design	Students will be	
	Create a Design	Standard 9:	brief for a project,	assessed on	
	Brief to identify	Students will	first as a class, then	completion of	
	problems, develop	develop an	individually.	required journal	
	plans, guide project	understanding of		questions/prompts	
	creation and	engineering	Students will	following	
	evaluate solutions.	design.	maintain a design	instruction.	
	evaluate solutions.	Benchmark F:	journal where they	mstruction.	
		Design involves a	will respond to	Students will be	
		set of steps which	open-ended	assessed on proper	
		can be performed in	questions/prompts	use of tools and	
		different sequences	following	design concepts	
		and repeated as	instruction.	while completing	
		needed.	instruction.	design challenges.	
		Benchmark G:	Exit tickets will be	design enanenges.	
		Brainstorming is a	utilized as a check	Summative:	
		e	for understanding	Students will be	
		group	for understanding	assessed on content	
		problem-solving process in which			
		1		knowledge through	
		each person in the		written tests.	
		group presents his/her ideas in an		Students will be	
		open forum. Benchmark H.		assessed on	
				completion of	
		Modeling, testing,		required journal	
		evaluating, and		questions/prompts	
		modifying are used		following	
		to transform ideas		instruction.	
		into practical			
		solutions.			
		Stored 110			
		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.

		<ul> <li>difficulty rating scale at the first reading individually and as an ensemble member</li> <li>3. Demonstrate understanding of modalities</li> <li><b>MU09-GR.7-S.3-G</b> <b>LE.1: Theory of Music</b></li> <li>1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music</li> <li>2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice</li> <li>3. Analysis of musical elements in a level 1 composition or performance</li> </ul>	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.

	1	1			]
		document the		creation of a 16-bar	
		solution.		piece of music for a	
		Standard 17.		specific purpose/ audience.	
		Standard 17:		audience.	
		Students will		C4 - 1	
		develop an		Students will be	
		understanding of		assessed on	
		and be able to		completion of	
		select and use		required journal	
		information and		questions/prompts	
		communication		following	
		technologies.		instruction.	
		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-G			
		LE.1 (Creation of			
		Music): Sequence			
		four to eight			
		measures of music			
		melodically and			
		rhythmically.			
		MU09-GR.7-S.2-G			
		LE.2 (Creation of			
		Music): Improvise			
		short melodic			
		phrases over			
		accompaniment			
		-			
Unit 5: Audio	Organize and	Colorado Music	Students will use	Formative:	Ipad/Computer
Production-	understand how to	Standards:	independent work		Cell phones
Arrangement of	put sequences of		time to create and	Students will be	(optional)
Tracks	music in sections.	MU09-GR.7-S.4-G	record a 32 bar	assessed on	Google Classroom.
		LE.1: Aesthetic	song/beat.	participation in	C I
3 weeks	Breakdown a	Valuation of Music	5	Daily Beats	
	beat/song into		Students follow a	activities (check for	
	parts(Intro, verse,	1. Analysis,	basic criteria daily	understanding for	
	chorus, etc.).	through compare	to generate their	previous day(s')	
		and contrast, of	own ideas about	instruction.	
	Understanding	music performances	how to formulate		
	various genres of	and compositions	all part of a	Students will work	
	music.	using detailed	song/beat.	in teams of 2 or	
		criteria and		more to create	
		vocabulary	Students will also	16-32 bar	
		, oououiui y	be required to	recordings of	
			follow google	music.	
			ionow googie	music.	

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.	

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

		applied to another setting. Standard 10: The role of troubleshooting,	Students will participate in a small-group production team to create, develop and produce an	assessed on the completion of a design brief for given projects/challenges	
		setting. Standard 10: The role of	participate in a small-group production team to	completion of a design brief for given	
		setting. Standard 10: The	participate in a small-group production team to	completion of a design brief for given	
		setting.	participate in a small-group	completion of a design brief for	
			participate in a	completion of a	
		44 4 5 4			
		setting may be		Students will be	
		developed for one	specific audience.	Oter January 1111	
		environment	production for a	Summative-	
		product, system, or	audio/video	S	
		Benchmark E: A	brief for an	for understanding.	
		other.	follow a design	instruction to check	
		interact with each	create, develop and	individualized	
		systems often	production teams to	small group and	
		Technological	small-group	questions during	
		Benchmark D:	participate in	open-ended	
		study.	Students will	assessed using	
		other fields of		Students will be	
		technology and	are constructed.		Ŭ
		between	to learn how videos	instruction.	Garageband
		the connections	hands-on activities	previous day(s')	iMovie
		technologies and	Students will use	understanding for	Google Classroom
		among	0	(check for	iPads/Computers
		the relationships	through video.	warm-up activities	Student handouts
		understanding of	communicating	participation in	PowerPoint
	č	develop an	exercises related to	assessed on	Google Slides/
	Video Together	Students will	complete warm-up	Students will be	Pencils
Unit 2: iMovie	Putting Audio and	Standard 3:	Students will	Formative-	Blank paper
				instruction.	
				following	
				questions/prompts	
				required journal	
				completion of	
				assessed on	
				Students will be	
				ruco enps.	
				video clips.	
				effects/music to	
		sound.		sounds/	
		setting.		ability to apply	
		applied to another		assessed on their	
		setting may be		Students will be	
		developed for one		withen tests.	
		environment		written tests.	
		product, system, or		knowledge through	
		Benchmark E: A		assessed on content	
		other.		Summative: Students will be	
		systems often interact with each		Summative:	
		Technological		design challenges.	
		Benchmark D:		while completing	
		Banchmark D.		design concepts	
		study.		use of tools and	
		other fields of		assessed on proper	
		technology and		Students will be	

development,	audio/video	Students will be	
invention and	production.	assessed using	
innovation, and		completed projects	
experimentation in	Students will work	(e.g., an edited	
problem-solving.	in collaboration	iMovie-based	
Benchmark F:	with other content	project for a	
Troubleshooting is	areas to develop	particular	
a problem-solving	audio/video	audience).	
method used to	projects.		
identify the cause		Students will be	
of a malfunction in	Students will	assessed on proper	
a technological	maintain a design	use of tools and	
system.	journal where they	design concepts	
Benchmark G:	will respond to	while completing	
Invention is a	open-ended	projects.	
process of turning	questions/prompts		
ideas and	following	Students will be	
imagination into	instruction.	assessed on	
devices and		completion of	
systems. Innovation	Exit tickets will be	required journal	
is the process of	utilized as a check	questions/prompts	
modifying an	for understanding	following	
existing product or	č	instruction.	
system to improve	Students will		
it.	complete a Google		
Benchmark H:	Classroom-based		
Some technological	quiz.		
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.	
Benchmark K: The	
use of symbols,	
measurements, and	
drawings promotes	
clear	
communication by	
providing a	
common language	
to express ideas.	

SCOPE AN	D SEQUEN	CE					
	Course/Grade Title: 8th Grade - Media Production II						
<b>Course/Grade Content:</b> 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	<b>Materials</b> Materials, tools and resources				
<ul> <li>By the end of this course, learners will be able to, without assistance:</li> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Identify and explain the importance of key events in the evolution of animation.</li> <li>Evaluate animations for various purposes.</li> <li>Identify career opportunities in the field of animation and related areas.</li> </ul>	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 8 <sup>th</sup> 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	Key Concepts	Essential	<b>Student Activities</b>	Assessments	Materials/
Period		Standards			Resources

Unit 1: Digital	Reflect on their	Colorado Essential	Students will	Formative:	Blank paper,
Citizenship	common online and	Skills:	complete a		PowerPoint, student
•	offline activities.		warm-up exercise	Students will be	handouts, Google
Lesson 1: Media		Common Core	on being connected	assessed on	Classroom
Balance	Analyze and	ELA	24/7, including	participation in	
	prioritize the	L.6.1, L.6.2,	pair-share and	pair-share and	
	activities that are	L.6.2.B, L.6.3,	discussion activity	discussion activities	
	most important to	L.6.3.A, L.6.3.B,			
	them.	L.6.4, L.6.6,	Students will	Students will be	
		SL.6.1, SL.6.1a,	participate in a	assessed using "exit	
	Identify ways to	SL.6.1b, SL.6.1c,	reflection activity	tickets"	
	maintain balance	SL.6.1d, SL.6.2,	discussing online		
	between online and	SL.6.3, SL.6.4,	vs. offline activities	Students will be	
	offline activities.	SL.6.6, W.6.4,		assessed using quiz	
		W.6.8, W.6.9,	Students will apply	Summative:	
		W.6.10	the knowledge to develop a	summative:	
		CASEL	"balancing act"	Students will be	
		1a, 1b, 1c, 1d, 1e,	plan for their own	assessed on the	
		2a, 2b, 2c, 2d, 2e,	lives and will share	"Benefits of	
		2f, 3a, 3b, 3c, 3d,	the information in a	Unplugging"	
		4a, 4b, 4c, 4d, 5a,	group discussion.	poster.	
		5b, 5c, 5d, 5e, 5f	0	1	
			As a wrap-up,	Students will be	
		AASL	students will	assessed on	
		I.A.1, I.A.2, I.B.1,	complete an "exit	completion of	
		I.B.3, I.C.1, I.D.1,	ticket" where the	required journal	
		I.D.2, I.D.3, I.D.4,	students apply	questions/prompts	
		II.A.1, II.A.2,	knowledge to a	following	
		II.B.1, II.B.2,	hypothetical	instruction.	
		II.B.3, II.C.1,	scenario.		
		II.C.2, II.D.1,			
		II.D.2, II.D.3,	Students will create		
		III.A.1, III.A.2,	a poster promoting		
		III.B.1, III.B.2, III.C.1, III.C.2,	the benefits of unplugging from		
		III.C.1, III.C.2, III.D.1, III.D.2,	technology.		
		IV.B.2, V.A.2,	teennology.		
		V.A.3, V.C.1,	Family activities		
		V.D.1, V.D.2,	and engagement		
		VI.A.1, VI.A.2,	resources are		
		VI.D.1, VI.D.2,	available.		
		VI.D.3			
		ISTE			
		2a, 2b			

Unit 1: Digital	Compare and	Common Core	Students will	Formative:	Colored markers or
Citizenship	contrast identity	ELA	complete a	rormative:	highlighters
Citizensinp	theft with other	L.6.1, L.6.2,	warm-up exercise	Students will be	Pencils
Lesson 2: Don't	kinds of theft.	L.6.2.B, L.6.3,	and a pair-share and	assessed on	Blank paper
Feed the Phish	KINGS OF LIEFT.	L.6.3.A, L.6.3.B,	discussion activity	participation in	Lesson Slides
recu the r msn	Describe different	L.6.4, L.6.6, RI.6.1,	discussion activity	pair-share and	Student Handouts
	ways that identity	RI.6.4, RI.6.5,	Students will	discussion activities	Student Handouts
	theft can occur	RI.6.6, RI.6.10,	participate in a	discussion activities	
	online.	SL.6.1, SL.6.1a,	reflection activity	Students will be	
	omme.	SL.6.1b, SL.6.1c,	discussing online	assessed using "exit	
	Lice maggage aluge	SL.6.1d, SL.6.2,	vs. offline activities	-	
	Use message clues	· · · · ·	vs. offine activities	tickets"	
	to identify	SL.6.3, SL.6.4,	Students will sanly	Studente mill he	
	examples of	SL.6.6, W.6.4,	Students will apply	Students will be	
	phishing.	W.6.8, W.6.9,	the knowledge of	assessed using quiz	
		W.6.10	how to identify and	Summation.	
		CASEL	avoid phishing	Summative:	
		1a, 1b, 1c, 1d, 1e,	scams and will	Chi danta	
		2a, 2c, 2d, 3a, 3b,	share the	Students will be	
		3c, 3d, 4a, 4b, 4c,	information in a	assessed on their	
		4d, 5a, 5b, 5c, 5d,	group discussion.	project	
		5e, 5f		demonstrating how	
		AASL	As a wrap-up,	to identify and	
		I.A.1, I.A.2, I.B.1,	students will	avoid phishing	
		I.B.2, I.B.3, I.C.1,	complete an "exit	scams.	
		I.D.1, I.D.2, I.D.3,	ticket" where the	Q 1 ( 111	
		I.D.4, II.A.1, II.A.2,	students apply	Students will be	
		II.B.1, II.B.2,	knowledge to a	assessed on	
		II.B.3, II.C.1,	hypothetical	completion of	
		II.C.2, II.D.1,	scenario.	required journal	
		II.D.2, II.D.3,		questions/prompts	
		III.A.1, III.A.2,	Students will select	following	
		III.B.1, III.B.2,	a project from a list	instruction.	
		III.C.1, III.C.2,	of potential project		
		III.D.1, III.D.2,	ideas to		
		IV.B.2, V.A.2	demonstrate how to		
		ISTE	identify and avoid		
		2a, 2b, 2d	phishing scams		
			Family activities		
			and engagement		
			resources are		
			available.		

Unit 1: Digital CitizenshipReflect on reasons why people might create fake social Are You Online?Common Core ELAStudents will complete a including pair-share and discussion attivityFormative: soudents will be passesed on presenting Y pair-share and discussion activitiesBlank paper PowerPoint Presentation Y OnlineLesson 3: Who Are You Online?Identify the possible results of possible results of possible results of possible results of posting from a fake social media account.L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.2a, Zb, 2c, 2d, 3a, and drawbacks of posting from multiple accounts.Students will students will paply the knowledge of 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, and will share the 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will paply the knowledge of and will share the information in a assessed on their assessed on their group discussion.Students will be assessed on their assessed on their assessed on their assessed on their group discussion.AASL LA, 1.A.2, IB.1, IB.3, I.C.1, ID.1, IB.3, I.C.1, ID.1, IB.3, I.C.1, Scenario.As a wrap-up, students will be assessed on assessed on assessed on complete an "exit ticket" where the ticket" where the ticket where the ticket where the ticket where the ticket where the IB.3, I.C.1, ID.3, II.B.3, II.C.1, ID.3, II.B.3, II.C.1, II.A.2, II.B.3, II.C.1, II.A.2, II.B.3, II.C.1, III.A.2, II.B.3, II.C.1, II.A.2, II.B.3	
Lesson 3: Who Are You Online?create fake social media accounts.L.6.1, L.6.2, L.6.3, L.6.3, L.6.3, A. L.6.3,B, L.6.3, A. L.6.3,B, and discussion activityStudents will be participation in participation in<	
Lesson 3: Who Are You Online?media accounts.L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.3.A, L.6.3.B, L.6.4, L.6.6, St.6.1, SL.6.1a, social media account.L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, St.6.1, SL.6.1b, SL.6.1c, SL.6.1b, SL.6.1c, SL.6.3, SL.6.4, Teflection activityassessed on participation in pair-share and discussion activitiesVideo: Teen Presenting Y onlineJust St.6.1SL.6.1, SL.6.1a, SL.6.1, SL.6.1, SL.6.3, SL.6.4, Teflection activityStudents will assessed using "exit tickets"Students will be assessed using quizStudent swill be assessed using quizDebate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1a, W.6.10they present the knowledge of online identities and will share the ab, 2, 2d, 2a, 3a, ad, 44, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present the knowledge of online identitiesAASL L.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.1, I.D.2, II.D.3,Students will ticket" where the themselves online.Students will be assessed on complete an "exit themselves online.	
Are You Online?L6.3.A, L.6.3.B, L6.4, L.6.6, possible results of posting from a fake social media account.a.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1, SL.6.1a, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.1, SL.6.1, SL.6.3, SL.6.4, Teflection activity discussion from multiple accounts.and discussion activityparticipation in participate in a assessed using "exit tickets"Presenting Y OnlineDebate the benefits and drawbacks of posting from multiple accounts.SL.6.1, SL.6.4, SL.6.4, SL.6.2, SL.6.4, SL.6.4, SL.6.4, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10and discussion activities assessed using "exit tickets"Students will be assessed using quizCASEL 1 a, 1b, 1c, 1d, 1e, 2, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present themselves online.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.2, 1.1D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3, 1.D.2, 1.D.1, 1.D.2, 1.D.3, 1.D.2, 1.D.1, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.	Voices:
Identify the possible results of posting from a fake social media account.L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1b, SL.6.1c, SL.6.1b, SL.6.1c, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1,activity atticipate in a participate in a sasessed using "exit tickets"Online Students will sasessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.2, Q.2, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 3b, 3c, 3d, 4a, 4b, 3b, 3c, 5d, 5e, 5fStudents will participate in a tickets will apply the knowledge of online identities group discussion.Students will be assessed using quizAASL I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, I.B.3, II.C.1, I.D.1, I.D.2, I.D.3, I.D.4, I.B.3, II.C.1, I.D.2, I.D.3,Students will selectStudents will be assessed on complete an "exit ticket" where the students applyALSL I.B.3, II.C.1, I.D.2, II.D.3,Students will selectStudents will be assessed on completical completical required journal questions/prompts	
possible results of posting from a fake social media account.SL.6.1, SL.6.1a, SL.6.1b, SL.6.2, SL.6.3, SL.6.4, SL.6.4, SL.6.4, SL.6.6, W.6.1,Students will participate in a reflection activity discussing how they present themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.4, SL.6.4, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will participate in a reflection activity discussing how they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, c3, d4, 4a, 4b, 4c, 4d, 5a, 5b, c5,Students will apply the knowledge of online identities and will share the information in a dc, 4d, 5a, 5b, c5,Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.D.1, I.D.2, I.D.3, I.D.4, II.D.2, II.D.3,Students will selectStudents will be assessed on complete an "exit ticket" where the students applyI.D.2, I.D.3, ID.4, II.D.2, II.D.3,Students will selectStudents will be assessed on completion of required journal questions/prompts	Juisen
posting from a fake social media account.SL.6.1c, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, multiple accounts.Students will participate in a reflection activity discussing how tickets"Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.4, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will paply the knowledge of group discussion.Summative: online identities and will share the information in a group discussion.AASL 1.A.1, 1.A.2, 1.B.1, 1.D.2, 1.D.3, 1.D.4, II.B.1, II.B.2, II.B.1, II.B.2, II.B.1, II.B.2, II.B.1, II.B.2, II.B.1, II.B.2, II.D.2, II.D.3,Students will selectby obtical completical completical completical completical completical completical completical completical completical completical completical completical completical completical completical completical completion of required journal questions/prompts	loute
social media account.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.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10participate in a reflection activity discussing how they present themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Basessed using "exit tickets"Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, I.B.3, I.C.1, ID.1, I.B.3, II.C.1, ID.1, I.D.2, I.D.3, I.D.4, I.B.3, II.C.1, ID.1, I.D.2, I.D.3, ID.1, I.D.2, I.D.3, ID.1, I.D.2, II.D.3,Students will selectstudents will selectcompletical completical scenario.Students will selectfollowingstudents will selectselect	louis
account.SL.6.3, SL.6.4, SL.6.6, W.6.1,reflection activity discussing how they presentassessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10they present they presentStudents will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of group discussion.Students will be assessed using quizAASL 1.A.1, I.A.2, I.B.1, 1.B.3, I.C.1, I.D.1, 1.B.3, I.C.1, I.B.4, I.B.3, I.C.1, I.B.2, I.B.3, I.C.1, Scenario.Students will be assessed on their project demonstrating themselves online.ALSL 1.D.2, II.D.3, I.D.4, I.B.3, II.C.1, I.D.2, II.D.3,students apply ktudents apply ktudents apply ktudents apply ktudents apply ktudents will be assessed on completion of completical completical completical completion of required journal questions/prompts	
Debate the benefits and drawbacks of posting from multiple accounts.SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10discussing how they present themselves online.tickets"CASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identitiesStudents will be assessed using quizMathematical ModelCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identitiesAASL 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.B.3, 1.C.1, 1.D.2, 1.D.3,Students will students will selectStudents will be assessed on their project demonstrating themselves online.Mathematical (CASEL)Students (CASEL)Students will (CASEL)Students will be assessed on their project demonstratingAASL 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3,Students will (CASEL)Students will be (CASEL)Mathematical (CASEL)Students apply (CASEL)Students will be (CASEL)Mathematical (CASEL)Students apply (CASEL)Students will be (CASEL)Mathematical (CASEL)Students will select)Students will selectMathematical (CASEL)Students will select)Students will selectMathematical (CASEL)Students will select)Students will selectMathematical (CASEL)Students will select)Students will select)	
Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.2, W.6.4, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fthey present the knowledge of online identities and will share the information in a students will be assessed on their project demonstrating understanding of students will how they present the knowledge of online identities and will share the students will share the students will share the students will share the information in a sessesed on their project demonstrating how they present themselves online.Students will be assessed on their project demonstrating how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, Students will selectStudents will be assessed on assessed on completion of required journal questions/prompts	
and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.8, W.6.10themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fthemselves online.Students will be assessed on their projectAASL 1.A.1, 1.A.2, 1.B.1, 1.D.2, 1.D.3, I.D.4, I.B.3, II.C.1, I.D.2, I.D.3,themselves online.Students will be assessed on their projectMathematical demonstrating understanding of how they present ticket" where the students apply ticket" where the students apply ticket where the I.D.2, I.D.3, I.D.4, II.D.2, II.D.3,Students will selectStudents will be assessed on complete an "exit ticket" where the assessed on completical completical completical completical completical students will selectStudents will be assessed on completion of required journal questions/prompts	
posting from multiple accounts.W.6.8, W.6.10assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present the knowledge to a assessed on their projectAASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, I.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, I.D.3, Students will selectStudents will be assessed on completion of required journal questions/prompts	
multiple accounts.Students will apply the knowledge of online identities a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the group discussion.Students will be assessed on their project demonstrating understanding of how they present the students will how they present the students will bow they present the students applyAASL I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, I.B.3, II.C.1, I.B.3, II.C.1, I.D.2, I.D.3,Students will selectStudents will be assessed on themselves online.H.B.1, II.B.2, I.B.3, II.C.1, I.D.2, II.D.3,Students will selectStudents will select	
CASELthe knowledge of online identitiesSummative:1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their projectAASLstudents will bow they presenthow they present themselves online.I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, II.D.2, II.D.3,complete an "exit students will be assessed on themselves online.I.B.3, II.C.1, II.D.2, II.D.3,students will selectcompletion of required journal questions/promptsI.D.2, II.D.3, II.D.2, II.D.3,Students will selectfollowing	
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fonline identities and will share the information in a group discussion.Students will be assessed on their project demonstratingAASLAASL 1.A.1, I.A.2, I.B.1, 1.B.3, I.C.1, I.D.1, 1.B.3, I.C.1, I.D.4, I.B.1, II.B.2, I.B.1, II.B.2, I.B.3, II.C.1, I.D.2, I.D.3, I.C.1, I.D.3, I.C.1, I.D.2, I.D.3,online identities and will share the group discussion.Students will hew they present themselves online.1a, 1b, 1c, 1c, 1c, 1c, 1c, 1c, 1c, 1c, 1c, 1c	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.1, II.B.2, II.B.3, II.C.1, I.D.2, II.D.3,and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.1.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.D.2, II.D.3,students apply students applyStudents will be assessed on completion of required journal questions/promptsI.D.2, II.D.3, I.D.2, II.D.3,Students will selectfollowing	
3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5finformation in a group discussion.assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, Students applyassessed on their project demonstrating understanding of how they present themselves online.II.B.1, II.B.2, II.B.3, II.C.1, II.D.2, II.D.3,students apply scenario.Students will be assessed on completion of required journal questions/prompts	
4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fgroup discussion.project demonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.1, II.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, Scenario.project demonstrating understanding of how they present themselves online.I.B.3, I.C.1, I.D.1, II.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3,Students apply scenario.Vertice II.B.3, II.C.1, II.D.2, II.D.3,Students will selectfollowing	
5d, 5e, 5fAs a wrap-up, students willdemonstrating understanding of how they present themselves online.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.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, Scenario.demonstrating understanding of how they present themselves online.I.A.1, II.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3,Students apply scenario.Students will be assessed on completion of required journal questions/promptsII.D.2, II.D.1, II.D.2, II.D.3,Students will selectfollowing	
AASLAs a wrap-up, students willunderstanding of how they presentI.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,complete an "exit ticket" where the students applythemselves online.I.A.1, II.A.2, I.B.3, I.C.1, II.B.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, I.D.3,Students will or a ssessed on required journal questions/promptsI.D.2, I.D.3, I.D.4, I.D.2, II.D.3,Students will selectfollowing	
AASLstudents willhow they presentI.A.1, I.A.2, I.B.1,complete an "exitthemselves online.I.B.3, I.C.1, I.D.1,ticket" where theticket" where theI.D.2, I.D.3, I.D.4,students applyStudents will beII.A.1, II.A.2,knowledge to aassessed onII.B.1, II.B.2,hypotheticalcompletion ofII.B.3, II.C.1,scenario.required journalII.D.2, II.D.3,Students will selectfollowing	
I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1,complete an "exit ticket" where the students applythemselves online.I.D.2, I.D.3, I.D.4, I.D.2, I.D.3, I.D.4,students applyStudents will be assessed on II.B.1, II.B.2, II.B.3, II.C.1,II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3,hypothetical scenario.completion of required journal questions/prompts following	
I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, I.A.1, II.A.2,ticket" where the students applyStudents will be assessed onII.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3,hypothetical scenario.completion of required journal questions/promptsII.D.2, II.D.3, II.D.2, II.D.3,Students will selectfollowing	
I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,students apply knowledge to a hypotheticalStudents will be assessed on completion of required journal questions/prompts following	
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,knowledge to a hypothetical scenario.assessed on completion of required journal questions/promptsII.B.3II.C.1, II.D.2, II.D.3,scenario.required journal questions/prompts	
II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3,hypothetical scenario.completion of required journal questions/promptsII.B.3, II.C.1, II.D.2, II.D.3,Students will selectfollowing	
II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3,scenario.required journal questions/prompts following	
II.C.2, II.D.1, II.D.2, II.D.3,questions/prompts following	
II.D.2, II.D.3, Students will select following	
III.A.1, III.A.2, a project from a list instruction.	
III.B.1, III.B.2, of potential project	
III.C.1, III.C.2, ideas to	
III.D.1, III.D.2, demonstrate	
IV.B.2, IV.B.4, V.A understanding of	
why some people	
ISTE create different or	
2a, 2b, 2d, 7b, 7c alternate personas	
for themselves	
online and on social	
media.	
Family activities	
and engagement	
resources are	
available.	

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

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

	T	a a	G. 1	<b>D</b> (*	D D I
Unit 1: Digital	Learn reasons that	Common Core	Students will	Formative:	PowerPoint
Citizenship	people put false or	ELA	complete a		Presentation
	misleading	L.6.1, L.6.2,	warm-up exercise,	Students will be	Student Handout:
Lesson 6: Credible	information on the	L.6.2.B, L.6.3,	including pair-share	assessed on	News or Fake
News	internet.	L.6.3.A, L.6.3.B,	and discussion	participation in	News?
		L.6.4, L.6.6, RI.6.1,	activity	pair-share and	
	Learn criteria for	RI.6.2, RI.6.4,	G 1 ( 11	discussion activities	
	differentiating fake	RI.6.6, RI.6.8,	Students will	<u>Ct - 1</u>	
	news from credible	RI.6.10, SL.6.1,	participate in a	Students will be	
	news.	SL.6.1a, SL.6.1b,	reflection activity	assessed using "exit tickets"	
	Drastica avaluating	SL.6.1c, SL.6.1d, SL.6.2, SL.6.3,	and group discussion focusing	tickets	
	Practice evaluating the credibility of	SL.6.4, SL.6.6,	on why and how	Students will be	
	information they	W.6.4, W.6.8,	false information	assessed using quiz	
	find on the internet.	W.6.9.	ends up online and	assessed using quiz	
		11.0.2.	then how to	Summative:	
		CASEL	evaluate the	Summative.	
		1a, 1b, 1c, 1d, 1e,	credibility of what	Students will be	
		2f, 3a, 4a, 4b, 4c,	they're finding	assessed on their	
		4d, 5a, 5b, 5c, 5d,	online.	project	
		5e, 5f		demonstrating	
			As a wrap-up,	understanding of	
		AASL	students will	how to identify and	
		I.A.1, I.A.2, I.B.1,	complete an "exit	evaluate news	
		I.B.2, I.B.3, I.C.1,	ticket" where the	sources for	
		I.D.1, I.D.2, I.D.3,	students apply	credibility.	
		I.D.4, II.A.1, II.A.2,	knowledge to a		
		II.B.1, II.B.2,	hypothetical	Students will be	
		II.B.3, II.C.1,	scenario.	assessed on	
		II.C.2, II.D.1,		completion of	
		II.D.2, II.D.3,	Students will select	required journal	
		III.A.1, III.A.2,	a project from a list	questions/prompts	
		III.B.1, III.B.2,	of potential project	following	
		III.C.1, III.C.2,	ideas to	instruction.	
		III.D.1, III.D.2,	demonstrate		
		IV.B.2, IV.B.	understanding of		
			identifying and		
		ISTE	evaluating credible		
		2a, 2b, 3a, 3b, 3c,	news online.		
		3d			
			Family activities		
			and engagement		
			resources are		
			available.		

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

		Q41	
system and	assignments to keep	Students will be	
document the	up with out of class	assessed through a	
solution.	instruction	creation of a 16-bar	
	(tutorials/how-to's).	piece of music for a	
Standard 17:		specific purpose/	
Students will	Exit tickets will be	audience.	
develop an	utilized as a check		
understanding of	for understanding.	Students will be	
and be able to		assessed on	
select and use		completion of	
information and		required journal	
communication		questions/prompts	
technologies.		following	
Benchmark J: The		instruction.	
design of a message			
is influenced by			
such factors as the			
intended audience,			
medium, purpose,			
and nature of the			
message.			
message.			
Colorado Music			
Standards:			
stanuarus.			
MU09-GR.7-S.2-G			
LE.1 (Creation of			
Music): Sequence			
four to eight			
measures of music			
melodically and			
rhythmically.			
MU09-GR.7-S.2-G			
LE.2 (Creation of			
Music): Improvise			
short melodic			
phrases over			
accompaniment.			

Quarter 2/4					
Unit Name/Time	Key Concepts	Essential	<b>Student Activities</b>	Assessments	Materials/
Period		Standards			Resources
Unit 4: Intro to	Identify	Standards for	Students will	Students will be	iPads/
Animation	monumental events	Technological	complete warm-up	assessed on	Chromebooks
	in the evolution of	Literacy (ITEEA)	exercises related	participation in	Google Classroom
	animation.		to communicating	warm-up activities	Google Slides/
		Standard 1:	through animation.	(check for	PowerPoint
	Identify and	Students will		understanding for	Blank paper
	distinguish different	develop an	Students will use	previous	Pencils
	processes used to	understanding of	hands-on activities	instruction).	Videos:
	create animation	the characteristics	to learn how		What is Animation?
		and scope of	animations are	Students will be	The 5 Types of
		technology.		assessed using	Animation

Demonstrate proper	Benchmark G: The	designed and	open-ended	
use of terminology	development of	constructed.	questions during	<u>12 Principles of</u>
in describing	technology is a		small group and	Animation (Official
processes,	human activity and	Students will	individualized	Full Series)
tools, and materials	is the result of	participate in	instruction to check	
in the production of	individual or	small-group	for understanding.	
animation.	collective needs	production teams		
	and the ability to be	to create, develop	Students will be	
Create and evaluate	creative.	and follow a	assessed on	
animations for	Benchmark H:	design brief for	completion of	
various purposes.	Technology is	animated projects	required journal	
	closely linked to	for a specific	questions/prompts	
Identify career	creativity, which	audience.	following	
opportunities in the	has resulted in		instruction.	
field of animation	innovation.	Students will		
and related areas.		participate in a	Students will be	
	Standard 10:	small-group	assessed using	
	Students will	production team to	completed projects	
	develop an	create, develop	(e.g., a completed	
	understanding of	and produce an	animated	
	the role of	animated	production).	
	troubleshooting,	production.	± · · · /·	
	research and	L	Students will be	
	development,	Students will	assessed on proper	
	invention and	maintain a design	use of tools and	
	innovation, and	journal where they	design concepts	
	experimentation in	will respond to	while completing	
	problem-solving.	open-ended	design challenges.	
	Benchmark F:	questions/prompts		
	Troubleshooting is	following	Students will be	
	a problem-solving	instruction.	assessed on	
	method used to		completion of	
	identify the cause	Exit tickets will be	required journal	
	of a malfunction in	utilized as a check	questions/prompts	
	a technological	for understanding	following	
	system.	101 understunding	instruction.	
	Benchmark G:	Students will		
	Invention is a	complete a Google		
	process of turning	Classroom-based		
	ideas and	quiz.		
	imagination into	quiz.		
	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			

dender de 1920 a te
develop abilities to
apply the design
process.
Benchmark H:
Apply a design
process to solve
problems in and
beyond the
laboratory-classroo
m.
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
understanding of and be able to
understanding of and be able to select and use
understanding of         and be able to         select and use         information and
understanding of         and be able to         select and use         information and         communication
understanding of         and be able to         select and use         information and         communication         technologies.
understanding of and be able to select and use information and communication technologies. Benchmark H:
understanding of         and be able to         select and use         information and         communication         technologies.
understanding of and be able to select and use information and communication technologies. Benchmark H: Information and communicationImage: Communication communication communication
understanding of and be able toselect and useinformation andcommunicationtechnologies.Benchmark H:Information andcommunicationsystems allow
understanding of and be able to select and use information and communication technologies.Benchmark H: Information and communication systems allow information to be
understanding of and be able to select and use information and communication technologies. Benchmark H: Information and communication systems allow information to be transferred fromHere are an are and
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,
understanding of and be able toselect and useinformation andcommunicationtechnologies.Benchmark H:Information andcommunicationsystems allowinformation to betransferred fromhuman to human,human to machine,
understanding of and be able toselect and useinformation andcommunicationtechnologies.Benchmark H:Information andcommunicationsystems allowinformation to betransferred fromhuman to human,human to machine,machine to human,
understanding of and be able to select and use information and communication technologies.Image: 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 toImage: Communication technologies.
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.Image: Communication machine machine
understanding of and be able to select and use information and communication technologies.Image: Communication 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.Image: Communication become and
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 machine. Benchmark I: CommunicationHere transferred transferred transferred from human to human, human to human, and machine to machine.Here transferred transferred transferred transferred from human to human, human to human to hu
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 madeImage: Communication supervise human to human, supervise supervise supervise supervise supervise supervise supervise supervise supervise transferred from human to human, supervise supervise supervise supervise transferred from human to human, supervise supervise transferred from human to human, supervise supervise transferred from human to human, supervise supervise transferred from human to human, supervise transferred from supervise transferred from transferred<
understanding of and be able to select and use information and communication technologies.Image: Communication Benchmark H: Information and communication systems allow information to be transferred from human to human, human to human, and machine to machine.Image: Communication Benchmark I: Communication systems are made up of a source,
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 human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder,Image: Communication source, encoder,
understanding of and be able toselect 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, title communication systems are made up of a source, encoder, transmitter,
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 human, and machine to machine. Benchmark I: Communication systems are made up of a source, encoder,Image: Communication source, encoder,

		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 willdevelop anunderstanding ofthe relationshipsamongtechnologies andthe connectionsbetweentechnology andother fields ofstudy.Benchmark D:Technologicalsystems ofteninteract with eachother.Benchmark E: Aproduct, system, orenvironmentdeveloped for onesetting may beapplied to anothersetting.Standard 10: Therole oftroubleshooting,research anddevelopment,invention andinnovation, andexperimentation inproblem-solving.Benchmark F:Troubleshooting isa problem-solving isa problem-solving is	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 poduce an audio/video 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	Blank paper Pencils Google Slides/ PowerPoint Student handouts, iPads(apps) Google Classroom Cell phones/digital cameras iMovie/ MovieMaker Garageband

I				
	identify the cause	Students will	(e.g., an edited	
	of a malfunction in	maintain a design	iMovie-based	
	a technological	journal where they	project for a	
	system.	will respond to	particular	
	Benchmark G:	open-ended	audience).	
	Invention is a	questions/prompts		
	process of turning	following	Students will be	
	ideas and	instruction.	assessed on proper	
	imagination into	instruction.	use of tools and	
	devices and	E-14 41 - 1 4 111 1		
		Exit tickets will be	design concepts	
	systems. Innovation	utilized as a check	while completing	
	is the process of	for understanding	projects.	
	modifying an			
	existing product or	Students will	Students will be	
	system to improve	complete a Google	assessed on	
	it.	Classroom-based	completion of	
	Benchmark H:	quiz.	required journal	
	Some technological		questions/prompts	
	problems are best		following	
	solved through		instruction.	
	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	1	1	
	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 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 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 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.e du). Photoshop (optional)

r				
	of a malfunction in	following	Students will be	
	a technological	instruction.	assessed on proper	
	system.		use of tools and	
	Benchmark G:	Exit tickets will be	design concepts	
	Invention is a	utilized as a check	while completing	
	process of turning	for understanding.	projects.	
	ideas and	_		
	imagination into	Students will	Students will be	
	devices and	complete a Google	assessed on	
	systems. Innovation	Classroom-based	completion of	
	is the process of	quiz.	required journal	
	modifying an		questions/prompts	
	existing product or		following	
	system to improve		instruction.	
	it.			
	n. Benchmark H:			
	Some technological			
	problems are best			
	solved through			
	experimentation.			
	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,			
	-			

clear communication by providing a common language to express ideas.
--

SCOPE AND SEQUENCE								
Course/Grade Title: Intro to Digital Media - High School								
<b>Course/Grade Content:</b> 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	<b>Materials</b> Materials, tools ar resources					
<ul> <li>By the end of this course, learners will be able to, without ssistance:</li> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Capture, edit, manipulate, maintain and produce digital files using digital asset management software</li> <li>Read, write, and speak about the various tools, materials, techniques and processes involved in digital media production using appropriate vocabulary and proper terminology.</li> <li>Identify, select, and use the proper tools to gather, process, and publish information in a digitally convergent environment in a safe, professional manner.</li> <li>Work together in a collaborative environment, participating in a responsible and constructive way in exercises and class discussions/activities.</li> <li>Practice professionalism by sharing technical information and knowledge.</li> <li>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</li> <li>Identify, analyze, and discuss current trends within the digital media industry and appropriate career opportunities.</li> </ul>	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 t following applications: Microsoft Office/Google Doo Photoshop, Fireworks, InDesig					

Unit Name/Time	Key Concepts	Essential	Student Activities	Assessments	Materials/
Period		Standards			Resources
Unit 1: Digital	Reflect on their	Common Core	Students will	Formative:	Blank paper,
Citizenship	common online and	ELA	complete a		PowerPoint, student
	offline activities.	L.6.1, L.6.2,	warm-up exercise	Students will be	handouts, Google
6 periods		L.6.2.B, L.6.3,	on being connected	assessed on	Classroom
270 minutes	Analyze and	L.6.3.A, L.6.3.B,	24/7, including	participation in	
	prioritize the	L.6.4, L.6.6,	pair-share and	pair-share and	
	activities that are	SL.6.1, SL.6.1a,	discussion activity	discussion activities	
Lesson 1: Media	most important to	SL.6.1b, SL.6.1c,			
Balance	them.	SL.6.1d, SL.6.2,	Students will	Students will be	
		SL.6.3, SL.6.4,	participate in a	assessed using "exit	
	Identify ways to	SL.6.6, W.6.4,	reflection activity	tickets"	
	maintain balance	W.6.8, W.6.9,	discussing online		
	between online and	W.6.10	vs. offline	Students will be	
	offline activities.		activities.	assessed using quiz	
		CASEL			
		1a, 1b, 1c, 1d, 1e,	Students will apply	Summative:	
		2a, 2b, 2c, 2d, 2e,	the knowledge to		
		2f, 3a, 3b, 3c, 3d,	develop a	Students will be	
		4a, 4b, 4c, 4d, 5a,	"balancing act"	assessed on the	
		5b, 5c, 5d, 5e, 5f	plan for their own	"Benefits of	
			lives and will share	Unplugging"	
		AASL	the information in a	poster.	
		I.A.1, I.A.2, I.B.1,	group discussion.	G. 1	
		I.B.3, I.C.1, I.D.1,		Students will be	
		I.D.2, I.D.3, I.D.4,	As a wrap-up,	assessed on	
		II.A.1, II.A.2,	students will	completion of	
		II.B.1, II.B.2,	complete an "exit	required journal	
		II.B.3, II.C.1,	ticket" where the	questions/prompts	
		II.C.2, II.D.1,	students apply	following	
		II.D.2, II.D.3,	knowledge to a	instruction.	
		III.A.1, III.A.2,	hypothetical		
		III.B.1, III.B.2,	scenario.		
		III.C.1, III.C.2,	G 1 ( 111 (		
		III.D.1, III.D.2,	Students will create		
		IV.B.2, V.A.2,	a poster promoting		
		V.A.3, V.C.1,	the benefits of		
		V.D.1, V.D.2,	unplugging from		
		VI.A.1, VI.A.2,	technology.		
		VI.D.1, VI.D.2,	Equily optimities		
		VI.D.3	Family activities		
		ISTE	and engagement		
		ISTE	resources are		
		2a, 2b	available.		
	<u> </u>	I			

Unit 1: Digital	Compare and	Common Core	Students will	Formative:	Colored markers or
Citizenship	contrast identity	ELA	complete a	1 01 111111 01	highlighters
onizonomp	theft with other	L.6.1, L.6.2,	warm-up exercise	Students will be	Pencils
Lesson 2: Don't	kinds of theft.	L.6.2.B, L.6.3,	and a pair-share and	assessed on	Blank paper
Feed the Phish		L.6.3.A, L.6.3.B,	discussion activity	participation in	Lesson Slides
	Describe different	L.6.4, L.6.6, RI.6.1,		pair-share and	Student Handouts
	ways that identity	RI.6.4, RI.6.5,	Students will	discussion activities	
	theft can occur	RI.6.6, RI.6.10,	participate in a		
	online.	SL.6.1, SL.6.1a,	reflection activity	Students will be	
		SL.6.1b, SL.6.1c,	discussing online	assessed using "exit	
	Use message clues	SL.6.1d, SL.6.2,	vs. offline activities	tickets"	
	to identify	SL.6.3, SL.6.4,			
	examples of	SL.6.6, W.6.4,	Students will apply	Students will be	
	phishing.	W.6.8, W.6.9,	the knowledge of	assessed using quiz	
		W.6.10	how to identify and		
		CASEL	avoid phishing	Summative:	
		1a, 1b, 1c, 1d, 1e,	scams and will		
		2a, 2c, 2d, 3a, 3b,	share the	Students will be	
		3c, 3d, 4a, 4b, 4c,	information in a	assessed on their	
		4d, 5a, 5b, 5c, 5d,	group discussion.	project	
		5e, 5f		demonstrating how	
		AASL	As a wrap-up,	to identify and	
		I.A.1, I.A.2, I.B.1,	students will	avoid phishing	
		I.B.2, I.B.3, I.C.1,	complete an "exit	scams.	
		I.D.1, I.D.2, I.D.3,	ticket" where the		
		I.D.4, II.A.1, II.A.2,	students apply	Students will be	
		II.B.1, II.B.2,	knowledge to a	assessed on	
		II.B.3, II.C.1,	hypothetical	completion of	
		II.C.2, II.D.1,	scenario.	required journal	
		II.D.2, II.D.3,		questions/prompts	
		III.A.1, III.A.2,	Students will select	following	
		III.B.1, III.B.2,	a project from a list	instruction.	
		III.C.1, III.C.2,	of potential project		
		III.D.1, III.D.2,	ideas to		
		IV.B.2, V.A.2	demonstrate how to		
		ISTE	identify and avoid		
		2a, 2b, 2d	phishing scams.		
			Family activities		
			and engagement		
			resources are		
			available.		

Citizenship Lesson 3: Who Are You Online?why people might create fake social media accounts.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, Students will be account.Students will be assessed on participation in pair-share and discussion activitiesPowerPoint Presentation presenting YG DinineIdentify the postipe from a fake account.Identify the postipe from a fake social media account.St.6.1, SL.6.1c, St.6.1, SL.6.1c, St.6.3, SL.6.4, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will be assessed using exit tickets"Students will be assessed using exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.St.6.1, I.e, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will apply the knowledge of online identities and will share the 30, 53, 34, 44, 4b, 30, 53, 34, 44, 4b, 35, 52, 55Students will apply the knowledge of online identities and will share the satessed on their projectStudents will be assessed on their projectAASL 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.D.2, I.D.3, I.D.4, II.D.2, I.D.3, I.C.1, II.D.2, II.D.3, I.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.1		Blank paper	Formative:	Students will	Common Core	Reflect on reasons	Unit 1: Digital
Lesson 3: Who Are You Online?create fake social media accounts.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, St.6.1, SL.6.1c, St.6.1, SL.6.1c, St.6.6, W6.1, W6.1a, W6.1b, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.2, Zd, 3a, and will share the 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5c, 5fStudents will be assessed using quiz Students will be assessed on their project demonstrating understanding of how they present the knowledge of assessed on their project demonstrating understanding of how they present students will be assessed on their project demonstrating understanding of how they present students will be assessed on their project d demonstrating understanding of how they present themselves online.Students will be assessed on sasessed on complet an "exit timeselves online.Ass understanding of how they present than, 1, LA.2, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.1, III.D.2, II.D.2, II.D.4, II.D.2,			roi mauve.				
Lesson 3: Who Are You Online?media accounts.L.6.2.B, L.6.3, L.6.3, L.6.3, B, L.6.3, L.6.3, B, L.6.4, L.6.6, St.6.1, SL.6.1a, St.6.1, SL.6.1a, St.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, Bebate the benefits and drawbacks of posting from multiple account.L.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.2, Debate the benefits and drawbacks of posting from multiple accounts.Students will sessed using "exit tickets"Students will be assessed using "exit tickets"CASEL 1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 3d, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 1d, 1, 1.7, 2, 1.8.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.0, 2, 1.D.3, 1.D.4, 1, 1.1, 2, 1.1, 1.1, 2, 1.1, 1.2,			Students will be	1			Citizensnip
Are You Online?Identify the possible results of posting from a fake social media account.L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1e, SL.6.1, SL.6.1e, <br< th=""><th>oices:</th><th></th><th></th><th></th><th></th><th></th><th>Losson 3. Who</th></br<>	oices:						Losson 3. Who
Identify the possible results of possing from a fake social mediaL.6.4, L.6.6, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, participate in a account.activitypair-share and discussion activitiesOnline Student swill assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.14, SL.6.2, SL.6.3, SL.6.4, SL.6.14, SL.6.4, Students will be assessed using quizStudents will be assessed using quizDebate the benefits and drawbacks of posting from multiple accounts.W.6.14, W.6.14, W.6.12, W.6.14, W.6.12, S.2, 2, 26, 20, 20, 20, 20, 20, 20, 20, 20, 20, 20						incula accounts.	
possible results of posting from a fake social media account.SL.6.1, SL.6.1c, SL.6.1c, SL.6.1c, SL.6.3, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.5, W.6.1, discussing how they presentStudents will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will apply Students will applyStudents will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 5c, 5fBumative: nonine identities and will share the 3b, 3c, 3d, 4a, 4b, 1b, 3b, 5c, 5fStudents will apply As a wrap-up, the knowledge of nonine identities project demonstrating understanding of how they presentStudents will be assessed on their project demonstrating understanding of how they presentAASL 1.A.1, 1.A.2, 1.B.1, 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.	<u>IISCII</u>					Identify the	Are fou Onnie:
posting from a fake social media account.SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, discussing how W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will participate in a tickets"Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present themselves online.ASSL 1.D.2, 1L.2, 1.D.1, 1.D.2, 1L.3, 1.C.1, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.B.2, 1.D.4, 1.B.3, 1.C.1, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.5, 1.D.4, 1.D.4, 1.D.5, 0.00000112Students will select 1.D.4, 1.D.4, 1.D.4, 1.D.2,	nute			activity			
social media account.SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, multiple accounts.participate in a reflection activity discussing how themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.1d, SL.6.2, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.2, 2, 2d, 3a, 3, 2a, 2b, 2c, 2d, 3a, 3, 3d, 4a, 4b, 4c, ed, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities ard will share the information in a group discussion.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.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.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.D.2, II.D.3, II.C.2, II.D.1, III.D.2, II.D.2, IV.B.4, V.AStudents will select a project from a list of potential project ideas to instruction.	Juis		discussion activities	Students will			
account.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.6.1c, W.6.4, M.6.1c, W.6.4, W.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.2, S.2, S.2, S.2, S.2, S.2, S.2, S.2, S			Students will be				
Debate the benefits and drawbacks of posting from multiple accounts.SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.10discussing how they present themselves online.tickets"Students will pactor accounts.Students will apply the knowledge of a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, ab, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will pactor assessed on their project demonstrating understanding of themselves online.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.3, II.C.1, II.C.2, II.D.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.3, II.C.1, II.D.3, II.C.1, II.C.4, II.C							
Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.64, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, 1.D.2, I.D.3, 1.D.3, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 						account.	
and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.8, W.6.10themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fSummative:Summative:AASL 1.A.1, 1.A.2, I.B.1, 1.D.2, I.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.1, II.D.2, 1.D.3, ID.4, 1.C.2, ILD.3, 1.C.1, II.D.2, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.4, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.5, ILD.4, 1.C			lickets			Debate the benefits	
posting from multiple accounts.W.6.8, W.6.10assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities arouth will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, I.B.3, II.C.1, II.D.2, II.B.3, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, III.D.1, III.D.2, III.			Students will be				
multiple accounts.Students will apply the knowledge of online identities and will share the information in a group discussion.Summative:2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fsaverap-up, students will online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.A.1, I.A.2, I.B.1, 1.B.3, I.C.1, I.D.1, 1.B.3, I.C.1, I.D.2, 1.B.3, II.C.1, 1.B.2, II.B.3, II.C.1, 1.B.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.1, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.6, II.D.4, 1.D.7, II.D.2, 1.D.7, II.D.2, 1.D.8, II.D.4, 1.D.7, II.D.4, <th></th> <th></th> <th></th> <th>themserves onnie.</th> <th></th> <th></th> <th></th>				themserves onnie.			
CASELthe knowledge of online identitiesSummative:1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 			assessed using quiz	Students will apply	w.o.o, w.o.io		
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fonline identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present ticket' where theAASL 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.B.1, 1.B.3, 1.C.1, 1.B.2, 11.B.1, 11.B.2, 11.D.2, 11.D.3, 11.D.2, 11.D.1, 11.D.2, 11.D.3, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.D.3, 11.C.1, 11.D.4, 11.D.2, 11.D.3, 11.C.1, 11.D.3, 11.C.1, 11.D.4, 11.D.4, 11.C.2, 11.D.3, 11.C.1, 11.D.4, 11.D.4, 11.D.2, 11.D.3, 11.C.1, 11.C.2, 11.D.3, 11.C.1, 11.C.2, 11.C.3, 11.C.3, 11.C.3, 11.C.3, 11.C.3, 11.C.4, 11.C.5, 11.C.5, 11.C.5, 11.C.5, 11.C.5, 11.C.5, 11.C.5, 11.C.5,			Summative		CASEL	manipie accounts.	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.C.1, II.B.3, II.C.1, II.C.2, II.D.1, I.D.2, I.D.3, ILD.4, II.B.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.1, III.D.2, III.D.1, III.D.2, III.D.2, IV.B.4, V.Aand will share the assessed on their more table t			Summutive.				
3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5finformation in a group discussion.assessed on their project demonstrating understanding of how they present themselves online.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.B.1, III.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.2, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.D.4, V.Ainformation in a group discussion.assessed on their project assessed on completical completical scenario.able to a III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, II			Students will be				
4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fgroup discussion.project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.D.2, I.D.1, II.C.2, II.D.1, II.C.2, II.D.1, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to instruction.project demonstrate instruction.V.B.2, IV.B.4, V.Aunderstanding of why some peoplewhy some people							
5d, 5e, 5fAs a wrap-up, students willdemonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, of potential project ideas to demonstrate understanding of why some peopledemonstrating understanding of how they present themselves online.VB.2, IV.B.4, V.AVAa wrap-up, students will select ideas to why some peoplestudents will select instruction.							
AASLAs a wrap-up, students willunderstanding of how they presentI.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.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, Valuents will select II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, why some peopleunderstanding of why some people			1 0	Browp and aborent			
AASLstudents will complete an "exit ticket" where the 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.B.3, II.C.1, II.C.2, II.D.3, II.D.4, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.4, III.D.4, <b< th=""><th></th><th></th><th></th><th>As a wrap-up.</th><th>,,</th><th></th><th></th></b<>				As a wrap-up.	,,		
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,complete an "exit ticket" where the students applythemselves online.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, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.D.2, II.D.3, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Acomplete an "exit ticket" where the students apply completion of required journal questions/prompts instruction.					AASL		
I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,ticket" where the students applyStudents will be assessed on completion of required journal questions/promptsII.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, III.B.			51				
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, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, III.A.1, III.A.2, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, of potential project III.C.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, ideas to why some peopleStudents will be assessed on completion of required journal questions/prompts following instruction.							
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, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, <b< th=""><th></th><th></th><th>Students will be</th><th></th><th></th><th></th><th></th></b<>			Students will be				
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.D.1, III.D.2, II.D.1, III.D.2, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2,							
II.B.3, II.C.1, II.C.2, II.D.1,scenario.required journal questions/promptsII.D.2, II.D.3, II.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2,Students will select a project from a list ideas tofollowing instruction.III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aof potential project understanding of why some peopleideas to			completion of				
II.C.2, II.D.1,questions/promptsII.D.2, II.D.3,Students will selectfollowingIII.A.1, III.A.2,a project from a listinstruction.III.B.1, III.B.2,of potential projectinstruction.III.C.1, III.C.2,ideas toinstruction.III.D.1, III.D.2,demonstratewhy some people			-	• •			
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 select a project from a list of potential project ideas to demonstrate IV.B.2, IV.B.4, V.Afollowing instruction.II.D.1, III.D.2, Why some peoplefollowing instruction.			questions/prompts				
III.B.1, III.B.2, III.C.1, III.C.2,of potential project ideas toIII.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people			following	Students will select			
III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aideas to demonstrate understanding of why some people			instruction.	a project from a list			
III.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people				of potential project	III.B.1, III.B.2,		
IV.B.2, IV.B.4, V.A understanding of why some people				ideas to	III.C.1, III.C.2,		
why some people				demonstrate	III.D.1, III.D.2,		
why some people				understanding of	IV.B.2, IV.B.4, V.A		
				why some people			
ISTE create different or				create different or	ISTE		
2a, 2b, 2d, 7b, 7c alternate personas					2a, 2b, 2d, 7b, 7c		
for themselves							
online and on social							
media.				media.			
Family activities							
and engagement							
resources are							
available.				available.			

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

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

	T	a a	G. 1	<b>D</b> (*	D D I
Unit 1: Digital	Learn reasons that	Common Core	Students will	Formative:	PowerPoint
Citizenship	people put false or	ELA	complete a		Presentation
	misleading	L.6.1, L.6.2,	warm-up exercise,	Students will be	Student Handout:
Lesson 6: Credible	information on the	L.6.2.B, L.6.3,	including pair-share	assessed on	News or Fake
News	internet.	L.6.3.A, L.6.3.B,	and discussion	participation in	News?
		L.6.4, L.6.6, RI.6.1,	activity	pair-share and	
	Learn criteria for	RI.6.2, RI.6.4,	G 1 ( 11	discussion activities	
	differentiating fake	RI.6.6, RI.6.8,	Students will	<u>Ct - 1</u>	
	news from credible	RI.6.10, SL.6.1,	participate in a	Students will be	
	news.	SL.6.1a, SL.6.1b,	reflection activity	assessed using "exit tickets"	
	Drastica avaluating	SL.6.1c, SL.6.1d, SL.6.2, SL.6.3,	and group discussion focusing	tickets	
	Practice evaluating the credibility of	SL.6.4, SL.6.6,	on why and how	Students will be	
	information they	W.6.4, W.6.8,	false information	assessed using quiz	
	find on the internet.	W.6.9.	ends up online and	assessed using quiz	
		11.0.7.	then how to	Summative:	
		CASEL	evaluate the	Summative.	
		1a, 1b, 1c, 1d, 1e,	credibility of what	Students will be	
		2f, 3a, 4a, 4b, 4c,	they're finding	assessed on their	
		4d, 5a, 5b, 5c, 5d,	online.	project	
		5e, 5f		demonstrating	
			As a wrap-up,	understanding of	
		AASL	students will	how to identify and	
		I.A.1, I.A.2, I.B.1,	complete an "exit	evaluate news	
		I.B.2, I.B.3, I.C.1,	ticket" where the	sources for	
		I.D.1, I.D.2, I.D.3,	students apply	credibility.	
		I.D.4, II.A.1, II.A.2,	knowledge to a		
		II.B.1, II.B.2,	hypothetical	Students will be	
		II.B.3, II.C.1,	scenario.	assessed on	
		II.C.2, II.D.1,		completion of	
		II.D.2, II.D.3,	Students will select	required journal	
		III.A.1, III.A.2,	a project from a list	questions/prompts	
		III.B.1, III.B.2,	of potential project	following	
		III.C.1, III.C.2,	ideas to	instruction.	
		III.D.1, III.D.2,	demonstrate		
		IV.B.2, IV.B.	understanding of		
			identifying and		
		ISTE	evaluating credible		
		2a, 2b, 3a, 3b, 3c,	news online.		
		3d			
			Family activities		
			and engagement		
			resources are		
			available.		

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

		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	Benchmark R:	Students will	Students will be	
	rename various file	Requirements are	participate in	assessed on proper	
	folders to organize	the parameters	activities to	use of tools and	
	data	placed on the	demonstrate how	design concepts	
		development of a	file management is	while completing	
	Save to correct file	product or system.	used.	tasks.	
	folders	1			
		Benchmark T:	Students will	Summative:	
	Move and retrieve	Different	maintain a design	Students will be	
	files from folders	technologies	journal where they	assessed on content	
		involve different	will respond to	knowledge through	
	Delete files and	sets of processes.	open-ended	written tests	
	folders		questions/prompts	(Google Classroom	
		Standard 17:	following	quiz).	
	Learn basic file	Students will	instruction.		
	types (.mts, .mp4,	develop an		Students will be	
	.mov, img, .png,	understanding of	Exit tickets will be	assessed on	
	.jpg, .pdf, etc.)	and be able to	utilized as a check	completion of	
		select and use	for understanding	required journal	
		information and		questions/prompts	
		communication		following	
		technologies.		instruction.	
		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.			
Unit 4: Leadership	Students will focus	<b>Colorado Essential</b>	Students will	Formative:	Paper
Development	on personal-best	Skills (for all	complete warm-up		·
(Student	leadership	clusters) Content	exercises.	Students will be	Pen/pencil
Leadership	experiences and	Standards		assessed on	-
Challenge)	examine the role of	addressed:	Students will	participation in	Highlighters or
	values in		participate in group	warm-up activities	markers
Quarter:	leadership.	ESSK.07 -	discussion of what	(check for	
3 periods		LEADERSHIP	it means to be a	understanding for	Overhead
113 minutes	Students will	AND	leader, recognize	previous day(s')	projector/computer
	identify personal	TEAMWORK:	what leadership	instruction.).	
Semester 5 periods	values and rank in	Use leadership and teamwork skills in	traits currently practiced, and how		

225 minutes	order of	a a 11 a la ana 4 : :- :- :- :- :- :- :- :- :- :-	4h	Q4. doute	Dest It water
225 minutes		collaborating with others to	they can continue to	Students will be assessed on	Post-It notes – several per students
Lesson 1: Model	importance.	accomplish	grow and develop as leaders.	participating in	several per students
the Way	Students will relate	organizational goals	as leavers.	discussion/group	Stickers
the way	a Personal Best	and objectives.	Students will	activities	SUCKEIS
	Leadership story.	and objectives.	identify a leader in	activities	Video: "Why Learn
	Leadership story.		their lives and the	Summative:	About Leadership?"
			characteristics they	Summative.	video
			possess.	Students will be	Video
			p0050055.	assessed on content	Video: "What Is
			Students will	knowledge through	Leadership?" video
			complete their	performance	1
			Personal Best	assessment and/or	SLC Intro
			Leadership	Google Classroom	PowerPoint
			experience and	quiz.	
			share with their		
			peers.	Students will be	
				assessed on	
			Students will	completion of	
			maintain a design	required journal	
			journal where they	questions/prompts	
			will respond to	following	
			open-ended	instruction.	
			questions/prompts		
			following		
			instruction.		
			Exit tickets will be		
			utilized as a check		
			for understanding		
			for understanding		
Unit 4: Leadership	Students will	<b>Colorado Essential</b>	Students will	Formative:	Handout: Values
Development	identify personal	Skills (for all	complete warm-up		Inventory
(Student	values and rank in	clusters) Content	exercises.	Students will be	Handout: AWCPA's
Leadership	order of	Standards		assessed on	Purpose and Goals
Challenge)	importance.	addressed:	Students will	participation in	1
	-		participate in group	warm-up activities	(For in-person
Lesson 2:	Students will	ESSK.07 -	discussion of values	(check for	class)
Inspiring a Shared	complete a Values	LEADERSHIP	in leadership.	understanding for	Paper
Vision	Inventory to	AND		previous day(s')	Pen/pencil
	determine what	TEAMWORK:	Students will	instruction.).	Highlighters or
	kind of leader they	Use leadership and	complete a personal	G. 1	markers
	are.	teamwork skills in	values inventory.	Students will be	Overhead
	Students11	collaborating with	Students will	assessed on	projector/computer
	Students will	others to	maintain a design	participating in	Post-It notes –
	identify values as they relate to the	accomplish organizational goals	journal where they	discussion/group activities.	several per student Large Post-It Notes
	school's purpose	and objectives.	will respond to		- 1 per student
	and goals.		open-ended	Summative:	
	una goais.		questions/prompts	Summative.	
			following	Students will be	
			instruction.	assessed on content	
				knowledge through	
			Exit tickets will be	performance	
			utilized as a check	assessment (values	
			for understanding	inventory) and/or	
		1	ior anaorountuing	, entery juild/or	

Unit 4: Leadership	Students will	Colorado Essential	Students will	Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction. Formative:	
Development (Student Leadership Challenge) Lesson 3: Enabling Others to Act	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.	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.	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	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. <b>Summative:</b> 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

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.	open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding 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. 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
Development (Student Leadership Challenge)	strategies to encourage and support others. Students create unique ways to encourage and	Skills (for all clusters) Content Standards addressed: ESSK.07 - LEADERSHIP	complete warm-up exercises. Students will participate in group discussion.	Students will be assessed on participation in warm-up activities (check for understanding for	Paper Scenarios "Facing the Giants – Death Crawl" video

Lesson 5:	support individual	AND	Students participate	previous day(s')	
Encouraging the	differences,	TEAMWORK: Use	in an activity to	instruction.).	Encouraging The
Heart	abilities, and	leadership and	recognize	,	Heart PowerPoint
	strengths.	teamwork skills in	contributions by	Students will be	For in-person class:
		collaborating with	showing	assessed on	Paper
	Students examine	others to	appreciation for	participating in	Pen/pencil
	the impact of	accomplish	individual	discussion/group	Highlighters or
	recognition on others' self-esteem	organizational goals and objectives.	excellence, no matter how small.	activities.	markers
	and performance.	and objectives.	matter now sman.	Summative:	Projector
	and performance.		Students will	Summative.	Computer
			maintain a design	Students will be	Poster Paper
			journal where they	assessed on content	
			will respond to	knowledge through	
			open-ended	performance	
			questions/prompts	assessment and/or	
			following	Google Classroom	
			instruction.	quiz.	
			Exit tickets will be	Students will be	
			utilized as a check	assessed on	
			for understanding	completion of	
				required journal	
				questions/prompts	
				following instruction.	
				instruction.	
Unit 5: Career	Students will	Colorado	Students will	Formative:	PowerPoint
Exploration and	expand their	Standards with	participate in group		
Employability	knowledge base	the "Equivalent"	discussion.	Students will be	Computers with
	and interest in	ICAP (Individual		assessed on	internet access
Quarter: 5 periods	careers and	Career &	Students participate	participation in	
225 minutes	entrepreneurship opportunities in the	Academic Plan) Quality	in an activity to identify career	warm-up activities (check for	
225 minutes	field of Digital	Indicators:	opportunities in	understanding for	
	Media.		Digital Media.	previous day(s')	
Year-Long:		QI2: An	C	instruction.).	
10 periods	Students will	understanding of	Students will create		
450 minutes	explore and discuss	the difference	a product to	Students will be	
	employment	between jobs,	demonstrate their	assessed on	
	opportunities and industry	occupations, and careers and the	understanding of careers available in	participating in discussion/group	
	certifications and	impact this might	Digital Media and	activities.	
	requirements in	have on one's	the training		
	small groups and as	career satisfaction.	required to get them		
	a class as they	Ability to	there.		
	develop a mock	articulate the			
	career preparation	implications of a	Students will		
	plan, including a	wide range of local	maintain an online	Summative:	
	mock resume and cover letter.	regional, national, and global career	journal where they will respond to	Students will be	
		pathways and	open-ended	assessed on content	
		opportunities,	questions/prompts	knowledge through	
		while giving	following	performance	
		consideration to	instruction.	assessment and/or	
	1	economic, cultural	1		1

ГТ				
	influences, and the	Exit tickets will be	Google Classroom	
	impact of	utilized as a check	quiz.	
	stereotypes on	for understanding.		
	career choice.		Students will be	
			assessed on	
	Subindcator 1:		completion of	
	Students will		required journal	
	demonstrate		questions/prompts	
	knowledge,		following	
	understanding, and		instruction.	
	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			
	1			
	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.			
	111111 0313.			
	Subindicator 2:			
	Students will			
	demonstrate their			
	knowledge through			
	a written essay or			
	other creative work,			
L	the variety of			

	Students will compare and contrast fair use, open source, and creative commons Students will adhere to intellectual property laws and regulations; Students differentiate	ethical behavior in collecting information, interviewing, and writing.	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.	PowerPoint Pen or pencil
Quarter: 3 periods 113 minutes Year-Long: 5 periods 225 minutes	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.	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	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	participation in warm-up activities (check for understanding for previous day(s') instruction.). Students will be assessed on participating in discussion/group activities. <b>Summative:</b> Students will be assessed on content knowledge through	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
Unit 6: Copyright Ethics and Legal issues in Digital Media	Students will engage in opportunities to develop skills in	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. Colorado Student Media Association Standards	Students will participate in group discussion.	Formative: Students will be assessed on	Handout: Copyright Story Copyright Presentation

[	1				,
	between copyright and trademarks.				
	und 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	Students will	Standard 8:	Students will	Formative:	PowerPoint
and Elements of Design	analyze and apply design and layout	Design: Students will develop an	participate in group discussion.	Students will be	presentation
	principles in digital	understanding of	41504551011.	assessed on	Pen
Quarter:	media.	the attributes of	Students participate	participation in	
5 periods	Ct. Jan 1	design	in an activity to	warm-up activities	Paper
225 minutes	Students will compare and	Benchmark H: The	identify and utilize the principles of	(check for understanding for	InDesign
	contrast printed and	design process	design.	previous day(s')	
Year-Long:	digital	includes defining a		instruction.).	Photoshop
10 periods 450 minutes	communications products that	problem, brainstorming,	Students will create a product to	Students will be	
+50 minutes	demonstrate	researching and	demonstrate their	assessed on	,
	appropriate and	generating ideas,	understanding of	participating in	
	inappropriate use of	identifying criteria	principles and	discussion/group	
	design and layout principles.	and specifying constraints,	elements of design.	activities.	
	Principies.	exploring	Students will	Summative:	
		possibilities,	maintain an online		

	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.	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	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.	
	typography. Students will identify and apply color theory. Students will create and improve digital products by applying the appropriate design and layout principles.	Benchmark K: Requirements of a design, such as criteria, constraints, and efficiency sometimes compete with each other. (Design Cycle)			
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 principles.       innovations are the standard design principles.       Students will compare and contrast the characteristics of traster-based graphics and vector-based graphics.       Students will compare and contrast the characteristics of the core concepts of the cor	 				
Benchmark CC:	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	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).	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	assessed on participating in discussion/group activities. <b>Summative:</b> 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	
New technologies					

rr		1	
	create new		
	processes.		
	Benchmark DD:		
	Quality control is a		
	planned process to		
	ensure that a		
	product, service or		
	system meets		
	established criteria		
	(Design Cycle)		
	Donohmark EE:		
	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 9:		
	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 ad model or prototype, testing and evaluating the design using specifications, refining the design, 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.	
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.	
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.	
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:	
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.	
constraints,       exploring         possibilities,       selecting an         approach,       developing a design         proposal, making a       model or prototype,         testing and       evaluating the         developing the design,       creating or making         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:	
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:	
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.	
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:	
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:	
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.	
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.	
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.	
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:	
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:	
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:	
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:	
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:	
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:	
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:	
it, and       communicating         processes and       results (Design         Cycle).       Benchmark I:         Design problems       are seldom         presented in a       clearly defined         form.       Benchmark J:	
it, and       communicating         processes and       results (Design         Cycle).       Benchmark I:         Design problems       are seldom         presented in a       clearly defined         form.       Benchmark J:	
communicating         processes and         results (Design         Cycle).         Benchmark I:         Design problems         are seldom         presented in a         clearly defined         form.         Benchmark J:	
processes and results (Design Cycle).       Processes and results (Design Cycle).         Benchmark I: Design problems are seldom presented in a clearly defined form.       Processes Benchmark J:	
results (Design Cycle). Benchmark I: Design problems are seldom presented in a clearly defined form. Benchmark J:	
Cycle). Benchmark I: Design problems are seldom presented in a clearly defined form. Benchmark J:	
Benchmark I: Design problems are seldom presented in a clearly defined form. Benchmark J:	
Design problems are seldom presented in a clearly defined form. Benchmark J:	
Design problems are seldom presented in a clearly defined form. Benchmark J:	
are seldom presented in a clearly defined form. Benchmark J:	
presented in a clearly defined form. Benchmark J:	
clearly defined form. Benchmark J:	
form. Benchmark J:	
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	

<b></b>		
	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.	
	Damahanarik Qu	
	Benchmark Q:	
	Develop and	
	produce a product	
	or system using a design process.	
	ucsign 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.	

	Students will demonstrate proper use of safety procedures while using digital photography equipment. Students will capture still shot	desirability, and waste. Benchmark AA: Requirements involve the identification of criteria and constraints of a product or system and the	Students will participate in a class discussion through Google classroom on an essential question. Students will create a differentiated product to demonstrate their	speed and accuracy. Summative: Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz.	
Year-Long: 25 periods 1125 minutes	appropriate use of digital photography equipment and techniques.	involves trade-offs between competing values, such as availability, cost,	principles.	instruction.). Students will be assessed on tests of	Digital cameras Photoshop
Unit 6: Software Technical Skills – Digital Photography Quarter: 12 periods 563 minutes	Students will engage in opportunities to develop software skills in digital photography. Students demonstrate	Standard 3: Students will develop an understanding of the core concepts of technology. Benchmark Z: Selecting resources	Students will complete warm-up exercises. Students will use a variety of camera equipment to gain an understanding of basic photographic	Formative: Students will be assessed on participation in warm-up activities (check for understanding for previous day(s')	PowerPoint Presentation PCs Google Classroom Google Forms
		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.			

images using digital	determination of	understanding of		
photography	how they affect the	photographic	Students will be	
equipment	final design and	principles.	assessed on	
incorporating	development.		completion of	
various photo	1	Students will	required journal	
composition	Benchmark CC:	maintain an online	questions/prompts	
techniques such as	New technologies	journal where they	following	
lighting,	create new	will respond to	instruction.	
perspective, candid			liisti uction.	
	processes.	open-ended		
versus posed, rule		questions/prompts		
of thirds, and level	Benchmark EE:	following		
of horizon.	Management is the	instruction.		
	process of planning,			
Students will	organizing, and	Exit tickets will be		
demonstrate	controlling work.	utilized as a check		
photographic	-	for understanding.		
enhancement	Standard 10:	C		
techniques such as	Design: Students			
feathering, layering,	will develop an			
masking, and color	understanding of			
enhancement using	the role of			
appropriate photo	troubleshooting,			
editing software.	research and			
	development,			
	invention and			
	innovation, and			
	experimentation in			
	problem-solving.			
	Benchmark I:			
	Many technological			
	problems require a			
	multidisciplinary			
	approach.			
	upprouen.			
	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 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.
	Development O
	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, ransitioning, 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	Standard 17:		
using appropriate	Students will		
digital manipulation	develop an		
software.			
sonware.	understanding of		
	and be able to		
Students export	select and use		
video files in digital	information and		
formats to be used	communication		
in various delivery	technologies.		
-	teennologies.		
systems such as			
podcasts,	Benchmark M:		
downloadable	Information and		
media, social	communication		
media, and	systems allow		
streaming video	information to be		
sucuring video	transferred from		
	human to human,		
	human to machine,		
	machine to human,		
	and machine to		
	machine.		
	Danaharanta Ma		
	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 8: Digital	Students will	Standard 3:	Students will	Formative:	PowerPoint
Audio	engage in	Students will	complete warm-up		Presentation
	opportunities to	develop an	exercises.	Students will be	
Quarter:	develop software	understanding of		assessed on	PCs
10 periods	skills in digital	the core concepts	Students will use a	participation in	
450 minutes	audio.	of technology.	variety of audio	warm-up activities	Google Classroom
			capture devices to	(check for	-
	Students will	Benchmark AA:	record audio.	understanding for	Google Forms
Year-Long:	demonstrate	Requirements		previous day(s')	C
20 periods	appropriate use of	involve the	Students will	instruction.).	Audio recorders
90 minutes	audio equipment	identification of	participate in a		
	and techniques.	criteria and	class discussion	Students will be	Microphones
	una toominques.	constraints of a	through Google	assessed on tests of	inter opnoneo
	Students will	product or system	classroom on an	speed and accuracy.	WavePad
	demonstrate proper	and the	essential question.	speed and decurdey.	waver ad
	use of safety	determination of	essential question.	Summative:	Reaper
	procedures while	how they affect the	Students will create	Summative.	Keaper
	1	final design and	a differentiated	Students will be	
	using digital audio				
	equipment.	development.	product to demonstrate their	assessed on content	
	Q4. danta:11	Standard 11		knowledge through	
	Students will	Standard 11:	understanding of	performance	
	demonstrate proper	Students will	how to capture,	assessment and/or	
	use of terminology	develop abilities to	transfer, and edit	Google Classroom	
	and concepts in	apply the design	audio files.	quiz.	
	relation to audio	process (Design	~	~	
	technology.	Cycle)	Students will	Students will be	
			maintain an online	assessed on	
	Students will	Benchmark R:	journal where they	completion of	
	demonstrate proper	Evaluate final	will respond to	required journal	
	use of digital audio	solutions and	open-ended	questions/prompts	
	equipment to	communicate	questions/prompts	following	
	capture and transfer	observation,	following	instruction.	
	audio files.	processes and	instruction.		
		results of the entire			
	Students will	design process	Exit tickets will be		
	demonstrate proper	using verbal,	utilized as a check		
	use of audio editing	graphic,	for understanding.		
	software such as	quantitative, virtual,			
	adding effects,	and written means,			
	fading, volume	in addition to			
	control, and	three-dimensional			
	manipulation of	models.			
	waveforms using				
	appropriate digital				
	manipulation				
	software.				
	Students will export	Standard 17:			
	audio files to be	Students will			
	used in digital	develop an			
	formats in various	understanding of			
	delivery systems	and be able to			
	such as podcasts,	select and use			
	downloadable files,	information and			
		communication			
	1	technologies.	1		1

	social media, and streaming video.	Benchmark M: Information and communication systems allow information to be transferred from human to human, human to nachine, 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			
		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     erriteria and and key frames, orducti or system integrate audo with the animation.     class discussion product or system product or system determination of be wher affect the sesential question.     Students will be assessed on accursts of wavePad     Video Cameras       1125 minutes     The student will integrate audo with the animation.     Nucrophones     WavePad       1126 minutes     Students will be assessed on content development.     Students will be assessed on content demonstrate their apply the design process (Design process (Design proces) process (Design process (Design process (Design process (Design		1	[			ı
product or system integrate audio with the animation.product or system determination of bother the animation.class:foom on in sessential question.speed and accuracy.Video CamerasIntegrate audio with the animation.whey affect the final design and development.Students will comostrate their animation, and how to to create an animation, and how to to create and information and cooper-comptis following instruction.Students will the design process (Design (CyCe)Students will to integrate audio with an animation.WavePad assessed on content assessed and cor copie Classroom quizStudents will develop abilities to appiv (the design process uong versation, processes and results of the entrie design process using verbal, graphic, quantitative, virtual, and writter means, maddition to treac-dimensional models.Students will sepond to subic students will the differentiated instruction.Students will be assessed on completion of required journal questions/prompts following instruction.Students will sepond to subic students will be assessed on completion of required journal instruction.Video Cameras adverby an and secure student will the design process to instruction.Students will sepond to subic students will develop and understanding of and be able to sected and use information and communication systems allow information and communication buman to buman, and machine to machine.Video Cameras subic students will the design process to information and communication buman to buman, and machine to machine.Students will sepond to inform	1125 minutes	1 1 /			Students will be	Digital Cameras
The student will integrate audio with the animation.and the integrate audio with show they affect the final design and development.essential question.Summative: Students will create a differentiated prodact to grootstate their understanding.Summative: Students will create assessed on content how to create an animation.MucrophonesStudents will development.Students will development.Students will assessment and/or to create an animation.Students will be assessed on content assessment and/or to create an animation.WarePad ResperStudents will exclusion to computation communicate observation, processes and readition of tere-dimensional models.Students will respend to open-made to questions/prompts following instruction.Students will be assessed on completion of respective of processes and respective.Students will be assessed on completion of respective.Students will be assessed on completion.Students will be assessed on <td></td> <td>and key frames,</td> <td>constraints of a</td> <td></td> <td>assessed on tests of</td> <td></td>		and key frames,	constraints of a		assessed on tests of	
The student will integrate audio with the animation.and the indegrate audio with 			product or system	classroom on an	speed and accuracy.	Video Cameras
integrate audio with the animation. he animation. here during the design and here during the animation. here during the entire design process using verbal, results of the entire design process using verbal, results of the entire design process using verbal, results of the entire during verbal, results of the entire durin		The student will			- ,	
the minimation.how they affect the final design and development.Students will create a differentiated product to demonstrate their understanding.WavePad assessed on content how to create an animation, and machine.Students will develop abilities to to integrate audio with an animation.Students will maintain an online journal where they will respondent to to open-ended questions/prompts following instruction.Students will maintain an online journal where they will respondent to open-ended questions/prompts following instruction.Students will be assessed on content kasessed on content maintain an online journal where they will respondent to the endersprintion questions/prompts following instruction.Students will sectors for signed to open-ended questions/prompts following instruction.Students will be assessed on content sectors for signed to open-ended questions/prompts following instruction.Students will be assessed on content sectors for signed to open-ended questions/prompts following instruction.Students will be assessed on content sectors for signed to open-ended questions/prompts following 				1	Summative:	Microphones
final design and development.a. differentiated product is understanding of how to create an to integrate addition to cycle)Students will be access of subdents will be access of subdents will be access of to integrate access open-endod open-endod generation.Students will be access of process (Design Cycle)Students will be access of subdents will be access of to integrate access subdents will be access of the entire develop abilities to apphy the design process (Design Cycle)Students will be access access subdents will be access to integrate access subdents will be access 				Students will create		1
development.product to demonstrate their understanding of how to create an animation, and how process (Design process (Design cycle)assessed on content assessed on completion of required journal instruction.Reaper Cyberlink Power DirectorStudents will edvelop abilities to apply the design process (Design cycle)Students will maintain an online open-ended questions/prompts following instruction.Students will maintain an online open-ended questions/prompts following instruction.Students will easiessed on completion of required journal instruction.Students will easies of the entire to instruction.Students will to instruction.Students will to instruction.Students will to i					Students will be	WavePad
Standard 11: Students will develop abilities to apply the design process (Design Cycle)Reaper ansessment and/or Google Classrom to integrate audio with an animation.Reaper assessment and/or Google Classrom Coogle Classrom Coogle Classrom completion of restrict their solutions and oper-ended instruction.Reaper assessment and/or Google Classrom completion of restrict their solutions and oper-ended instruction.Reaper assessment and/or Google Classrom Coogle Classrom completion of restrict their solutions and results of the entric design process tagge process unatitative, virtual and written means, in addition to believed pain understanding of and be able to select and use information and communication communication system allow information to buman, machine to human and machine to machine to human and machine to machine to human and machine to machine to human and machine.Reaper casessment and/or Soulding of and set and use information and communication communication communication communication communication communication communication communication communication communication communication communication communication communication to be information to buman, and machine.Reaper casessed on completion of creation.Reaper classessed on completion of completion of completion.Benchmark N: Information and communication to the obuman, and machine.Benchmark N: classesExit tickets will be classessed on completion.Reaper Solution.Reaper Solution.Cyberlink Power Solution.Benchmark N: Information and com			-			
Standard 11: Students vill azimaticio, and how to recet on apply the design process (Design Cycle)mederstanding of animation, and how to integrate audio with an animation.performance assessment and/or Gogle Classroom quz.Cyberink Power DirectorCycle)Students will maintain an online observation, questions/prompts following instruction.Students will maintain an online instruction.Students will maintain an online instruction.Students will subservation, of required journal questions/prompts following instruction.Students will subservation, of required journal questions/prompts for understanding.Students will subservation, of required journal questions/prompts for understanding.Students will subservation, or subservation, or subservatio			ao, oropinont.			Reaper
Students will develop abilities to apply the design process (Oscign Cycle)Students will maintaion, and how to integrate audio with an animation, with an animation, subwith an animation, subwith an animation, subwith an animation, subwith an animation, iournal where they solutions and communicate processes and results of the entrier design process using verbal, graphic, quantiative, virtual, and written means, in addition to three-dimensional models.Students will maintain an online, instruction.Students will sasessed on completion of required journal questions/prompts following instruction.Students will assessed on assessed on completion of required journal questions/prompts instruction.Students will assessed on assessed on and be able to select and use information and communication systems allow information to be machine to human, and machine.Students will assessed on and be able to select and use information and communication systems allow information to be machine to human, and machine to machine.Students will assessed on and be able to select and use information to be assessed on and machine to machine to human, and machine.Students will <td></td> <td></td> <td>Standard 11.</td> <td></td> <td>6 6</td> <td>Reuper</td>			Standard 11.		6 6	Reuper
develop abilities to apply the design process (Design process (Design Cycle)Google Classroom 						Cyberlink Power
apply the design process (Design Cycle)uit is circulated in a nume subtants an animation.quiz.Students will required journal communicate observation, design process graphic, quantitative, virtual, and written means, in addition to three-dimensional models.Students will sasessed on completion of required journal questions/prompts instruction.Students will communicate observation, questions/prompts instruction.Students will questions/prompts instruction.Students will design process quantitative, virtual, and written means, in addition to three-dimensional models.Exit tickets will be utilized as a check for understanding.Students will develop an understanding of and be able to select and use information and communication technologies.Standard 17: Students will develop an understanding of and be able to select and use information to be itransferred from human to human, human to human, human to human, and machine to machine to human to human, human to human, 						
process (Design Cycle)with an animation.Students will assessed on completion of required journal questions/prompts following instruction.Benchmark R: Evaluate final observation, questions/prompts processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.Students will subject to the entire design process using verbal, graphic, tuilized as a check for understanding.Fixit tickets will be assessed on completion of required journal questions/prompts following instruction.Stadents will develop an understanding of and be able to select and use information and communication systems allow information to be transferred from human to machine, machine to human, and machine.Students NilBenchmark N: inadime to human, and machine to machine to machine to human to machine, machine to <td></td> <td></td> <td>-</td> <td>-</td> <td>-</td> <td>Director</td>			-	-	-	Director
Cycle)Students will maintain an online journal where they solutions and 					quiz.	
Students will maintain an online journal where they solutions and communicate observation, results of the entire itstruction.Students will maintain an online journal where they will respond to open-ended open-ended following instruction.assessed on completion of required journal questions/prompts following instruction.results of the entire design process using verbal, quantitative, virtual, and written means, in addition to three-dimensional models.Exit tickets will be utilized as a check for understanding.Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.Standard 17: students will develop an understanding of and be able to select from human to human, human to machine, machine to human, and machine to machine.Standard 17: students will develop an understanding of and be able to select from human to human, human to machine, machine to human to human, human to human, human to machine, machine to human to human, human to machine, machine.Students will develop an understanding of and be able to select from human to machine, machine to human to machine, machine to human to human, human to machine, machine.Students will develop an understanding of and be able to select from human to machine, machine to machine.Students will develop an understanding of and be able to select from human to machine, machine to machine.Students will develop an understanding of and be able to select from human to machine, machine to machine.Students will develop				with an anniation.	Students will be	
Benchmark R: Evaluate final solutions and communication open-ended observation.completion of required journal questions/prompts following instruction.observation design processes and results of the entire design processes using verbal, quantitative, virtual, and written means, in addition to three-dimensional models.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.Standard 17: select and use information and communication systems allow information to be transferred from human to human, and machine to machine.Standard 17: select and use information and communication systems allow information to be transferred from human to human, and machine to machine.select and use information and communication systems allow information to be transferred from human to human, and machine to machine.select select select information select select select information to be transferred from human to machine, machine to machine.select select select information select select select information to be transferred from human to machine, machine to machine.select select select information select select select information select select select information to be transferred from human to machine, machine to machine.select select select information select select select select information select select s			Cycle)	Students will		
Evaluate final solutions and communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and writer-dimensional models.journal where they will respond to oflowing instruction.Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.Exit fickets will be utilized as a check for understanding.Image: Standard 17: students will develop an understanding of and be able to select and use information and communication technologies.Exit fickets will be utilized as a check for understanding.Benchmark M: Information to be transferred from human to human, human to machine.Benchmark N:Image: Standard N: select and use information and communication technologies.Image: Standard N: select and use information and communication systems allow information to be transferred from human to human, human to machine.Image: Standard N: select and use information and communication technologies.Image: Standard N: select and use information to be transferred from human to machine.Image: Standard N: select ADImage: Standard N: select ADBenchmark N:Image: Standard N: select ADImage: Standar			Benchmark D.			
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 systems allow information to technologies. Benchmark M: Information to turantion to technologies. Benchmark N: Benchmark N:					-	
communicate observation, processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.open-ended questions/prompts instruction.following instruction.Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.Exit tickets will be utilized as a check for understanding.issue the select and use information and communication technologies.Benchmark M: Information to be transferred from human to machine, machine to human, human to machine, machine.Benchmark N:Issue the select and information to be transferred from human to machine, machine to human, human to machine, machine.Issue the select and information to be transferred from human to machine, machine to human, human to machine, machine to human, 				5		
observation, processes and results of the entire design process using verbal, and written means, in addition to three-dimensional models.questions/prompts following instruction.instruction.Exit tickets will be utilized as a check for understanding. and written means, in addition to three-dimensional models.Exit tickets will be utilized as a check for understanding.Students will develop an understanding of and be able to select and use information and communication technologies.Exit tickets will be utilized as a check for understanding.Benchmark M: Information and communication to thorman, human to machine, machine to human, human to machine, machine.Benchmark N:Benchmark N: Information and communication treasferred from human to machine, machine to human, human to machine, human to machine,Image: Image: Im						
processes and results of the entire design process using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.       Exit tickets will be utilized as a check for understanding.         Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.       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, and machine to machine.       Benchmark N:				-		
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 to be transferred from human to human, human to human, human to human, human to human, human to human, and machine, machine. Benchmark N:			,		msu ucuon.	
design process using verbal, graphice, quantitative, virtual, and written means, in addition to three-dimensional models.Exit tickets will be utilized as a check for understanding.Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.Exit tickets will be utilized as a check for understanding.Benchmark M: Information and communication systems allow information to be transferred from human to human, human to human, human to machine, machine.Benchmark N:Benchmark N: Information and communication technologies.Benchmark N:						
using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.Exit tickets will be uffict understanding.Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.Exit tickets will be uffict and use information and communication systems allowBenchmark M: Information to be transferred from human to human, and machine to human, and machine.Exit tickets will be uffict as a check for understanding.Benchmark N:Benchmark N:				msu ucuon.		
graphic,       utilized as a check         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         Information to be       transferred from         human to human,       human to machine,         machine.       Benchmark N:				Ervit tipleateill h -		
quantitative, virtual, and written means, in addition to three-dimensional models.       for understanding.         Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.       for understanding.         Benchmark M: Information to be transferred from human to human, and machine.       for understanding.         Benchmark N:       Benchmark N:			- ·			
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, and machine, machine to human, and machine,			• • ·			
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 human, and machine to machine.				for understanding.		
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 machine, machine to machine.         Benchmark N:         Benchmark N:						
models.       Standard 17:         Students will       develop an         understanding of       and be able to         select and use       information and         communication       technologies.         Benchmark M:       Information and         information to be       transferred from         human to human,       human to human,         human to human,       and machine to         machine.       Benchmark N:						
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         machine.         Benchmark N:						
Students will develop an understanding of and be able to select and use information and communication technologies.       Image: Communication Benchmark M: Information and communication systems allow information to be transferred from human to human, human to human, and machine, machine to machine.       Image: Communication Benchmark N:         Benchmark N:       Image: Communication systems allow       Image: Communication select and use         Benchmark M: Information to be transferred from human to human, human to human, and machine, machine to machine.       Image: Communication select and use         Benchmark N:       Benchmark N:       Image: Communication select and use       Image: Communication select and use			models.			
Students will develop an understanding of and be able to select and use information and communication technologies.       Image: Communication Benchmark M: Information and communication systems allow information to be transferred from human to human, human to human, and machine, machine to machine.       Image: Communication Benchmark N:         Benchmark N:       Image: Communication systems allow       Image: Communication select and use         Benchmark M: Information to be transferred from human to human, human to human, and machine, machine to machine.       Image: Communication select and use         Benchmark N:       Benchmark N:       Image: Communication select and use       Image: Communication select and use			Stands 117			
develop an understanding of and be able to select and use information and communication technologies.       Image: Select and use select and use information and communication technologies.         Benchmark M: Information and communication systems allow information to be transferred from human to human, human to human, and machine to machine.       Image: Select and use information and communication         Benchmark M: Information and communication systems allow information to be transferred from human to human, and machine, to human, and machine.       Image: Select and use information and communication         Benchmark N:       Benchmark N:       Image: Select and use information and communication						
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         machine to         machine.         Benchmark N:						
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,         numan to machine,         machine to         machine.         Benchmark N:			-			
select and use information and communication technologies.select and use information and communication and communication and communication and communication systems allow information to be transferred from human to human, human to human, and machine to machine.Benchmark M: and and and machine.Benchmark N:Benchmark N:			8			
information and communication technologies.       Benchmark M:         Information and communication and communication systems allow information to be transferred from human to human, human to human, and machine, machine to machine.       Here is a straight in the straight i						
communication technologies.       Benchmark M: Information and communication systems allow information to be transferred from human to human, human to human, and machine to machine.       Image: Communication of the transferred from transferred from human to human, the transferred from human to human, buman to human, and machine to machine.       Image: Communication transferred from human to human, the transferred from human to human, and machine to machine.       Image: Communication transferred from human to human, transferred from human to human, and machine to machine.       Image: Communication transferred from human to human, transferred from human to machine, machine to machine.       Image: Communication transferred from human to machine, machine to machine.       Image: Communication transferred from human to machine, machine to machine.						
technologies.         Benchmark M:         Information and         communication         systems allow         information to be         transferred from         human to human,         human to human,         nachine to         machine to         machine.         Benchmark N:						
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 allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N:			technologies.			
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:			Denstruct			
communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N:						
systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N:						
information to be transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N:						
transferred from human to human, human to machine, machine to human, and machine to machine. Benchmark N:						
human to human, human to machine, machine to human, and machine to machine. Benchmark N:						
human to machine, machine to human, and machine to machine. Benchmark N:						
machine to human, and machine to machine. Benchmark N:						
and machine to machine. Benchmark N:						
machine. Benchmark N:						
Benchmark N:						
			machine.			
			Denstry 1 M			
Information and						
			information and			

		• .•			1
		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.			
		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	Students will	Standard 3:	Students will	Formative:	PowerPoint
Management	engage in	Students will	complete warm-up		Presentation
	opportunities to	develop an	exercises.	Students will be	DC
Quarter:	utilize previously learned skills to	understanding of	Students will use a	assessed on	PCs
8 periods 360 minutes	design, develop and	the core concepts of technology.	variety of audio	participation in warm-up activities	Google Classroom
500 minutes	manage a digital	of technology.	capture devices to	(check for	Coogle Classicolli
	media project	Benchmark Z:	record audio.	understanding for	Google Forms
Year-Long:	demonstrating	Selecting resources		previous day(s')	
15 periods	project mastery.	involves trade-offs	Students will	instruction.).	Audio recorders
675 minutes		between competing	participate in a		
	The students will	values, such as	class discussion	Students will be	Digital Cameras
	initiate a project,	availability, cost,	through Google	assessed on tests of	Video Como
	including identifying the	desirability, and	classroom on an	speed and accuracy.	Video Cameras
	purpose, audience,	waste.	essential question.	Summative:	Microphones
	and audience needs	Benchmark AA:	Students will create	Summative.	merophones
	for design plans	Requirements	a differentiated	Students will be	WavePad
	following the	involve the	product to	assessed on content	
	design cycle.	identification of	demonstrate their	knowledge through	Reaper
		criteria and	understanding of	performance	
	Students will	constraints of a	how the elements of	assessment and/or	Cyberlink Power
	develop a plan for a	product or system	digital media	Google Classroom	Director
	media project such	and the	integrate to create	quiz.	
	as a storyboard and stage development	determination of how they affect the	an integrated project.	Students will be	
	and identify		project.	assessed on	
	and identify			45565564 011	

			1	
equipment and	final design and	Students will	completion of	
resources.	development.	maintain an online	required journal	
		journal where they	questions/prompts	
Students will	Benchmark CC:	will respond to	following	
execute and	New technologies	open-ended	instruction.	
monitor and control	create new	questions/prompts		
a project along its	processes.	following		
timeline and make	•	instruction.		
suggested revisions	Benchmark EE:			
until completion of	Management is the	Exit tickets will be		
the project.	process of planning,	utilized as a check		
1 5	organizing, and	for understanding.		
Students will close	controlling work.	e		
a project, including	U			
identifying lessons	Standard 10:			
learned.	Design: Students			
	will develop an			
	understanding of			
	the role of			
	troubleshooting,			
	research and			
	development,			
	invention and			
	innovation, and			
	experimentation in			
	problem-solving.			
	problem solving.			
	Benchmark I:			
	Many technological			
	problems require a			
	multidisciplinary			
	approach.			
	approach.			
	Standard 11:			
	Students will			
	develop abilities to			
	apply the design			
	process (Design			
	Cycle)			
	July			
	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.			
			I	

[		
	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,	
L		

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

SCOPE AN	D SEQUEN	CE	
Course/Grade Title: Multimedia / Web De	esign - High Scho	ol	
<b>Course/Grade Content:</b> 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.	<b>Student Activities</b> What will students do to demonstrate their learning?	Assessments Formative and Summative Assessments	<b>Materials</b> Materials, tools an resources
<ul> <li>By the end of this course, learners will be able to, without assistance:</li> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Demonstrate basic digital media production knowledge, and terminology.</li> <li>Demonstrate an understanding of basic computer operation and terminology with a variety of computer systems, file structures and formats, peripheral devices, and applications.</li> <li>Produce computer graphics and digital images using a variety of photo/imaging/graphic design software.</li> <li>Demonstrate knowledge of multimedia authoring tools, presentation software and techniques.</li> <li>Produce a basic computer-based digital media production/presentation incorporating text, graphics/images, sound, digital video and animation.</li> <li>Students will gain the skills and project-based experience needed for entry into web design and development careers.</li> <li>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.</li> </ul>	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 th following applications: Microsoft Office/Google Doc Photoshop, Fireworks, InDesig

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

Unit 1: Digital	Compare and	Common Core	Students will	Formative:	Colored markers or
Citizenship	contrast identity	ELA	complete a	1 01 111111 01	highlighters
onizonomp	theft with other	L.6.1, L.6.2,	warm-up exercise	Students will be	Pencils
Lesson 2: Don't	kinds of theft.	L.6.2.B, L.6.3,	and a pair-share and	assessed on	Blank paper
Feed the Phish		L.6.3.A, L.6.3.B,	discussion activity	participation in	Lesson Slides
	Describe different	L.6.4, L.6.6, RI.6.1,		pair-share and	Student Handouts
	ways that identity	RI.6.4, RI.6.5,	Students will	discussion activities	
	theft can occur	RI.6.6, RI.6.10,	participate in a		
	online.	SL.6.1, SL.6.1a,	reflection activity	Students will be	
		SL.6.1b, SL.6.1c,	discussing online	assessed using "exit	
	Use message clues	SL.6.1d, SL.6.2,	vs. offline activities	tickets"	
	to identify	SL.6.3, SL.6.4,			
	examples of	SL.6.6, W.6.4,	Students will apply	Students will be	
	phishing.	W.6.8, W.6.9,	the knowledge of	assessed using quiz	
		W.6.10	how to identify and		
		CASEL	avoid phishing	Summative:	
		1a, 1b, 1c, 1d, 1e,	scams and will		
		2a, 2c, 2d, 3a, 3b,	share the	Students will be	
		3c, 3d, 4a, 4b, 4c,	information in a	assessed on their	
		4d, 5a, 5b, 5c, 5d,	group discussion.	project	
		5e, 5f		demonstrating how	
		AASL	As a wrap-up,	to identify and	
		I.A.1, I.A.2, I.B.1,	students will	avoid phishing	
		I.B.2, I.B.3, I.C.1,	complete an "exit	scams.	
		I.D.1, I.D.2, I.D.3,	ticket" where the		
		I.D.4, II.A.1, II.A.2,	students apply	Students will be	
		II.B.1, II.B.2,	knowledge to a	assessed on	
		II.B.3, II.C.1,	hypothetical	completion of	
		II.C.2, II.D.1,	scenario.	required journal	
		II.D.2, II.D.3,		questions/prompts	
		III.A.1, III.A.2,	Students will select	following	
		III.B.1, III.B.2,	a project from a list	instruction.	
		III.C.1, III.C.2,	of potential project		
		III.D.1, III.D.2,	ideas to		
		IV.B.2, V.A.2	demonstrate how to		
		ISTE	identify and avoid		
		2a, 2b, 2d	phishing scams.		
			Family activities		
			and engagement		
			resources are		
			available.		

Citizenship Lesson 3: Who Are You Online?why people might create fake social media accounts.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, Students will be account.Students will be assessed on participation in pair-share and discussion activitiesPowerPoint Presentation presenting YG DinineIdentify the postipe from a fake account.Identify the postipe from a fake social media account.St.6.1, SL.6.1c, SL.6.1, SL.6.1c, SL.6.3, SL.6.4, U.6.4, L.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will be assessed using exit tickets"Students will be assessed using exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.CASEL 1.6.3, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 5c, 5fStudents will apply the knowledge of online identities and will share the sasessed on their projectStudents will be assessed on their projectAASL 1.6.1, 1.1, 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.1, 11.D.2, <br< th=""><th></th><th>Blank paper</th><th>Formative:</th><th>Students will</th><th>Common Core</th><th>Reflect on reasons</th><th>Unit 1: Digital</th></br<>		Blank paper	Formative:	Students will	Common Core	Reflect on reasons	Unit 1: Digital
Lesson 3: Who Are You Online?create fake social media accounts.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, St.6.1, SL.6.1c, St.6.1, SL.6.1c, St.6.6, W6.1, W6.1a, W6.1b, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.2, Zd, 3a, and will share the 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5c, 5fStudents will be assessed using quiz Students will be assessed on their project demonstrating understanding of how they present the knowledge of assessed on their project demonstrating understanding of how they present students will be assessed on their project demonstrating understanding of how they present students will be assessed on their project d demonstrating understanding of how they present themselves online.Students will be assessed on sasessed on complet an "exit timeselves online.Ass understanding of how they present than, 1, LA.2, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.1, III.D.2, II.D.2, II.D.4, II.D.2,			roi mauve.				
Lesson 3: Who Are You Online?media accounts.L.6.2.B, L.6.3, L.6.3, L.6.3, B, L.6.3, L.6.3, B, L.6.4, L.6.6, St.6.1, SL.6.1a, St.6.1, SL.6.1a, St.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, Bebate the benefits and drawbacks of posting from multiple account.L.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.2, Debate the benefits and drawbacks of posting from multiple accounts.Students will sessed using "exit tickets"Students will be assessed using "exit tickets"CASEL 1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 3d, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 1d, 1, 1.7, 2, 1.8.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.0, 2, 1.D.3, 1.D.4, 1, 1.1, 2, 1.1, 1.1, 2, 1.1, 1.2,			Students will be	1			Citizensnip
Are You Online?Identify the possible results of posting from a fake social media account.L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1e, SL.6.1, SL.6.1e, <br< th=""><th>oices:</th><th></th><th></th><th></th><th></th><th></th><th>Losson 3. Who</th></br<>	oices:						Losson 3. Who
Identify the possible results of possing from a fake social mediaL.6.4, L.6.6, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, participate in a account.activitypair-share and discussion activitiesOnline Student swill assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.14, SL.6.2, SL.6.3, SL.6.4, SL.6.14, SL.6.4, Students will be assessed using quizStudents will be assessed using quizDebate the benefits and drawbacks of posting from multiple accounts.W.6.14, W.6.14, W.6.12, W.6.14, W.6.12, U.6.14, He, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 3b, 3c, 3d, 4a, 4b, 3c, 3d, 4a, 4b, 3c, 5c, 5fStudents will assessed on their group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1L.1, 1L.2, 1L.3, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.2, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.2, 1L.2, 1L.1, 1L.2, 1L.1, 1L.2, 1L.2, 1L.2, 1L.1, 1L.2, 1L.2, 1L.1, 1L.2, 1L.2, 1L.1, 1L.2, 1L.2, 1L.1, 1L.2,						incula accounts.	
possible results of posting from a fake social media account.SL.6.1, SL.6.1c, SL.6.1c, SL.6.1c, SL.6.3, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.5, W.6.1, discussing how they presentStudents will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will apply Students will applyStudents will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 5c, 5fBumative: nonine identities project demonstrating understanding of how they presentStudents will apply time assessed on their project demonstrating understanding of how they presentAASL 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.4, 1.0.2, 1.D.5, 1.0.4, 1.D.2, 1.0.4,	<u>IISCII</u>					Identify the	Are fou Onnie:
posting from a fake social media account.SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, discussing how W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will participate in a tickets"Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present themselves online.ASSL 1.D.2, 1L.2, 1.D.1, 1.D.2, 1L.3, 1.C.1, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.B.2, 1.D.4, 1.B.3, 1.C.1, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.5, 1.D.4, 1.D.4, 1.D.5, 0.00000112Students will select 1.D.4, 1.D.4, 1.D.4, 1.D.2,	nute			activity			
social media account.SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, multiple accounts.participate in a reflection activity discussing how themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.1d, SL.6.2, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.2, 2, 2d, 3a, 3, 2a, 2b, 2c, 2d, 3a, 3, 3d, 4a, 4b, 4c, ed, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities ard will share the information in a group discussion.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.B.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.2, I.D.3, I.D.4, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, IID.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, IV.B.4, V.A why some peopleStudents will set assessed on completion of required journal questions/prompts following instruction.	Juis		discussion activities	Students will			
account.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.6.1c, W.6.4, M.6.1c, W.6.4, W.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.2, S.2, S.2, S.2, S.2, S.2, S.2, S.2, S			Students will be				
Debate the benefits and drawbacks of posting from multiple accounts.SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.10discussing how they present themselves online.tickets"Students will pactor accounts.Students will apply the knowledge of a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, ab, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will pactor assessed on their project demonstrating understanding of themselves online.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.3, II.C.1, II.C.4, I							
Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.64, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, 1.D.2, I.D.3, 1.D.3, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, <th></th> <th></th> <th></th> <th></th> <th></th> <th>account.</th> <th></th>						account.	
and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.8, W.6.10themselves online.Students will be 			lickets			Debate the benefits	
posting from multiple accounts.W.6.8, W.6.10assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identitiesStudents will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, ILD.3, ILD.4, ILB.1, IILB.2, ILD.2, ILD.3, Students will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.Mass ILB.1, IILB.2, ILD.2, ILD.3, ILD.4, ILD.2, ILD.3, ILD.2, ILD.3, ILD.2, ILD.3, ILD.2, ILD.3, ILD.2, ILD.3, ILD.2, ILD.3, ILD.2, ILD.3, ILD.2, ILD.3, ILD.1, IILD.2, ILD.2, ILD.3, ILD.1, IILD.2, ILD.1, IILD.2, ILD.1, IILD.2, ILD.1, IILD.2, ILD.1, IILD.2, ILD.1, IILD.2, IILD.1, IILD.2, IILD.1, IILD.2, IILD.1, IILD.2, IILD.1, IILD.2, IILD.1, IILD.2, IILD.1, IILD.2, idea to demonstrate understanding of why some peopleassessed using quizvertice total project idea to why some peoplestudents will apply the students will be assessed on completion of required journal questions/prompts			Students will be				
multiple accounts.Students will apply the knowledge of online identities and will share the information in a group discussion.Summative:2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fsaverap-up, students will online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.A.1, I.A.2, I.B.1, 1.B.3, I.C.1, I.D.1, 1.B.3, I.C.1, I.D.2, 1.B.3, II.C.1, 1.B.2, II.B.3, II.C.1, 1.B.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.1, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.5, II.D.5, II.D.5, II.D.4, 1.D.5, II.D.5, II.D.5, II.D.5, II.D.4, 1.D.5, II.D.5, II.D.5, II.D.5, II.D				themserves onnie.			
CASELthe knowledge of online identitiesSummative:1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fthe knowledge of online identitiesStudents will be assessed on their project demonstrating understanding of how they present ticket" where the students willStudents will be assessed on their projectAASLstudents will complete an "exit ticket" where the students apply knowledge to a II.B.1, II.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.2, II.D.4, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, <th></th> <th></th> <th>assessed using quiz</th> <th>Students will apply</th> <th>w.o.o, w.o.io</th> <th></th> <th></th>			assessed using quiz	Students will apply	w.o.o, w.o.io		
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 			Summative		CASEL	manipie accounts.	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.C.1, II.B.3, II.C.1, II.C.2, II.D.1, I.D.2, I.D.3, ILD.4, II.B.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, III.D.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, II.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, VAAStudents will select ideas to demonstrate understanding of why some people			Summutive.				
3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5finformation in a group discussion.assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, ID.1, II.B.3, II.C.1, ID.1, II.B.3, II.C.1, ID.1, II.B.3, II.C.1, ID.1, II.B.3, II.C.1, ID.2, II.B.3, II.C.1, II.D.2, II.D.2, II.D.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.C.1, III.C.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.C.1, III.C.2, II.D.3, II.D.4, III.D.4, III.D.2, II.D.4, III.D.4, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, II			Students will be				
4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fgroup discussion.project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.D.2, I.D.1, II.C.2, II.D.1, II.C.2, II.D.1, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to instruction.project demonstrate understanding of why some people							
5d, 5e, 5fAs a wrap-up, students willdemonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, of potential project ideas to demonstrate understanding of why some peopledemonstrating understanding of how they present themselves online.VB.2, IV.B.4, V.AVAa wrap-up, students will select ideas to why some peoplestudents will select instruction.							
AASLAs a wrap-up, students willunderstanding of how they presentI.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.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, Valuents will select II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, why some peopleunderstanding of why some people			1 0	Browp and aborent			
AASLstudents will complete an "exit ticket" where the 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.B.3, II.C.1, II.C.2, II.D.3, II.D.4, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, III.				As a wrap-up.	,,		
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,complete an "exit ticket" where the students applythemselves online.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, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.1, III.A.2, III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Acomplete an "exit ticket" where the students apply completion of required journal questions/prompts instruction.					AASL		
I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,ticket" where the students applyStudents will be assessed on completion of required journal questions/promptsII.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, III.B			51				
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, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, III.A.1, III.A.2, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, of potential project III.C.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.							
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, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.B.4, V.Aknowledge to a hypothetical scenario.assessed on completion of required journal questions/prompts instruction.II.A.1, III.A.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aknowledge to a hypothetical scenario.assessed on completion of required journal questions/prompts instruction.			Students will be				
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.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2							
II.B.3, II.C.1, II.C.2, II.D.1,scenario.required journal questions/promptsII.D.2, II.D.3, II.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2,Students will select a project from a list ideas tofollowing instruction.III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aof potential project understanding of why some peopleideas to			completion of				
II.C.2, II.D.1,questions/promptsII.D.2, II.D.3,Students will selectfollowingIII.A.1, III.A.2,a project from a listinstruction.III.B.1, III.B.2,of potential projectinstruction.III.C.1, III.C.2,ideas toinstruction.III.D.1, III.D.2,demonstratewhy some people			-	• •			
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 select a project from a list of potential project ideas to demonstrate IV.B.2, IV.B.4, V.Afollowing instruction.II.D.1, III.D.2, Why some peoplefollowing instruction.			questions/prompts				
III.B.1, III.B.2, III.C.1, III.C.2,of potential project ideas toIII.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people			following	Students will select			
III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aideas to demonstrate understanding of why some people			instruction.	a project from a list			
III.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people				of potential project	III.B.1, III.B.2,		
IV.B.2, IV.B.4, V.A understanding of why some people				ideas to	III.C.1, III.C.2,		
why some people				demonstrate	III.D.1, III.D.2,		
why some people				understanding of	IV.B.2, IV.B.4, V.A		
				why some people			
ISTE create different or				create different or	ISTE		
2a, 2b, 2d, 7b, 7c alternate personas					2a, 2b, 2d, 7b, 7c		
for themselves							
online and on social							
media.				media.			
Family activities							
and engagement							
resources are							
available.				available.			

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

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

	T	a a	G. 1	<b>D</b> (*	D D I
Unit 1: Digital	Learn reasons that	Common Core	Students will	Formative:	PowerPoint
Citizenship	people put false or	ELA	complete a		Presentation
	misleading	L.6.1, L.6.2,	warm-up exercise,	Students will be	Student Handout:
Lesson 6: Credible	information on the	L.6.2.B, L.6.3,	including pair-share	assessed on	News or Fake
News	internet.	L.6.3.A, L.6.3.B,	and discussion	participation in	News?
		L.6.4, L.6.6, RI.6.1,	activity	pair-share and	
	Learn criteria for	RI.6.2, RI.6.4,	G 1 ( 11	discussion activities	
	differentiating fake	RI.6.6, RI.6.8,	Students will	<u>Ct - 1</u>	
	news from credible	RI.6.10, SL.6.1,	participate in a	Students will be	
	news.	SL.6.1a, SL.6.1b,	reflection activity	assessed using "exit tickets"	
	Drastica avaluating	SL.6.1c, SL.6.1d, SL.6.2, SL.6.3,	and group discussion focusing	tickets	
	Practice evaluating the credibility of	SL.6.4, SL.6.6,	on why and how	Students will be	
	information they	W.6.4, W.6.8,	false information	assessed using quiz	
	find on the internet.	W.6.9.	ends up online and	assessed using quiz	
		11.0.2.	then how to	Summative:	
		CASEL	evaluate the	Summative.	
		1a, 1b, 1c, 1d, 1e,	credibility of what	Students will be	
		2f, 3a, 4a, 4b, 4c,	they're finding	assessed on their	
		4d, 5a, 5b, 5c, 5d,	online.	project	
		5e, 5f		demonstrating	
			As a wrap-up,	understanding of	
		AASL	students will	how to identify and	
		I.A.1, I.A.2, I.B.1,	complete an "exit	evaluate news	
		I.B.2, I.B.3, I.C.1,	ticket" where the	sources for	
		I.D.1, I.D.2, I.D.3,	students apply	credibility.	
		I.D.4, II.A.1, II.A.2,	knowledge to a		
		II.B.1, II.B.2,	hypothetical	Students will be	
		II.B.3, II.C.1,	scenario.	assessed on	
		II.C.2, II.D.1,		completion of	
		II.D.2, II.D.3,	Students will select	required journal	
		III.A.1, III.A.2,	a project from a list	questions/prompts	
		III.B.1, III.B.2,	of potential project	following	
		III.C.1, III.C.2,	ideas to	instruction.	
		III.D.1, III.D.2,	demonstrate		
		IV.B.2, IV.B.	understanding of		
			identifying and		
		ISTE	evaluating credible		
		2a, 2b, 3a, 3b, 3c,	news online.		
		3d			
			Family activities		
			and engagement		
			resources are		
			available.		

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

		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 human and machine to	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. <b>Summative:</b> 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.	
		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			
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	message. 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

<b>C</b> /	andan af	a a llaha tima tit	there easily a set of the	Q4. Jant:11.1	Deat Itt.
Semester	order of	collaborating with	they can continue to	Students will be	Post-It notes –
5 periods	importance.	others to	grow and develop	assessed on	several per students
225 minutes		accomplish	as leaders.	participating in	Q.: 1
	Students will relate	organizational goals	G 1 ( 11)	discussion/group	Stickers
Lesson 1: Model	a Personal Best	and objectives.	Students will	activities	
the Way	Leadership story.		identify a leader in	~ .	Video: "Why Learn
			their lives and the	Summative:	About Leadership?"
			characteristics they		video
			possess.	Students will be	
				assessed on content	Video: "What Is
			Students will	knowledge through	Leadership?" video
			complete their	performance	
			Personal Best	assessment and/or	SLC Intro
			Leadership	Google Classroom	PowerPoint
			experience and	quiz.	
			share with their		
			peers.	Students will be	
				assessed on	
			Students will	completion of	
			maintain a design	required journal	
			journal where they	questions/prompts	
			will respond to	following	
			open-ended	instruction.	
			questions/prompts		
			following		
			instruction.		
			Exit tickets will be		
			utilized as a check		
			for understanding		
	G. 1			<b>T</b>	TT 1 . TT 1
Unit 4: Leadership	Students will	Colorado Essential	Students will	Formative:	Handout: Values
Development	identify personal	Skills (for all	complete warm-up	G. 1	Inventory
(Student	values and rank in	clusters) Content	exercises.	Students will be	Handout: AWCPA's
Leadership	order of	Standards	a. 1	assessed on	Purpose and Goals
Challenge)	importance.	addressed:	Students will	participation in	~ ·
			participate in group	warm-up activities	(For in-person
Lesson 2:	Students will	ESSK.07 -	discussion of values	(check for	class)
Inspiring a Shared	complete a Values	LEADERSHIP	in leadership.	understanding for	Paper
Vision	Inventory to	AND	G 1 · 11	previous day(s')	Pen/pencil
	determine what	TEAMWORK:	Students will	instruction.).	Highlighters or
	kind of leader they	Use leadership and	complete a personal	Q4	markers
	are.	teamwork skills in	values inventory.	Students will be	Overhead
	Of June 11	collaborating with	Otra Janut 111	assessed on	projector/computer
	Students will	others to	Students will	participating in	Post-It notes –
	identify values as	accomplish	maintain a design	discussion/group	several per student
	they relate to the	organizational goals	journal where they	activities.	Large Post-It Notes
	school's purpose	and objectives.	will respond to	G	– 1 per student
	and goals.		open-ended	Summative:	
			questions/prompts	Q4	
			following	Students will be	
			instruction.	assessed on content	
			<b>T •</b> ( ) <b>• •</b> • • • • • •	knowledge through	
			Exit tickets will be	performance	
			utilized as a check	assessment (values	
1	1		for understanding	inventory) and/or	

Unit 4: Leadership	Students will	Colorado Essential	Students will	Google Classroom quiz. Students will be assessed on completion of required journal questions/prompts following instruction. Formative:	
Development (Student Leadership Challenge) Lesson 3: Enabling Others to Act	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.	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.	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	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. <b>Summative:</b> 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

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.	open-ended questions/prompts following instruction. Exit tickets will be utilized as a check for understanding 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. 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
Development (Student Leadership Challenge)	strategies to encourage and support others. Students create unique ways to encourage and	Skills (for all clusters) Content Standards addressed: ESSK.07 - LEADERSHIP	complete warm-up exercises. Students will participate in group discussion.	Students will be assessed on participation in warm-up activities (check for understanding for	Paper Scenarios "Facing the Giants – Death Crawl" video

Lesson 5:	aunant in dividual		Studente nortiginat	provious dev(~?)	
Lesson 5: Encouraging the	support individual differences,	AND TEAMWORK: Use	Students participate in an activity to	previous day(s') instruction.).	Encouraging The
Heart	abilities, and	leadership and	recognize	liisti uetioli. j.	Heart PowerPoint
	strengths.	teamwork skills in	contributions by	Students will be	Ear in norgan alage
		collaborating with	showing	assessed on	For in-person class: Paper
	Students examine	others to	appreciation for	participating in	Pen/pencil
	the impact of	accomplish	individual	discussion/group	Highlighters or
	recognition on	organizational goals	excellence, no	activities.	markers
	others' self-esteem and performance.	and objectives.	matter how small.	Summative:	Projector
	and performance.		Students will	Summative.	Computer
			maintain a design	Students will be	Poster Paper
			journal where they	assessed on content	
			will respond to	knowledge through	
			open-ended	performance	
			questions/prompts following	assessment and/or Google Classroom	
			instruction.	quiz.	
				1	
			Exit tickets will be	Students will be	
			utilized as a check	assessed on	
			for understanding	completion of	
				required journal questions/prompts	
				following	
				instruction.	
Unit 5: Intro to	Students will	Standard 8:	Students will	Formative:	PCs
Multimedia	develop an understanding of	Students will	participate in group discussion.	Students will be	PowerPoint
Lesson 1:	what "multimedia"	develop an	discussion.	assessed on	1 Ower ont
Typography/Color	is.	understanding of the attributes of	Students will	participation in	Adobe Creative
Theory			participate in a	warm-up activities	Suite, including
	Students will	design.	variety of activities	(check for	InDesign,
Lesson 2 PowerPoint	develop an	Benchmark E:	to develop an understanding of	understanding for previous day(s')	Photoshop, Fireworks,
PowerPoint	understanding of and be able to	There is no perfect	the topic as well as	instruction.).	Dreamweaver
Lesson 3: Personal	select and use	design.	the tools, materials	instruction.).	Dicultivouver
Logo Design	communication	0	and processes used	Students will be	Scratch
	information	Benchmark G.	in the creation of	assessed on	
Lesson 4: School	technologies.	Requirements for a	multimedia	participating in	Edublog
Logo Redesign	Students will	design are made up	products.	discussion/group activities.	
Lesson 5: Pixel Art	develop an	of criteria and	Students will create		
	understanding of	constraints.	a variety of	Summative:	
Lesson 6: Building	how information		differentiated		
Video Games	and communication		products to	Students will be	
Lesson 7:	systems allow information to be		demonstrate their	assessed on content	
Lesson 7: Photoshop	transferred from		mastery of the various components	knowledge through performance	
rnotosnop	human to human,		of multimedia	assessment and/or	
Lesson 8:	human to machine,		design.	Google Classroom	
Magazine Cover	and machine to			quiz.	
T 0.37	human.				
Lesson 9: Movie Poster					
				•	

· · · · · · · · · · · · · · · · · · ·		a			I
	Students will begin	Standard 17:	Students will	Students will be	
	to develop an	Students will	maintain an online	assessed on	
	understanding of	develop an	journal where they	completion of	
	how the use of	understanding of	will respond to	required journal	
	symbols,	and be able to	open-ended	questions/prompts	
	measurements and		questions/prompts	following	
	drawings promotes	select and use	following	instruction.	
	clear	communication	instruction.		
	communication by	information			
	providing a	technologies.	Exit tickets will be		
	common language	Ũ	utilized as a check		
	to express ideas.	Benchmark H:	for understanding.		
	-	Information and			
	Students will learn	communication			
	how to use				
	multimedia	systems allow			
	software to	information to be			
		transferred from			
	manipulate text and	human to human,			
	basic shapes.	human to machine,			
		and machine to			
	Students will	human.			
	identify icons and				
	their use in	Benchmark I:			
	communicating	Communication			
	messages.				
	U	systems are made			
	Students will learn	up of a source,			
	to create messages	encoder,			
		transmitter,			
	using symbols and	receiver, decoder			
	icons.	and destination.			
	~				
	Students will	Benchmark J: The			
	demonstrate their	design of a message			
	understanding of	is influenced by			
	how symbols,	such factors as the			
	measurements and	intended audience,			
	drawings to	medium, purpose,			
	promote clear	and nature of the			
	communication by	message.			
	5	-			
	providing a	Benchmark K: The			
	common language	use of symbols,			
	to express ideas in	measurements and			
	the form of a logo.	drawings promotes			
		clear			
	Students will	communication by			
	become familiar	providing a			
	with different	common language			
	graphic file	to express ideas			
	formats.				
	iorinais.				
1	1			1	1
					ļ I

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	Key Concepts	Essential	Student Activities	Assessments	Materials/
Period	Q <sub>1</sub> 1 ( 11)	Standards	0, 1, , 11	<b>F</b> (*	Resources
Unit 6: Web	Students will	Standard 8:	Students will	Formative:	PCs
Design	develop a basic	Students will	participate in group	Q4 - 1	Decours and the first
T 1.	understanding of	develop an	discussion.	Students will be	PowerPoint
Lesson 1:	core design	understanding of the attributes of	Students mill	assessed on	Adaha Creative
Designing and	principles that		Students will	participation in	Adobe Creative
Planning Web	apply to web design	design.	participate in a	warm-up activities	Suite, including
Pages	and development.	Demeters of De	variety of activities	(check for	InDesign,
	0, 1, , , , , , , , , , , , , , , , , ,	Benchmark E:	to develop an	understanding for	Photoshop,
Lesson 2: Creating	Students will learn	There is no perfect	understanding of	previous day(s')	Fireworks,
Pages with HTML	how to establish a criteria for	design.	the topic as well as the tools, materials	instruction.).	Dreamweaver
Lesson 3:	evaluating the	Benchmark G.	and processes used	Students will be	Scratch
Formatting Web	quality of websites.	Requirements for a	in the creation of	assessed on	
Pages with Style		design are made up	web pages and	participating in	Edublog
Sheets	Students will learn	of criteria and	related content	discussion/group	
	color theory and	constraints.		activities.	
Lesson 4: Graphics	web design		Students will create		
	standards.	Standard 11:	a variety of	Summative:	
Lesson 5: Scripting		Students will	differentiated		
	Students will learn	develop abilities to	products to	Students will be	
Lesson 6:	basic site planning	apply the design	demonstrate their	assessed on content	
Quality Control	concepts.	process.	mastery of the	knowledge through	
			various components	performance	
Lesson 7:	Students will learn	Benchmark N:	of web design.	assessment and/or	
Website	the basics of	Identify criteria and		Google Classroom	
Management and	HTML and	constraints and	Students will	quiz.	
Authoring Tools	XHTML coding.	determine how	maintain an online		
		these will affect the	journal where they	Students will be	
Lesson 8:	Students will learn	design process.	will respond to	assessed on	
Client Website	the content and		open-ended	completion of	
	structure of web	Benchmark O:	questions/prompts	required journal	
	documents to	Refine a design by	following	questions/prompts	
	control the visual	using prototypes	instruction.	following	
	presentation of web	and modeling to		instruction.	
	documents. using	ensure quality,	Exit tickets will be		
	Cascading Style	efficiency, and	utilized as a check		
	Sheets (CSS).	productivity of the	for understanding.		
		final product.	Exit tickets will be		
	Students will learn		utilized as a check		
	how to use graphics		for understanding.		

	in web design and	Benchmark Q:		
	what constitutes	Develop and		
	effective use of web	produce a product		
	graphics.	or system using a		
		design process.		
	Students will	-		
	acquire, manipulate			
	and edit graphics	Benchmark R:		
	for display on	Evaluate final		
	webpages.	solutions and		
	10	communicate		
	Students will learn	observation,		
	how to utilize	processes and		
	simple drawing	results of the entire		
	tools and layers in	design process,		
	graphics software	using verbal,		
	to create simple	graphic,		
	web graphics and	quantitative, virtual		
	buttons.	and written means,		
		in addition to		
	Students will learn	three-dimensional		
	how to use	models.		
	selection tools,			
	tools for	Standard 17:		
	manipulation and	Students will		
	blending	develop an		
	techniques.	understanding of		
		and be able to		
	Students will learn	select and use		
	to organize website	communication		
	content and provide	information		
	a navigational	technologies.		
	system that is	0		
	consistent across a	Benchmark H:		
	website.	Information and		
		communication		
	Students will learn	systems allow		
	about scripting and	information to be		
	other technologies	transferred from		
	that allow for more	human to human,		
	dynamic content	human to machine,		
	and simpler site	and machine to		
	maintenance.	human.		
	Students will be	Benchmark I:		
	introduced to web	Communication		
	authoring tools,	systems are made		
	including GUI	up of a source,		
	("Graphic User	encoder,		
	Interface") or	transmitter,		
	WYSIWYG ("What	receiver, decoder		
	you see is what you	and destination.		
	get") web editors.			
		Benchmark J: The		
		design of a message		
		is influenced by		
L				

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 ANI	D SEQUEN	C <b>E</b>	
Course/Grade Title: Audio Production - H	igh 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. By the end of this course, learners will be able to, without	Student Activities What will students do to demonstrate their learning?	Assessments Formative and Summative Assessments Assessments for	Materials Materials, tools an resources Students will be
<ul> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Read, write, and speak about the various tools, materials, techniques and processes involved in audio/music production using appropriate vocabulary and proper terminology.</li> <li>Identify, select, and use the proper tools to gather, process, and produce audio productions in a safe, professional manner.</li> <li>Work together in a collaborative environment, participating in a responsible and constructive way in exercises and class discussions/activities.</li> <li>Practice professionalism by sharing technical information and knowledge.</li> <li>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).</li> <li>Identify, analyze, and discuss current trends within the audio/music production industry and appropriate career opportunities.</li> </ul>	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.	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.	using PCs and/or laptops to access th following applications: Celtx, Reaper, WavePad, Microsoft Office/Google Doc

•	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.		
			1

Unit Name/Time Period	Key Concepts	Essential Standards	Student Activities	Assessments	Materials/ Resources
Unit 1: Digital	Reflect on their	Common Core	Students will	Formative:	Blank paper,
Citizenship	common online and	ELA	complete a		PowerPoint, student
	offline activities.	L.6.1, L.6.2,	warm-up exercise	Students will be	handouts, Google
Lesson 1: Media		L.6.2.B, L.6.3,	on being connected	assessed on	Classroom
Balance	Analyze and	L.6.3.A, L.6.3.B,	24/7, including	participation in	
	prioritize the	L.6.4, L.6.6,	pair-share and	pair-share and	
	activities that are	SL.6.1, SL.6.1a,	discussion activity	discussion activities	
(1 week for Unit 1)	most important to	SL.6.1b, SL.6.1c,	-		
	them.	SL.6.1d, SL.6.2,	Students will	Students will be	
		SL.6.3, SL.6.4,	participate in a	assessed using "exit	
	Identify ways to	SL.6.6, W.6.4,	reflection activity	tickets"	
	maintain balance	W.6.8, W.6.9,	discussing online		
	between online and	W.6.10	vs. offline	Students will be	
	offline activities.		activities.	assessed using quiz	
		CASEL			
		1a, 1b, 1c, 1d, 1e,	Students will apply	Summative:	
		2a, 2b, 2c, 2d, 2e,	the knowledge to		
		2f, 3a, 3b, 3c, 3d,	develop a	Students will be	
		4a, 4b, 4c, 4d, 5a,	"balancing act"	assessed on the	
		5b, 5c, 5d, 5e, 5f	plan for their own	"Benefits of	
		, , , -	lives and will share	Unplugging"	
		AASL	the information in a	poster.	
		I.A.1, I.A.2, I.B.1,	group discussion.	P	
		I.B.3, I.C.1, I.D.1,	Stoup and abbroni	Students will be	
		I.D.2, I.D.3, I.D.4,	As a wrap-up,	assessed on	
		II.A.1, II.A.2,	students will	completion of	
		II.B.1, II.B.2,	complete an "exit	required journal	
		II.B.3, II.C.1,	ticket" where the	questions/prompts	
		II.C.2, II.D.1,	students apply	following	
		II.D.2, II.D.3,	knowledge to a	instruction.	
		III.A.1, III.A.2,	hypothetical	moti dettom.	
		III.B.1, III.B.2,	scenario.		
		III.C.1, III.C.2,	Sechario.		
		III.D.1, III.D.2,	Students will create		
		IV.B.2, V.A.2,	a poster promoting		
		V.A.3, V.C.1,	the benefits of		
		V.D.1, V.D.2,	unplugging from		
		VI.A.1, VI.A.2,	technology.		
		VI.D.1, VI.D.2,	Comorogy.		
		VI.D.3	Family activities		
		, 1.D.J	and engagement		
		ISTE	resources are		
		2a, 2b	available.		
		2u, 20			
			1		1

Unit 1: Digital	Compare and	Common Core	Students will	Formative:	Colored markers or
Citizenship	contrast identity	ELA	complete a	1 01 111111 01	highlighters
onizonomp	theft with other	L.6.1, L.6.2,	warm-up exercise	Students will be	Pencils
Lesson 2: Don't	kinds of theft.	L.6.2.B, L.6.3,	and a pair-share and	assessed on	Blank paper
Feed the Phish		L.6.3.A, L.6.3.B,	discussion activity	participation in	Lesson Slides
	Describe different	L.6.4, L.6.6, RI.6.1,		pair-share and	Student Handouts
	ways that identity	RI.6.4, RI.6.5,	Students will	discussion activities	
	theft can occur	RI.6.6, RI.6.10,	participate in a		
	online.	SL.6.1, SL.6.1a,	reflection activity	Students will be	
		SL.6.1b, SL.6.1c,	discussing online	assessed using "exit	
	Use message clues	SL.6.1d, SL.6.2,	vs. offline activities	tickets"	
	to identify	SL.6.3, SL.6.4,			
	examples of	SL.6.6, W.6.4,	Students will apply	Students will be	
	phishing.	W.6.8, W.6.9,	the knowledge of	assessed using quiz	
		W.6.10	how to identify and		
		CASEL	avoid phishing	Summative:	
		1a, 1b, 1c, 1d, 1e,	scams and will		
		2a, 2c, 2d, 3a, 3b,	share the	Students will be	
		3c, 3d, 4a, 4b, 4c,	information in a	assessed on their	
		4d, 5a, 5b, 5c, 5d,	group discussion.	project	
		5e, 5f		demonstrating how	
		AASL	As a wrap-up,	to identify and	
		I.A.1, I.A.2, I.B.1,	students will	avoid phishing	
		I.B.2, I.B.3, I.C.1,	complete an "exit	scams.	
		I.D.1, I.D.2, I.D.3,	ticket" where the		
		I.D.4, II.A.1, II.A.2,	students apply	Students will be	
		II.B.1, II.B.2,	knowledge to a	assessed on	
		II.B.3, II.C.1,	hypothetical	completion of	
		II.C.2, II.D.1,	scenario.	required journal	
		II.D.2, II.D.3,		questions/prompts	
		III.A.1, III.A.2,	Students will select	following	
		III.B.1, III.B.2,	a project from a list	instruction.	
		III.C.1, III.C.2,	of potential project		
		III.D.1, III.D.2,	ideas to		
		IV.B.2, V.A.2	demonstrate how to		
		ISTE	identify and avoid		
		2a, 2b, 2d	phishing scams.		
			Family activities		
			and engagement		
			resources are		
			available.		

Citizenship Lesson 3: Who Are You Online?why people might create fake social media accounts.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, Students will be account.Students will be assessed on participation in pair-share and discussion activitiesPowerPoint Presentation presenting YG DinineIdentify the postipe from a fake account.Identify the postipe from a fake social media account.St.6.1, SL.6.1c, SL.6.1, SL.6.1c, SL.6.3, SL.6.4, U.6.4, L.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will be assessed using exit tickets"Students will be assessed using exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.CASEL 1.6.3, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 5c, 5fStudents will apply the knowledge of online identities and will share the sasessed on their projectStudents will be assessed on their projectAASL 1.6.1, 1.1, 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.1, 11.D.2, <br< th=""><th></th><th>Blank paper</th><th>Formative:</th><th>Students will</th><th>Common Core</th><th>Reflect on reasons</th><th>Unit 1: Digital</th></br<>		Blank paper	Formative:	Students will	Common Core	Reflect on reasons	Unit 1: Digital
Lesson 3: Who Are You Online?create fake social media accounts.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, St.6.1, SL.6.1c, St.6.1, SL.6.1c, St.6.6, W6.1, W6.1a, W6.1b, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.2, Zd, 3a, and will share the 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5c, 5fStudents will be assessed using quiz Students will be assessed on their project demonstrating understanding of how they present the knowledge of assessed on their project demonstrating understanding of how they present students will be assessed on their project demonstrating understanding of how they present students will be assessed on their project d demonstrating understanding of how they present themselves online.Students will be assessed on sasessed on complet an "exit timeselves online.Assu time in the intermation in a de, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on complet an "exit timeselves online.Students will be assessed on completion of required journal questions/prompts following instruction.Hilb, I, II.B.2, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D			roi mauve.				
Lesson 3: Who Are You Online?media accounts.L.6.2.B, L.6.3, L.6.3.L.6.3.B, L.6.3.L.6.3.B, L.6.3.L.6.3.B, St.6.1, SL.6.1A, SL.6.1, SL.6.1A, SL.6.1, SL.6.1A, SL.6.1, SL.6.1A, SL.6.1A, SL.6.2, account.including pair-share and discussion activityassessed on participation in atis-share and discussion activitiesVideo: Teen Y Presenting YG Students will Students will sessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.5, SL.6.4, SL.6.5, SL.6.4, SL.6.5, SL.6.4, SL.6.6, W.6.1, M.6.1e, W.6.4, W.6.8, W.6.10Students will be assessed using "exit tickets"VB.6.1e, W.6.2, Debate the benefits and drawbacks of posting from multiple accounts.Students will apply the knowledge of online identities and will share the abb, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply ticket" where the ticket" where the till.1.1.1.4.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, I.B.3, I.C.2, I.D.1, I.D.2, I.D.3, I.D.4, I.B.3, I.C.1, III.C.2, I.B.3, II.C.2, I.D.1, I.D.2, I.D.3, Students will select II.C.1, III.C.2, II.B.3, II.C.2, II.D.1, II.D.2, II.D.3, Students will select II.C.1, III.C.2, II.B.3, II.C.1, III.C.2, II.D.1, III.D.2, II.D.2, II.D.3, Students will select II.C.1, III.C.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, III.D.1, III.D.2, III.D.1, III.D.2, I			Students will be	1			Citizensnip
Are You Online?Identify the possible results of posting from a fake social media account.L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1e, SL.6.1, SL.6.1e, <br< th=""><th>oices:</th><th></th><th></th><th></th><th></th><th></th><th>Losson 3. Who</th></br<>	oices:						Losson 3. Who
Identify the possible results of possing from a fake social mediaL.6.4, L.6.6, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, participate in a account.activitypair-share and discussion activitiesOnline Student swill assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.14, SL.6.2, SL.6.3, SL.6.4, SL.6.14, SL.6.4, Students will be assessed using quizStudents will be assessed using quizDebate the benefits and drawbacks of posting from multiple accounts.W.6.14, W.6.14, W.6.12, W.6.14, W.6.12, Q.2, 2.2, 2.2, 2.2, 2.2, 2.2, 2.2, 2.						incula accounts.	
possible results of posting from a fake social media account.SL.6.1, SL.6.1c, SL.6.1c, SL.6.1c, SL.6.3, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.5, W.6.1, discussing how they presentStudents will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will apply Students will applyStudents will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 5c, 5fBumative: nonine identities project demonstrating understanding of how they presentStudents will apply time assessed on their project demonstrating understanding of how they presentAASL 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.4, 1.0.2, 1.D.5, 1.0.4, 1.D.2, 1.0.4,	<u>IISCII</u>					Identify the	Are fou Onnie:
posting from a fake social media account.SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, discussing how W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will participate in a tickets"Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present themselves online.ASSL 1.D.2, 1L.2, 1.D.1, 1.D.2, 1L.3, 1.C.1, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.B.2, 1.D.4, 1.B.3, 1.C.1, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.5, 1.D.4, 1.D.4, 1.D.5, 0.00000112Students will select 1.D.4, 1.D.4, 1.D.4, 1.D.2,	nute			activity			
social media account.SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, multiple accounts.participate in a reflection activity discussing how themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.1d, SL.6.2, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.2, 2, 2d, 3a, 3, 2a, 2b, 2c, 2d, 3a, 3, 3d, 4a, 4b, 4c, ed, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities ard will share the information in a group discussion.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.B.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.2, I.D.3, I.D.4, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, IID.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, IV.B.4, V.A why some peopleStudents will set assessed on completion of required journal questions/prompts following instruction.	Juis		discussion activities	Students will			
account.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.6.1c, W.6.4, M.6.1c, W.6.4, W.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.2, S.2, S.2, S.2, S.2, S.2, S.2, S.2, S			Students will be				
Debate the benefits and drawbacks of posting from multiple accounts.SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.10discussing how they present themselves online.tickets"Students will pactor accounts.Students will apply the knowledge of a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, ab, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will pactor assessed on their project demonstrating understanding of themselves online.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.3, II.C.1, II.C.4, II.C.4, II.C.4, II.C.4, II.C.4, II.C.4,							
Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.64, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, 1.D.2, I.D.3, 1.D.3, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.						account.	
and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.8, W.6.10themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fSummative:Summative:AASL 1.A.1, 1.A.2, I.B.1, 1.D.2, I.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.1, II.D.2, 1.D.3, ID.4, 1.C.2, ILD.3, 1.C.1, II.D.2, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.4, 1.C.5, ILD.4, 1.C			lickets			Debate the benefits	
posting from multiple accounts.W.6.8, W.6.10assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identitiesStudents will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, ILD.3, ILD.4, ILB.1, IILB.2, ILD.2, ILD.3, Students will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.MASL I.D.2, ILD.3, ILD.4, II.D.2, ILD.3, Students will be ILD.2, ILD.3, II.D.2, ILD.3, II.D.2, ILD.3, II.D.2, ILD.3, II.D.2, ILD.3, II.D.2, II.D.3, II.D.1, III.D.2, II.D.1, III.D.2, iII.D.1, III.D.2, iII.D.2, II.D.3, iII.D.1, III.D.2, iII.D.1, III.D.			Students will be				
multiple accounts.Students will apply the knowledge of online identities and will share the information in a group discussion.Summative:2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fsaverap-up, students will online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.A.1, I.A.2, I.B.1, 1.B.3, I.C.1, I.D.1, 1.B.3, I.C.1, I.D.2, 1.B.3, II.C.1, 1.B.2, II.B.3, II.C.1, 1.B.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.1, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.2, II.D.3, 1.D.2, II.D.4, 1.D.2, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.5, II.D.4, 1.D.4, 1.D.5, II.D.4, 1.D.5, II.D.5, II				themserves onnie.			
CASELthe knowledge of online identitiesSummative:1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fthe knowledge of online identitiesStudents will be assessed on their project demonstrating understanding of how they present ticket" where the students willStudents will be assessed on their projectAASLstudents will complete an "exit ticket" where the students apply knowledge to a II.B.1, II.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.2, II.D.1, III.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4			assessed using quiz	Students will apply	w.o.o, w.o.io		
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fonline identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present ticket' where theAASL 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.B.1, 1.B.3, 1.C.1, 1.B.2, 11.B.1, 11.B.2, 11.D.2, 11.D.3, 11.D.2, 11.D.1, 11.D.2, 11.D.3, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.1, 111.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.D.1, 111.D.2, 11.D.3, 11.C.1, 11.D.2, 11.D.3, 11.D.3, 11.C.1, 11.D.4, 11.D.2, 11.D.3, 11.C.1, 11.D.3, 11.C.1, 11.D.4, 11.D.4, 11.C.2, 11.D.3, 11.C.1, 11.D.3, 11.C.1, 11.D.4, 11.D.4, 11.C.2, 11.D.3, 11.C.1, 11.C.2, 11.D.3, 11.C.1, 11.C.2, 11.C.3, 11.C.3, 11.C.4, 11.C			Summative		CASEL	manipie accounts.	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.C.1, II.B.3, II.C.1, II.C.2, II.D.1, I.D.2, I.D.3, ILD.4, II.B.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, III.D.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, II.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, VAAStudents will select ideas to demonstrate understanding of why some people			Summutive.				
3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5finformation in a group discussion.assessed on their project demonstrating understanding of how they present themselves online.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.B.1, III.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, III.B.1, III.B.2, III.B.1, III.B.2, III.B.1, III.B.2, III.B.1, III.B.2, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3,			Students will be				
4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fgroup discussion.project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.D.2, I.D.1, II.C.2, II.D.1, II.C.2, II.D.1, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to instruction.project demonstrate understanding of why some people							
5d, 5e, 5fAs a wrap-up, students willdemonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, of potential project ideas to demonstrate understanding of why some peopledemonstrating understanding of how they present themselves online.VB.2, IV.B.4, V.AVAa wrap-up, students will select ideas to why some peoplestudents will select instruction.							
AASLAs a wrap-up, students willunderstanding of how they presentI.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.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, Valuents will select II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, why some peopleunderstanding of why some people			1 0	Browp and aborent			
AASLstudents will complete an "exit ticket" where the 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.B.3, II.C.1, II.C.2, II.D.3, II.D.4, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, III.				As a wrap-up.	,,		
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,complete an "exit ticket" where the students applythemselves online.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, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.1, III.A.2, III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Acomplete an "exit ticket" where the students apply completion of required journal questions/prompts instruction.					AASL		
I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,ticket" where the students applyStudents will be assessed on completion of required journal questions/promptsII.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, II			51				
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, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, III.A.1, III.A.2, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, of potential project III.C.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, ideas to why some peopleStudents will be assessed on completion of required journal questions/prompts following instruction.							
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, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D			Students will be				
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.D.1, III.D.2, II.D.1, III.D.2, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2							
II.B.3, II.C.1, II.C.2, II.D.1,scenario.required journal questions/promptsII.D.2, II.D.3, II.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2,Students will select a project from a list ideas tofollowing instruction.III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aof potential project understanding of why some peopleideas to			completion of				
II.C.2, II.D.1,questions/promptsII.D.2, II.D.3,Students will selectfollowingIII.A.1, III.A.2,a project from a listinstruction.III.B.1, III.B.2,of potential projectinstruction.III.C.1, III.C.2,ideas toinstruction.III.D.1, III.D.2,demonstratewhy some people			-	• •			
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 select a project from a list of potential project ideas to demonstrate IV.B.2, IV.B.4, V.Afollowing instruction.II.D.1, III.D.2, Why some peoplefollowing instruction.			questions/prompts				
III.B.1, III.B.2, III.C.1, III.C.2,of potential project ideas toIII.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people			following	Students will select			
III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aideas to demonstrate understanding of why some people			instruction.	a project from a list			
III.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people				of potential project	III.B.1, III.B.2,		
IV.B.2, IV.B.4, V.A understanding of why some people				ideas to	III.C.1, III.C.2,		
why some people				demonstrate	III.D.1, III.D.2,		
why some people				understanding of	IV.B.2, IV.B.4, V.A		
				why some people			
ISTE create different or				create different or	ISTE		
2a, 2b, 2d, 7b, 7c alternate personas					2a, 2b, 2d, 7b, 7c		
for themselves							
online and on social							
media.				media.			
Family activities							
and engagement							
resources are							
available.				available.			

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

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

	T	a a	G. 1	<b>D</b> (*	D D I
Unit 1: Digital	Learn reasons that	Common Core	Students will	Formative:	PowerPoint
Citizenship	people put false or	ELA	complete a		Presentation
	misleading	L.6.1, L.6.2,	warm-up exercise,	Students will be	Student Handout:
Lesson 6: Credible	information on the	L.6.2.B, L.6.3,	including pair-share	assessed on	News or Fake
News	internet.	L.6.3.A, L.6.3.B,	and discussion	participation in	News?
		L.6.4, L.6.6, RI.6.1,	activity	pair-share and	
	Learn criteria for	RI.6.2, RI.6.4,	G 1 ( 11	discussion activities	
	differentiating fake	RI.6.6, RI.6.8,	Students will	<u>Ct - 1</u>	
	news from credible	RI.6.10, SL.6.1,	participate in a	Students will be	
	news.	SL.6.1a, SL.6.1b,	reflection activity	assessed using "exit tickets"	
	Drastica avaluating	SL.6.1c, SL.6.1d, SL.6.2, SL.6.3,	and group discussion focusing	tickets	
	Practice evaluating the credibility of	SL.6.4, SL.6.6,	on why and how	Students will be	
	information they	W.6.4, W.6.8,	false information	assessed using quiz	
	find on the internet.	W.6.9.	ends up online and	assessed using quiz	
		11.0.2.	then how to	Summative:	
		CASEL	evaluate the	Summative.	
		1a, 1b, 1c, 1d, 1e,	credibility of what	Students will be	
		2f, 3a, 4a, 4b, 4c,	they're finding	assessed on their	
		4d, 5a, 5b, 5c, 5d,	online.	project	
		5e, 5f		demonstrating	
			As a wrap-up,	understanding of	
		AASL	students will	how to identify and	
		I.A.1, I.A.2, I.B.1,	complete an "exit	evaluate news	
		I.B.2, I.B.3, I.C.1,	ticket" where the	sources for	
		I.D.1, I.D.2, I.D.3,	students apply	credibility.	
		I.D.4, II.A.1, II.A.2,	knowledge to a		
		II.B.1, II.B.2,	hypothetical	Students will be	
		II.B.3, II.C.1,	scenario.	assessed on	
		II.C.2, II.D.1,		completion of	
		II.D.2, II.D.3,	Students will select	required journal	
		III.A.1, III.A.2,	a project from a list	questions/prompts	
		III.B.1, III.B.2,	of potential project	following	
		III.C.1, III.C.2,	ideas to	instruction.	
		III.D.1, III.D.2,	demonstrate		
		IV.B.2, IV.B.	understanding of		
			identifying and		
		ISTE	evaluating credible		
		2a, 2b, 3a, 3b, 3c,	news online.		
		3d			
			Family activities		
			and engagement		
			resources are		
			available.		

nit 2: Design	Understand and use	Standard 8:	Students will	Formative:	PowerPoint Design
ycle	the process of the	Students will	complete warm-up		Cycle Presentation
	Design Cycle,	develop an	exercises related to	Students will be	
	including	understanding of	the Design Cycle.	assessed on	PCs
	explaining that	the attributes of		participation in	
	design involves a	design.	Students will use	warm-up activities	Google Classroom
	series of steps that	Benchmark E:	hands-on activities	(check for	
	can be performed in	Design is a creative	to learn how the	understanding for	Google Forms
	different sequences	planning process	design cycle is	previous day(s')	
	and repeated as	that leads to useful	developed and	instruction.	
	necessary to	products and	used.		
	develop a solution	systems.		Students will be	
	to a	Benchmark F:	Students will	assessed using	
	problem/challenge.	There is no perfect	participate in	open-ended	
		design.	activities to	questions during	
	Utilize computer	Benchmark G:	illustrate/	small group and	
	technology to	Requirements for a	demonstrate how	individualized	
	access and retrieve	design are made up	the Design Cycle is	instruction to check	
	data.	of criteria and	used.	for understanding.	
		constraints.			
	Create a Design		Students will create	Students will be	
	Brief to identify	Standard 9:	and follow a design	assessed on proper	
	problems, develop	Students will	brief for a project,	use of tools and	
	plans, guide project	develop an	first as a class, then	design concepts	
	creation and	understanding of	individually.	while completing	
	evaluate solutions.	engineering	,	design challenges.	
		design.	Students will	6 6	
		Benchmark F:	maintain a design	Summative:	
		Design involves a	journal where they	Students will be	
		set of steps which	will respond to	assessed on content	
		can be performed in	open-ended	knowledge through	
		different sequences	questions/prompts	written tests	
		and repeated as	following		
		needed.	instruction.	Students will be	
		Benchmark G:		assessed on	
		Brainstorming is a	Exit tickets will be	completion of	
		group	utilized as a check	required journal	
		problem-solving	for understanding	questions/prompts	
		process in which	8	following	
		each person in the		instruction.	
		group presents			
		his/her ideas in an			
		open forum.			
		Benchmark H.			
		Modeling, testing,			
		evaluating, and			
		modifying are used			
		to transform ideas			
		into practical			
		solutions.			
		5010110115.			
i i			1		1

		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 human, human to human and machine to machine. Benchmark J: The design of a message is influenced by such factors as the intended audience	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.	
		design of a message is influenced by			
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.	Students will participate in a class discussion through Google classroom on an	Students will be assessed on tests of speed and accuracy. Summative:	
	functions of the	class discussion through Google	speed and accuracy.	
	create new processes.			

Unit 5:	Students will learn	Standard 17:	Students will	Formative:	PowerPoint
Sound and	how sound is	Students will	complete warm-up	Formative:	Presentation
Sound and Microphones	produced and how	develop an	exercises.	Students will be	11050111111011
wherophones	it is captured.	understanding of	exercises.	assessed on	PCs
	it is captured.	and be able to	Students will use a	participation in	105
	Students will learn	select and use	variety of resources	warm-up activities	Google Classroom
	how microphones	information and	to explore how	(check for	Google Classicolli
	work as well as be	communication	sound is created	understanding for	Google Forms
	able to differentiate	technologies.	and how it is	previous day(s')	Google I offilis
	between the various	teennologies.	captured and how	instruction.).	Microphones
	types and	Benchmark O:	microphones work.	motraettom.).	merophones
	applications.	Communications	interophoneo worm.	Students will be	
	Tr	systems are made	Students will	assessed on	
		up of a source,	articipate in a class	participation in	
		encoder,	discussion through	online discussion	
		transmitter,	Google classroom	(Google	
		receiver, decoder,	on an essential	Classroom).	
		storage, retrieval,	question.	,	
		and destination.	-	Summative:	
			Students will create		
			a differentiated	Students will be	
			product to	assessed on content	
			demonstrate their	knowledge through	
			understanding of	performance	
			sound production	assessment and/or	
			and capture	Google Classroom	
				quiz.	
			Students will		
			maintain an online	Students will be	
			journal where they	assessed on	
			will respond to	completion of	
			open-ended	required journal	
			questions/prompts	questions/prompts	
			following	following	
			instruction.	instruction.	
			<b>F</b>		
			Exit tickets will be utilized as a check		
			for understanding.		
Unit 6:	Students will about	Standard 11:	Students will	Formative:	PowerPoint
Unit 6: Digital Audio	the digital audio	Standard 11: Students will	complete warm-up		Presentation
Workstations &	workstation/	develop abilities to	exercises.	Students will be	resentation
Editing Software	console and editing	apply the design	CACICISCS.	assessed on	PCs
Euting Software	software, and how	process.	Students will use a	participation in	1 0.5
	they work together	P100000	variety of resources	warm-up activities	Google Classroom
	to create an audio	Benchmark Q:	to explore the	(check for	
	production.	Develop and	digital audio	understanding for	Google Forms
	1	produce a product	workstation	previous day(s')	
		or system using a	(DAW), and its	instruction.).	Reaper / WavePad
		design process.	basic functions.	- / -	1
		<b>G I</b>		Students will be	
		Standard 17:	Students will	assessed on	
		Students will	participate in a	participation in	
		develop an	class discussion	online discussion	
		understanding of	through Google	(Google	
		and be able to		Classroom).	

		1 / 1	1		
		select and use	classroom on an	~ .	
		information and	essential question.	Summative:	
		communication			
		technologies.	Students will be	Students will be	
			required to	assessed on content	
		Benchmark O:	complete a	knowledge through	
		Communications	performance	performance	
		systems are made	assessment to	assessment and/or	
		up of a source,	demonstrate their	Google Classroom	
		encoder,	understanding of	quiz.	
		transmitter,	DAWs.		
		receiver, decoder,		Students will be	
		storage, retrieval,	Students will	assessed on	
		and destination.	maintain an online	completion of	
			journal where they	required journal	
			will respond to	questions/prompts	
			open-ended	following	
			questions/prompts	instruction.	
			following		
			instruction.		
			Exit tickets will be		
			utilized as a check		
			for understanding.		
Unit 7:	Students will learn	Standard 11:	Students will	Formative:	PowerPoint
Recording and	about the various	Students will	complete warm-up		Presentation
Playback	tools and processes	develop abilities to	exercises.	Students will be	
Technology	involved in the	apply the design		assessed on	PCs
	recording and	process.	Students will use a	participation in	
	playback of audio	<b>L</b>	variety of resources	warm-up activities	Google Classroom
	productions,	Benchmark Q:	to explore the tools	(check for	U
	including:	Develop and	used in the	understanding for	Google Forms
	microphones,	produce a product	recording and	previous day(s')	U
	digital recorders,	or system using a	playback of audio	instruction.).	Reaper / WavePad
	editing software,	design process.	productions,	,	1
	and online		including digital	Students will be	Digital recorders
	distribution of	Standard 12:	recorders,	assessed on	Ĭ
	audio programs.	Students will	microphones, and	participation in	Microphones
		develop the ability	related software	online discussion	· ·
		to use and		(Google	
		maintain products	Students will	Classroom).	
		and systems.	participate in a		
			class discussion	Summative:	
		Benchmark O:	through Google		
		Operate systems so	classroom on an	Students will be	
		that they function in	essential question.	assessed on content	
		the way they were		knowledge through	
		designed.	Students will be	performance	
			required to	assessment and/or	
		Benchmark P: Use	complete a	Google Classroom	
		computers and	performance	quiz.	
		calculators to	assessment to		
		access, retrieve,	demonstrate their	Students will be	
		organize, process,	understanding of	assessed on	
		maintain, interpret,	recording and	completion of	
		and evaluate data		required journal	
		and evaluate data		required journal	

		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.	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.	
		Benchmark O: Communications systems are made up of a source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	for understanding.	-	
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

I		1 /	1 1 1		1
		order to	playback		
		communicate.	technologies.	Students will be	
				assessed on	
		Standard 17:	Students will	completion of	
		Students will	participate in peer	required journal	
		develop an	critiques of the	questions/prompts	
		understanding of	finished products,	following	
		and be able to	and, time	instruction.	
		select and use	permitting, will		
		information and	revise their product		
		communication	based on the		
			feedback.		
		technologies.	leedback.		
		Benchmark M:	Students will		
		Information and	maintain an online		
		communication	journal where they		
		systems allow	will respond to		
		information to be	open-ended		
		transferred from	questions/prompts		
		human to human,	following		
		human to machine,	instruction.		
		machine to human,			
		and machine to	Exit tickets will be		
		machine.	utilized as a check		
			for understanding.		
		Benchmark N:	for understanding.		
		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:	Students will be	Standard 17:	Students will	Formative:	PowerPoint
Scriptwriting	introduced to	Students will	complete warm-up		Presentation
	scriptwriting for an	develop an	exercises.	Students will be	
	audio show,	understanding of		assessed on	PCs
	including the	and be able to	Students will use	participation in	
	various formats and	select and use	industry grade	warm-up activities	Google Classroom
	conventions used.	information and	software to create a	(check for	-
		communication	script for an audio	understanding for	Google Forms
		technologies.	production.	previous day(s')	
			r	instruction.).	Celtx
		Benchmark P:	Students will		C JIM
		There are many	participate in a	Students will be	Reaper / WavePad
			class discussion		icaper / waver au
		ways to	class discussion	assessed on	

		communicate	through Google	participation in	Digital recorders
		information, such	classroom on an	online discussion	Mierophones
		as graphic and electronic means.	essential question.	(Google Classroom).	Microphones
			Students will be	).	
		Benchmark Q:	required to	Students will be	
		Technological	complete a	assessed on	
		knowledge and processes are	performance assessment to	participation in the peer reviews/	
		communicated	demonstrate their	critiques.	
		using symbols,	understanding of		
		measurement,	recording and	Summative:	
		conventions, icons,	playback	Students will be	
		graphic images, and languages that	technologies.	Students will be assessed on content	
		incorporate a	Students will	knowledge through	
		variety of visual,	participate in peer	performance	
		auditory and tactile	critiques of the	assessment and/or	
		stimuli.	finished products,	Google Classroom	
			and, time permitting, will	quiz.	
			revise their product	Students will be	
			based on the	assessed on	
			feedback.	completion of	
			Stadouts11	required journal	
			Students will maintain an online	questions/prompts following	
			journal where they	instruction.	
			will respond to		
			open-ended		
			questions/prompts following		
			instruction.		
			instruction.		
			Exit tickets will be		
			utilized as a check		
			for understanding.		
Unit 10: Sound	Students will	Standard 17:	Students will	Formative:	PowerPoint
Effects	explore the world	Students will	complete warm-up		Presentation
	of sound effects,	develop an	exercises.	Students will be	DC
	both pre-made and Foley effects.	understanding of and be able to	Students will create	assessed on participation in	PCs
		select and use	sound effects using	warm-up activities	Google Classroom
	Students will create	information and	both pre-made	(check for	
	sound effects from	communication	sounds as well as	understanding for	Google Forms
	scratch to enhance	technologies.	Foley effects	previous day(s')	C -14-
	an audio production.	Benchmark P:	(self-made effects) to enhance an audio	instruction.).	Celtx
	production.	There are many	production	Students will be	Reaper / WavePad
		ways to	-	assessed on	-
		communicate	Students will	participation in	Digital recorders
		information, such	participate in a class discussion	online discussion	Mieronhanas
		as graphic and electronic means.	through Google	(Google Classroom).	Microphones
		ciccu onic mouns.			

		Benchmark Q:	classroom on an	Students will be	Assorted items
		Technological knowledge and	essential question.	assessed on participation in the	necessary to create basic sound effects
		processes are	Students will be	peer reviews/	
		communicated using symbols,	required to complete a	critiques.	
		measurement,	performance	Summative:	
		conventions, icons,	assessment to		
		graphic images, and	demonstrate their	Students will be	
		languages that incorporate a	understanding of how sound effects	assessed on content knowledge through	
		variety of visual,	are created and	performance	
		auditory and tactile	used in audio/video	assessment and/or	
		stimuli.	production	Google Classroom quiz.	
			Students will		
			participate in peer critiques of the	Students will be assessed on	
			finished products,	completion of	
			and, time	required journal	
			permitting, will revise their product	questions/prompts following	
			based on the	instruction.	
			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.		
TT 1/ 44 BF 1				<b></b>	D D
Unit 11: Music	Students will learn about how music	Standard 3: Students will	Students will complete warm-up	Formative:	PowerPoint Presentation
	plays a role in	develop an	exercises.	Students will be	
	audio productions.	understanding of	~	assessed on	PCs
	Students will learn	relationships among	Students will create a performance	participation in warm-up activities	Google Classroom
	about copyright law	technologies and	a performance assessment that	(check for	Coogle Classicoin
	with regard to	other fields.	demonstrates their	understanding for	Google Forms
	music and its use.		knowledge of how	previous day(s')	C II
		Benchmark I: Technological ideas	music can affect an audio production.	instruction.).	Celtx
		(and music) are	uuuio production.	Students will be	Reaper / WavePad
		sometimes	Students will	assessed on	-
		protected through	participate in a class discussion	participation in online discussion	Digital recorders
		the process of patenting	through Google	(Google	Microphones
		(copyright).	classroom on an	Classroom).	F
			essential question.		

			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 anded	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.	
			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.	quiz. Students will be assessed on completion of required journal questions/prompts following	
			Exit tickets will be utilized as a check for understanding.		
Podcasting/AudiohoDramapoauutleaThutsoa sapbitdigas	Students will learn now to create a podcast and/or nudio drama tilizing the skills earned. The students will tilize scriptwriting oftware to prepare a script, gather appropriate sound bites/clips, and use ligital 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	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

Benchmark Q: TechnologicalStudents will be required to complete a per reviews/Students will be assessed on participation in the peer reviews/rowninicated using symbols, using symbols, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.Students will be assessment to demonstrate their understanding of production is production is production is produced.Students will be assessed on critiques.Vertice total conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.Students will be assessed on content knowledge throughStudents will performance assessment and/or critiques of the finished products, and, time permitting, will revise their product based on the feedback.Students will be assessed on completion of required journal questions/prompts	
knowledge and processes are communicated using symbols, graphic images, and languages that auditory and tactile stimuli.complete a performance assessment to demonstrate their understanding of how an audio produced.participation in the peer reviews/ critiques.Summative: understanding of languages that incorporate a variety of visual, auditory and tactile stimuli.Summative: students will be assessed on content knowledge throughVariety of visual, auditory and tactile stimuli.Students will performance assessment and/or critiques of the finished products, and, time permitting, will revise their product based on the feedback.Students will be assessed on completion of required journal questions/prompts	
processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.performance assessment to centent their understanding of production is production is students will be assessed on content knowledge through participate in peer critiques of the finished products, and, time performancepeer reviews/ critiques.Variety of visual, auditory and tactile stimuli.Students will performance assessment and/or critiques of the finished products, and, time permitting, will revise their product based on the feedback.Students will be assessed on completion of required journal questions/prompts	
communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.assessment to demonstrate their understanding of how an audio production is produced.Summative: Summative:Students will be assessed on content knowledge through participate in peer critiques of the finished products, and, time permitting, will revise their productStudents will be assessment and/or Google Classroom quiz.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 completion of required journal questions/prompts	
using symbols, measurement, conventions, icons, graphic images, and languages that incorporate ademonstrate their understanding of bow an audioSummative: Summative: how an audiovariety of visual, auditory and tactile stimuli.grathic incorporate a variety of visual, auditory and tactile stimuli.Students will performance assessment and/or Google Classroom finished products, quiz. and, time permitting, willStudents will be assessed on content knowledge throughvariety of visual, auditory and tactile stimuli.Students will performanceperformance assessment and/or Google Classroom finished products, quiz. and, time permitting, willStudents will be assessed on completion of feedback.variety of visual, auditory and tactile stimuli.Students will performance assessment and/or critiques of the finished products, and, time permitting, will trevise their product based on the feedback.Students will be assessed on completion of feedback.	
measurement, conventions, icons, graphic images, and languages that incorporate aunderstanding of how an audio production isSummative:variety of visual, auditory and tactile stimuli.students will participate in peer critiques of the finished products, and, time permitting, will revise their productStudents will be assessed on content knowledge through performanceStudents will participate in peer critiques of the finished products, and, time permitting, will revise their productStudents will be assessed on completion of required journal questions/prompts	
conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.how an audio production is produced.Students will be assessed on content knowledge throughStudents will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback.Students will on performance assessment and/or guiz.	
graphic images, and languages that incorporate a variety of visual, auditory and tactile stimuli.production is produced.Students will be assessed on content knowledge through performance assessment and/or Google Classroom quiz. and, time permitting, will revise their product based on the feedback.Students will be assessed on content knowledge throughStudents 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 completion of required journal questions/prompts	
Ianguages that incorporate a variety of visual, auditory and tactile stimuli.produced.assessed on content knowledge through performanceStudents will participate in peer critiques of the finished products, and, time permitting, will revise their product based on the feedback.Students will gassessent and/or Google Classroom quiz.Students will permitting, will quiz.Students will be assessed on completion of required journal questions/prompts	
incorporate a variety of visual, auditory and tactile stimuli.	
variety of visual, auditory and tactile stimuli.Students will participate in peer critiques of the finished products, and, time permitting, willperformance assessment and/or Google Classroom 	
auditory and tactile stimuli.	
stimuli. critiques of the Google Classroom finished products, quiz. and, time permitting, will Students will be revise their product assessed on based on the completion of feedback. required journal questions/prompts	
finished products, quiz. and, time permitting, will Students will be revise their product assessed on based on the completion of feedback. required journal questions/prompts	
and, time permitting, will Students will be revise their product assessed on based on the completion of feedback. required journal questions/prompts	
permitting, will Students will be revise their product assessed on based on the completion of feedback. required journal questions/prompts	
revise their product assessed on based on the completion of feedback. required journal questions/prompts	
based on the completion of required journal questions/prompts	
feedback. required journal questions/prompts	
questions/prompts	
Students will following	
maintain an online instruction.	
journal where they	
will respond to	
open-ended	
questions/prompts	
following	
instruction.	
Exit tickets will be	
utilized as a check	
for understanding.	

SCOPE AND SEQUENCE								
Course/Grade Title: Video Production - High School								
<b>Course/Grade Content:</b> 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	<b>Materials</b> Materials, tools and resources					
<ul> <li>By the end of this course, learners will be able to, without assistance:</li> <li>Reflect on their common online and offline activities.</li> <li>Analyze and prioritize the activities that are most important to them.</li> <li>Identify ways to maintain balance between online and offline activities.</li> <li>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.</li> <li>Create a Design Brief to identify problems, develop plans, guide project creation and evaluate solutions.</li> <li>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.</li> <li>Create, capture, edit, manipulate, and maintain digital video and audio files.</li> <li>Read, write, and speak about the various tools, materials, techniques and processes involved in video production using appropriate vocabulary and proper terminology.</li> <li>Identify, select, and use the proper tools to gather, process, and produce video productions in a safe, professional manner.</li> <li>Work together in a collaborative environment, participating in a responsible and constructive way in exercises and class discussions/critiques/activities.</li> <li>Practice professionalism by sharing technical information and knowledge.</li> <li>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).</li> <li>Identify and demonstrate knowledge of career opportunities in the area of film, video, and broadcast industries.</li> <li>Practice professional protection of a professional portfolio, resume and cover letter.</li> <li>Analyze and critique work (that of self, peers, and profes</li></ul>	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 th following applications: Celtx, Reaper, WavePad, Microsoft Office/Google Docs Cyberlink PowerDirector					

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

Unit Name/Time Period	Key Concepts	Essential Standards	Student Activities	Assessments	Materials/ Resources
Unit 1: Digital	Reflect on their	Common Core	Students will	Formative:	Blank paper,
Citizenship	common online and	ELA	complete a		PowerPoint, studen
-	offline activities.	L.6.1, L.6.2,	warm-up exercise	Students will be	handouts, Google
Lesson 1: Media		L.6.2.B, L.6.3,	on being connected	assessed on	Classroom
Balance	Analyze and	L.6.3.A, L.6.3.B,	24/7, including	participation in	
	prioritize the	L.6.4, L.6.6,	pair-share and	pair-share and	
	activities that are	SL.6.1, SL.6.1a,	discussion activity	discussion activities	
	most important to	SL.6.1b, SL.6.1c,			
	them.	SL.6.1d, SL.6.2,	Students will	Students will be	
		SL.6.3, SL.6.4,	participate in a	assessed using "exit	
	Identify ways to	SL.6.6, W.6.4,	reflection activity	tickets"	
	maintain balance	W.6.8, W.6.9,	discussing online		
	between online and	W.6.10	vs. offline	Students will be	
	offline activities.		activities.	assessed using quiz	
		CASEL		0.1	
		1a, 1b, 1c, 1d, 1e,	Students will apply	Summative:	
		2a, 2b, 2c, 2d, 2e,	the knowledge to		
		2f, 3a, 3b, 3c, 3d,	develop a	Students will be	
		4a, 4b, 4c, 4d, 5a,	"balancing act"	assessed on the	
		5b, 5c, 5d, 5e, 5f	plan for their own	"Benefits of	
		00,00,00,00,00	lives and will share	Unplugging"	
		AASL	the information in a	poster.	
		I.A.1, I.A.2, I.B.1,	group discussion.	Poster	
		I.B.3, I.C.1, I.D.1,	Sroup discussion.	Students will be	
		I.D.2, I.D.3, I.D.4,	As a wrap-up,	assessed on	
		II.A.1, II.A.2,	students will	completion of	
		II.B.1, II.B.2,	complete an "exit	required journal	
		II.B.3, II.C.1,	ticket" where the	questions/prompts	
		II.C.2, II.D.1,	students apply	following	
		II.D.2, II.D.3,	knowledge to a	instruction.	
		III.A.1, III.A.2,	hypothetical	mstruction.	
		III.A.1, III.A.2, III.B.1, III.B.2,	scenario.		
		III.C.1, III.C.2,	sechario.		
		III.D.1, III.D.2,	Students will create		
		IV.B.2, V.A.2,	a poster promoting		
		V.A.3, V.C.1,	the benefits of		
		V.D.1, V.D.2,	unplugging from		
		VI.A.1, VI.A.2,	technology.		
		VI.A.1, VI.A.2, VI.D.1, VI.D.2,	Connorogy.		
		VI.D.3	Family activities		
		, 1.D.J	and engagement		
		ISTE	resources are		
		2a, 2b	available.		
		2a, 20			
	1		1	1	1

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

Citizenship Lesson 3: Who Are You Online?why people might create fake social media accounts.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, Students will be account.Students will be assessed on participation in pair-share and discussion activitiesPowerPoint Presentation presenting YG DinineIdentify the postipe from a fake account.Identify the postipe from a fake social media account.St.6.1, SL.6.1c, SL.6.1, SL.6.1c, SL.6.3, SL.6.4, U.6.4, L.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.8, W.6.10Students will be assessed using exit tickets"Students will be assessed using exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.CASEL 1.6.3, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 3.4, a, 4b, 3.5, 5c, 5fStudents will apply the knowledge of online identities and will share the sasessed on their projectStudents will be assessed on their projectAASL 1.6.1, 1.1, 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 1.D.3, 1.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.4, 11.D.2, 11.D.3, 1.D.4, 11.D.2, 11.D.1, 11.D.2, <br< th=""><th></th><th>Blank paper</th><th>Formative:</th><th>Students will</th><th>Common Core</th><th>Reflect on reasons</th><th>Unit 1: Digital</th></br<>		Blank paper	Formative:	Students will	Common Core	Reflect on reasons	Unit 1: Digital
Lesson 3: Who Are You Online?create fake social media accounts.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, St.6.1, SL.6.1c, St.6.1, SL.6.1c, St.6.6, W6.1, W6.1a, W6.1b, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.1c, W6.4, W6.2, Zd, 3a, and will share the 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5c, 5fStudents will be assessed using quiz Students will be assessed on their project demonstrating understanding of how they present the knowledge of assessed on their project demonstrating understanding of how they present students will be assessed on their project demonstrating understanding of how they present students will be assessed on their project d demonstrating understanding of how they present themselves online.Students will be assessed on sasessed on complet an "exit timeselves online.Assu time in the intermation in a de, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on complet an "exit timeselves online.Students will be assessed on completion of required journal questions/prompts following instruction.Hilb, I, II.B.2, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D			roi mauve.				
Lesson 3: Who Are You Online?media accounts.L.6.2.B, L.6.3, L.6.3, L.6.3, B, L.6.3, L.6.3, B, L.6.4, L.6.6, St.6.1, SL.6.1a, St.6.1, SL.6.1a, St.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, Bebate the benefits and drawbacks of posting from multiple account.L.6.3, SL.6.4, St.6.4, St.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1a, W.6.1b, W.6.2, Debate the benefits and drawbacks of posting from multiple accounts.Students will sessed using "exit tickets"Students will be assessed using "exit tickets"CASEL 1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d, 3d, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 3b, 3c, 3d, 4d, 4b, 1d, 1, 1.7, 2, 1.8.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.1, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.8, 3, 1.C.1, 1.D.2, 1, 1.0, 2, 1.D.3, 1.D.4, 1, 1.1, 2, 1.1, 1.1, 2, 1.1, 1.2,			Students will be	1			Citizensnip
Are You Online?Identify the possible results of posting from a fake social media account.L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1e, SL.6.1, SL.6.1e, <br< th=""><th>oices:</th><th></th><th></th><th></th><th></th><th></th><th>Losson 3. Who</th></br<>	oices:						Losson 3. Who
Identify the possible results of possing from a fake social mediaL.6.4, L.6.6, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, SL.6.1, participate in a account.activitypair-share and discussion activitiesOnline Student swill assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.14, SL.6.2, SL.6.3, SL.6.4, SL.6.14, SL.6.4, Students will be assessed using quizStudents will be assessed using quizDebate the benefits and drawbacks of posting from multiple accounts.W.6.14, W.6.14, W.6.12, W.6.14, W.6.12, S.2, 2, 26, 20, 20, 20, 20, 20, 20, 20, 20, 20, 20						incula accounts.	
possible results of posting from a fake social media account.SL.6.1, SL.6.1c, SL.6.1c, SL.6.1c, SL.6.3, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.4, SL.6.5, W.6.1, discussing how they presentStudents will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will apply Students will applyStudents will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 5c, 5fBumative: nonine identities project demonstrating understanding of how they presentStudents will apply time assessed on their project demonstrating understanding of how they presentAASL 1.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.4, 1.0.2, 1.D.5, 1.0.4, 1.D.5, 1.0.4,	<u>IISCII</u>					Identify the	Are fou Onnie:
posting from a fake social media account.SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, discussing how W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.8, W.6.10Students will participate in a tickets"Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will be assessed on their project demonstrating understanding of how they present themselves online.ASSL 1.D.2, 1L.2, 1.D.1, 1.D.2, 1L.3, 1.C.1, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.D.4, 1.B.3, 1.C.1, 1.B.2, 1.D.4, 1.B.3, 1.C.1, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.3, 1.D.4, 1.D.2, 1.D.4, 1.D.2, 1.D.4, 1.D	nute			activity			
social media account.SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, multiple accounts.participate in a reflection activity discussing how themselves online.Students will be assessed using "exit tickets"Debate the benefits and drawbacks of posting from multiple accounts.SL.6.1d, SL.6.2, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.2, 2, 2d, 3a, 3, 2a, 2b, 2c, 2d, 3a, 3, 3d, 4a, 4b, 4c, ed, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities ard will share the information in a group discussion.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.B.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.2, I.D.3, I.D.4, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, IID.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.B.1, III.B.2, II.B.3, II.C.1, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.2, II.D.3, II.C.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.C.1, II.D.2, IV.B.4, VA why some peopleStudents will setent account is of potential project ideas to instruction. <th>Juis</th> <th></th> <th>discussion activities</th> <th>Students will</th> <th></th> <th></th> <th></th>	Juis		discussion activities	Students will			
account.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.6.1c, W.6.4, M.6.1c, W.6.4, W.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.1c, W.6.4, M.6.2, S.2, S.2, S.2, S.2, S.2, S.2, S.2, S			Students will be				
Debate the benefits and drawbacks of posting from multiple accounts.SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.1c, W.6.4, W.6.10discussing how they present themselves online.tickets"Students will pactor accounts.Students will apply the knowledge of a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, ab, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will pactor assessed on their project demonstrating understanding of themselves online.Students will be assessed using quizAASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.D.3, II.C.1, II.C.2, II.D.1, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.2, II.D.2, II.D.3, II.C.1, II.C.2, II.D.3, II.C.1, II.C.2, II.D.3, II.C.1, II.C.2, II.D.1, III.D.							
Debate the benefits and drawbacks of posting from multiple accounts.W.6.1a, W.6.1b, W.6.1c, W.64, W.6.8, W.6.10they present themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, I.D.4, 1.D.2, I.D.3, 1.D.2, I.D.3, 1.D.3, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.2, I.D.3, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.4, 1.D.4, 1.D.5, I.D.4, 1.D.5, I.D.						account.	
and drawbacks of posting from multiple accounts.W.6.1c, W.6.4, W.6.8, W.6.10themselves online.Students will be assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fSummative:Summative:AASL 1.A.1, 1.A.2, I.B.1, 1.D.2, I.D.3, 1.D.4, 1.B.3, 1.C.1, 1.D.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.1, II.D.2, 1.D.3, ID.4, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.1, 1.C.2, ILD.1, 1.C.2, ILD.1, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4, 1.C.2, ILD.3, 1.C.4,			lickets			Debate the benefits	
posting from multiple accounts.W.6.8, W.6.10assessed using quizCASEL 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fStudents will apply the knowledge of online identities arouth will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL 1.D.2, I.D.3, I.D.4, I.B.3, II.C.1, II.D.2, II.B.3, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, III.D.1, III.D.2, II			Students will be				
multiple accounts.Students will apply the knowledge of online identities and will share the information in a group discussion.Summative:2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fsaverap-up, students will online identities and will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.3, I.C.1, I.D.2, I.D.2, I.D.3, I.D.4, II.B.3, II.C.1, I.D.2, II.D.3, II.D.2, II.D.4, V.B.2, IV.B.4, V.AStudents will apply the knowledge of complete an "exit treated assessed on completion of required journal questions/prompts following instruction.				themserves onnie.			
CASELthe knowledge of online identitiesSummative:1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fthe knowledge of online identitiesStudents will be assessed on their project demonstrating understanding of how they present ticket" where the students willStudents will be assessed on their projectAASLstudents will complete an "exit ticket" where the students apply knowledge to a II.B.1, II.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.4, II.D.2, II.D.4, II.D.2, II.D.2, II.D.4, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, II.D.4, <th></th> <th></th> <th>assessed using quiz</th> <th>Students will apply</th> <th>w.o.o, w.o.io</th> <th></th> <th></th>			assessed using quiz	Students will apply	w.o.o, w.o.io		
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 			Summative		CASEL	manipie accounts.	
2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fand will share the information in a group discussion.Students will be assessed on their project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.D.2, I.D.3, I.C.1, II.B.3, II.C.1, II.C.2, II.D.1, I.D.2, I.D.3, ILD.4, II.B.3, II.C.1, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, II.D.1, II.D.2, II.D.3, III.D.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, II.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.2, IV.B.4, V.AStudents will select accessed on the select accessed on t			Summutive.				
3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5finformation in a group discussion.assessed on their project demonstrating understanding of how they present themselves online.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.B.1, III.B.2, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.B.2, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.B.3, II.C.1, II.B.3, II.C.1, II.D.2, II.D.3, II.B.3, II.C.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, II.D.4, V.Ainformation in a group discussion.assessed on their project assessed on completical completical scenario.able to a III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, III.D.3, III.D.2, II			Students will be				
4c, 4d, 5a, 5b, 5c, 5d, 5e, 5fgroup discussion.project demonstrating understanding of how they present themselves online.AASL I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.B.2, I.D.3, I.D.4, II.B.1, II.B.2, II.D.2, I.D.1, II.C.2, II.D.1, II.C.2, II.D.1, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, I.D.3, II.D.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to instruction.project demonstrate understanding of why some people							
5d, 5e, 5fAs a wrap-up, students willdemonstrating understanding of how they present themselves online.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.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.C.2, II.D.3, II.D.2, II.D.3, II.D.1, III.B.2, of potential project ideas to demonstrate understanding of why some peopledemonstrating understanding of how they present themselves online.VB.2, IV.B.4, V.AVAa wrap-up, students will select ideas to why some peoplestudents will select instruction.							
AASLAs a wrap-up, students willunderstanding of how they presentI.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.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.1, III.D.2, ideas to III.D.1, III.D.2, II.D.1, III.D.2, II.D.1, III.D.2, II.D.3, Valuents will select II.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, ideas to III.D.1, III.D.2, why some peopleunderstanding of why some people			1 0	Browp and aborent			
AASLstudents will complete an "exit ticket" where the 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.B.3, II.C.1, II.C.2, II.D.3, II.D.4, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.2, II.D.3, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.5, II.D.4, II.D.4, II.D.4, II.D.4, III.D.4, <b< th=""><th></th><th></th><th></th><th>As a wrap-up.</th><th>,,</th><th></th><th></th></b<>				As a wrap-up.	,,		
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,complete an "exit ticket" where the students applythemselves online.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, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.D.2, II.D.3, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Acomplete an "exit ticket" where the students apply completion of required journal questions/prompts instruction.					AASL		
I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2,ticket" where the students applyStudents will be assessed on completion of required journal questions/promptsII.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, II.B.1, III.B.2, III.B.1, III.B.2, III.B.2, III.B.1, III.B.2, II			51				
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, II.B.1, III.B.2, II.D.2, II.D.3, II.B.1, III.B.2, II.D.2, II.D.3, II.D.2, II.D.3, II.B.1, III.B.2, III.A.1, III.A.2, II.D.2, II.D.3, III.B.1, III.B.2, III.B.1, III.B.2, of potential project III.C.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.							
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, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.B.1, III.B.2, III.D.1, III.C.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.3, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D			Students will be				
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.D.1, III.D.2, II.D.1, III.D.2, III.B.1, III.B.2, III.D.1, III.D.2, III.D.1, III.D.2, III.D.2, III.D.1, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2, III.D.2,							
II.B.3, II.C.1, II.C.2, II.D.1,scenario.required journal questions/promptsII.D.2, II.D.3, II.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2,Students will select a project from a list ideas tofollowing instruction.III.D.1, III.D.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aof potential project understanding of why some peopleideas to			completion of				
II.C.2, II.D.1,questions/promptsII.D.2, II.D.3,Students will selectfollowingIII.A.1, III.A.2,a project from a listinstruction.III.B.1, III.B.2,of potential projectinstruction.III.C.1, III.C.2,ideas toinstruction.III.D.1, III.D.2,demonstratewhy some people			-	• •			
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 select a project from a list of potential project ideas to demonstrate IV.B.2, IV.B.4, V.Afollowing instruction.II.D.1, III.D.2, Why some peoplefollowing instruction.			questions/prompts				
III.B.1, III.B.2, III.C.1, III.C.2,of potential project ideas toIII.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people			following	Students will select			
III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.Aideas to demonstrate understanding of why some people			instruction.	a project from a list			
III.D.1, III.D.2, IV.B.2, IV.B.4, V.Ademonstrate understanding of why some people				of potential project	III.B.1, III.B.2,		
IV.B.2, IV.B.4, V.A understanding of why some people				ideas to	III.C.1, III.C.2,		
why some people				demonstrate	III.D.1, III.D.2,		
why some people				understanding of	IV.B.2, IV.B.4, V.A		
				why some people			
ISTE create different or				create different or	ISTE		
2a, 2b, 2d, 7b, 7c alternate personas					2a, 2b, 2d, 7b, 7c		
for themselves							
online and on social							
media.				media.			
Family activities							
and engagement							
resources are							
available.				available.			

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

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

	T	a a	G. 1	<b>D</b> (*	D D I
Unit 1: Digital	Learn reasons that	Common Core	Students will	Formative:	PowerPoint
Citizenship	people put false or	ELA	complete a		Presentation
	misleading	L.6.1, L.6.2,	warm-up exercise,	Students will be	Student Handout:
Lesson 6: Credible	information on the	L.6.2.B, L.6.3,	including pair-share	assessed on	News or Fake
News	internet.	L.6.3.A, L.6.3.B,	and discussion	participation in	News?
		L.6.4, L.6.6, RI.6.1,	activity	pair-share and	
	Learn criteria for	RI.6.2, RI.6.4,	G 1 ( 11	discussion activities	
	differentiating fake	RI.6.6, RI.6.8,	Students will	<u>Ct - 1</u>	
	news from credible	RI.6.10, SL.6.1,	participate in a	Students will be	
	news.	SL.6.1a, SL.6.1b,	reflection activity	assessed using "exit tickets"	
	Drastica avaluating	SL.6.1c, SL.6.1d, SL.6.2, SL.6.3,	and group discussion focusing	tickets	
	Practice evaluating the credibility of	SL.6.4, SL.6.6,	on why and how	Students will be	
	information they	W.6.4, W.6.8,	false information	assessed using quiz	
	find on the internet.	W.6.9.	ends up online and	assessed using quiz	
		11.0.2.	then how to	Summative:	
		CASEL	evaluate the	Summative.	
		1a, 1b, 1c, 1d, 1e,	credibility of what	Students will be	
		2f, 3a, 4a, 4b, 4c,	they're finding	assessed on their	
		4d, 5a, 5b, 5c, 5d,	online.	project	
		5e, 5f		demonstrating	
			As a wrap-up,	understanding of	
		AASL	students will	how to identify and	
		I.A.1, I.A.2, I.B.1,	complete an "exit	evaluate news	
		I.B.2, I.B.3, I.C.1,	ticket" where the	sources for	
		I.D.1, I.D.2, I.D.3,	students apply	credibility.	
		I.D.4, II.A.1, II.A.2,	knowledge to a		
		II.B.1, II.B.2,	hypothetical	Students will be	
		II.B.3, II.C.1,	scenario.	assessed on	
		II.C.2, II.D.1,		completion of	
		II.D.2, II.D.3,	Students will select	required journal	
		III.A.1, III.A.2,	a project from a list	questions/prompts	
		III.B.1, III.B.2,	of potential project	following	
		III.C.1, III.C.2,	ideas to	instruction.	
		III.D.1, III.D.2,	demonstrate		
		IV.B.2, IV.B.	understanding of		
			identifying and		
		ISTE	evaluating credible		
		2a, 2b, 3a, 3b, 3c,	news online.		
		3d			
			Family activities		
			and engagement		
			resources are		
			available.		

nit 2: Design	Understand and use	Standard 8:	Students will	Formative:	PowerPoint Design
ycle	the process of the	Students will	complete warm-up		Cycle Presentation
	Design Cycle,	develop an	exercises related to	Students will be	
	including	understanding of	the Design Cycle.	assessed on	PCs
	explaining that	the attributes of		participation in	
	design involves a	design.	Students will use	warm-up activities	Google Classroom
	series of steps that	Benchmark E:	hands-on activities	(check for	
	can be performed in	Design is a creative	to learn how the	understanding for	Google Forms
	different sequences	planning process	design cycle is	previous day(s')	
	and repeated as	that leads to useful	developed and	instruction.	
	necessary to	products and	used.		
	develop a solution	systems.		Students will be	
	to a	Benchmark F:	Students will	assessed using	
	problem/challenge.	There is no perfect	participate in	open-ended	
		design.	activities to	questions during	
	Utilize computer	Benchmark G:	illustrate/	small group and	
	technology to	Requirements for a	demonstrate how	individualized	
	access and retrieve	design are made up	the Design Cycle is	instruction to check	
	data.	of criteria and	used.	for understanding.	
		constraints.			
	Create a Design		Students will create	Students will be	
	Brief to identify	Standard 9:	and follow a design	assessed on proper	
	problems, develop	Students will	brief for a project,	use of tools and	
	plans, guide project	develop an	first as a class, then	design concepts	
	creation and	understanding of	individually.	while completing	
	evaluate solutions.	engineering	,	design challenges.	
		design.	Students will	6 6	
		Benchmark F:	maintain a design	Summative:	
		Design involves a	journal where they	Students will be	
		set of steps which	will respond to	assessed on content	
		can be performed in	open-ended	knowledge through	
		different sequences	questions/prompts	written tests	
		and repeated as	following		
		needed.	instruction.	Students will be	
		Benchmark G:		assessed on	
		Brainstorming is a	Exit tickets will be	completion of	
		group	utilized as a check	required journal	
		problem-solving	for understanding	questions/prompts	
		process in which	8	following	
		each person in the		instruction.	
		group presents			
		his/her ideas in an			
		open forum.			
		Benchmark H.			
		Modeling, testing,			
		evaluating, and			
		modifying are used			
		to transform ideas			
		into practical			
		solutions.			
		5010110115.			
i i			1		1

		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

	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.)	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 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.	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	assessed on proper use of tools and design concepts while completing tasks. <b>Summative:</b> 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	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	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

	1				
	order of	collaborating with	they can continue to	Students will be	Post-It notes –
	importance.	others to	grow and develop	assessed on	several per students
		accomplish	as leaders.	participating in	
	Students will relate	organizational goals		discussion/group	Stickers
	a Personal Best	and objectives.	Students will	activities	
	Leadership story.		identify a leader in		Video: "Why Learn
			their lives and the	Summative:	About Leadership?"
			characteristics they		video
			possess.	Students will be	
			1	assessed on content	Video: "What Is
			Students will	knowledge through	Leadership?" video
			complete their	performance	F
			Personal Best	assessment and/or	SLC Intro
			Leadership	Google Classroom	PowerPoint
			experience and	quiz.	1 Ower ont
			share with their	quiz.	
				Students will be	
			peers.	assessed on	
			Students will	completion of	
			maintain a design	required journal	
			0	1 0	
			journal where they	questions/prompts	
			will respond to	following	
			open-ended	instruction.	
			questions/prompts		
			following		
			instruction.		
			<b>T</b> (1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.		
			Exit tickets will be		
			utilized as a check		
			for understanding		
Unit 4: Leadership	Students will	<b>Colorado Essential</b>	Students will	Formative:	Handout: Values
Development	identify personal	Skills (for all	complete warm-up		Inventory
(Student	values and rank in	clusters) Content	exercises.	Students will be	Handout: AWCPA's
Leadership	order of	Standards		assessed on	Purpose and Goals
Challenge)	importance.	addressed:	Students will	participation in	-
	· ·		participate in group	warm-up activities	(For in-person
Lesson 2:	Students will	ESSK.07 -	discussion of values	(check for	class)
Inspiring a Shared	complete a Values	LEADERSHIP	in leadership.	understanding for	Paper
Vision	Inventory to	AND	b.	previous day(s')	Pen/pencil
	determine what	TEAMWORK:	Students will	instruction.).	Highlighters or
	kind of leader they	Use leadership and	complete a personal		markers
	are.	teamwork skills in	values inventory.	Students will be	Overhead
	ui 0.	collaborating with	values inventory.	assessed on	projector/computer
	Students will	others to	Students will	participating in	Post-It notes –
	identify values as	accomplish	maintain a design	discussion/group	several per student
	they relate to the	organizational goals	journal where they	activities.	Large Post-It Notes
	mey relate to the	and objectives.	will respond to	activities.	– 1 per student
	1	r and objectives.	will respond to		– i pei student
			open-ended	Summative:	1

	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

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.	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 understandingStudents will complete warm-up exercises.Students will participate in group discussionStudents 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

	Stalanta anata	Stored and a	<u>Stanlauta :11</u>		
Lesson 5:	Students create unique ways to	Standards addressed:	Students will participate in group	warm-up activities (check for	
	encourage and	aduresseu:	discussion.	understanding for	"Facing the Giants
Encouraging the Heart	support individual	ESSK.07 -	discussion.	previous day(s')	– Death Crawl"
IIcalt	differences,	LEADERSHIP	Students participate	instruction.).	video
	abilities, and	AND	in an activity to	instruction.).	
	strengths.	TEAMWORK: Use	recognize	Students will be	Encouraging The
	suonguis.	leadership and	contributions by	assessed on	Heart PowerPoint
	Students examine	teamwork skills in	showing	participating in	<b>T</b> 1
	the impact of	collaborating with	appreciation for	discussion/group	For in-person class:
	recognition on	others to	individual	activities.	Paper
	others' self-esteem	accomplish	excellence, no		Pen/pencil Highlighters or
	and performance.	organizational goals	matter how small.	Summative:	markers
		and objectives.	Students will	Students will be	Overhead projector
			maintain a design	assessed on content	Computer
			journal where they	knowledge through	Poster Paper
			will respond to	performance	
			open-ended	assessment and/or	
			questions/prompts	Google Classroom	
			following	quiz.	
			instruction.		
				Students will be	
			Exit tickets will be	assessed on	
			utilized as a check	completion of	
			for understanding	required journal	
				questions/prompts	
				following	
Unit 5:	Stadautz daardau	Standard 3:	Students will	instruction. Formative:	PowerPoint
Camera	Students develop and utilize the basic	Standard 5: Students will	complete warm-up	rormative:	Presentation
Fundamentals/	photographic	develop an	exercises.	Students will be	riesentation
Photographic	principles.	understanding of	CACICISCS.	assessed on	PCs
Principles	principies.	the core concepts	Students will use a	participation in	1 05
1 meipres		of technology.	variety of camera	warm-up activities	Google Classroom
			equipment to gain	(check for	
		Benchmark Z:	an understanding of	understanding for	Google Forms
		Selecting resources	basic photographic	previous day(s')	_
		involves trade-offs	principles.	instruction.).	Digital cameras
		between competing			
		values, such as	Students will	Students will be	
		availability, cost,	participate in a	assessed on tests of	
		desirability, and	class discussion	speed and accuracy.	
		waste.	through Google	<b>G</b>	
			classroom on an	Summative:	
		Banchmark AA.	accontiol apportion		
		Benchmark AA: Requirements	essential question.	Students will be	
		Requirements	_	Students will be assessed on content	
		Requirements involve the	Students will create	assessed on content	
		Requirements involve the identification of	Students will create a differentiated	assessed on content knowledge through	
		Requirements involve the identification of criteria and	Students will create a differentiated product to	assessed on content knowledge through performance	
		Requirements involve the identification of criteria and constraints of a	Students will create a differentiated product to demonstrate their	assessed on content knowledge through performance assessment and/or	
		Requirements involve the identification of criteria and	Students will create a differentiated product to demonstrate their understanding of	assessed on content knowledge through performance assessment and/or Google Classroom	
		Requirements involve the identification of criteria and constraints of a product or system	Students will create a differentiated product to demonstrate their understanding of photographic	assessed on content knowledge through performance assessment and/or	
		Requirements involve the identification of criteria and constraints of a product or system and the	Students will create a differentiated product to demonstrate their understanding of	assessed on content knowledge through performance assessment and/or Google Classroom	

r		Г		,
	final design and	Students will	completion of	
	development.	maintain an online	required journal	
		journal where they	questions/prompts	
	Benchmark CC:	will respond to	following	
	New technologies	open-ended	instruction.	
	create new	questions/prompts		
	processes.	following		
	processes.	instruction.		
	Benchmark EE:	mstruction.		
		Exit tickets will be		
	Management is the			
	process of planning,	utilized as a check		
	organizing, and	for understanding.		
	controlling work.			
	Standard 10:			
	<b>Design: Students</b>			
	will develop an			
	understanding of			
	the role of			
	troubleshooting,			
	research and			
	development,			
	invention and			
	innovation, and			
	experimentation in			
	problem-solving.			
	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.			

[		
	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,	
L		

<b></b>					
		measurement,			
		conventions, icons,			
		graphic images, and			
		languages that			
		incorporate a			
		variety of visual,			
		auditory, and tactile			
		stimuli.			
Unit 6:	Students will be	Standard 17:	Students will	Formative:	PowerPoint
Scriptwriting	introduced to	Students will	complete warm-up		Presentation
»·····8	scriptwriting for an	develop an	exercises.	Students will be	
	audio show,	understanding of	••.	assessed on	PCs
	including the	and be able to	Students will	participation in	100
	various formats and	select and use	explore scripts for	warm-up activities	Google Classroom
	conventions used.	information and	film, TV, and radio	(check for	Google Classicolli
	conventions used.	communication			Coogle Deeg/Slides
	Studente 11 1-		and identify various	understanding for	Google Docs/Slides
	Students will be	technologies.	elements.	previous day(s')	Conine Westin
	able to		Other Land 111	instruction.).	Script Writing
	appropriately	Benchmark P:	Students will create	0, 1, 11, 1	Organizer
	identify and utilize	There are many	a storyboard and a	Students will be	<b>T</b> 7 1 1
	terms associated	ways to	script for a given	assessed on	Vocabulary
	with script writing.	communicate	topic.	participation in	Organizer
		information, such		online discussion	
	Students will be	as graphic and	Students will	(Google	Practice script
	able to identify the	electronic means.	participate in a	Classroom).	
	characteristics of		class discussion		Practice script Key
	script elements.	Benchmark Q:	through Google	Students will be	
		Technological	classroom on an	assessed on	"Write a Script"
	Students will write	knowledge and	essential question.	participation in the	Activity
	each element of a	processes are		peer reviews/	
	script so that it	communicated	Students will be	critiques.	Script Rubric
	includes the	using symbols,	required to		
	required	measurement,	complete a	Summative:	
	characteristics.	conventions, icons,	performance		
		graphic images, and	assessment to	Students will be	
	Students will	languages that	demonstrate their	assessed on content	
	employ effective	incorporate a	understanding of	knowledge through	
	reading and writing	variety of visual,	recording and	performance	
	skills.	auditory and tactile	playback	assessment and/or	
		stimuli.	technologies.	Google Classroom	
	Students will			quiz.	
	demonstrate		Students will	1	
	leadership skills		participate in peer	Students will be	
	and function		critiques of the	assessed on	
	effectively as a		finished products,	completion of	
	team member.		and, time	required journal	
			permitting, will	questions/prompts	
	Students will		revise their product	following	
			based on the	-	
	demonstrate			instruction.	
	planning and		feedback.		
	time-management		Gr 1 · · · · · · · · · · · · · · · · · ·		
	skills such as		Students will		
	storyboarding and		maintain an online		
	project		journal where they		
	management,		will respond to		
	including initiating,		open-ended		

Unit 7:	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.	Standard 17:	questions/prompts following instruction. Exit tickets will be utilized as a check for understanding. Students will	Formative:	List of potential
Interviewing Techniques	develop a basic understanding and application of the reporting process, including research and question development.	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 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.	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	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. <b>Summative:</b> 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.	topics; computer with Internet access. Digital recorders Pens/pencils, computers to type interview questions/articles Google Docs

Unit 8:	Students will	Standard 17:	Students will	Formative:	Digital Cameras
	develop an	Students will	participate in group		
Developing and	understanding and	develop an	discussion.	Students will be	Digital Cameras
On-Screen	application of	understanding of		assessed on	
Presence /	behaviors for	and be able to	Students will	participation in	Microphones
Narration	creating an	select and use	conduct interviews	warm-up activities	
	on-camera	information and	for a variety of	(check for	Computer/Projector
	presence.	communication	purposes.	understanding for	
		technologies.		previous day(s')	
			Students will	instruction).	
		Benchmark L:	maintain a design	0, 1, , , , , , , , , , , , , , , , , ,	
		Information and	journal where they	Students will be	
		communication	will respond to	assessed on	
		technologies	open-ended	participation in discussions.	
		include inputs,	questions/prompts	discussions.	
		processes and outputs associated	following instruction.	Summative:	
		with sending and	ilisti uctioli.	Summative:	
		receiving	Exit tickets will be	Students will be	
		information.	utilized as a check	assessed on content	
			for understanding	knowledge through	
		Benchmark M:		performance	
		Information and		assessment and/or	
		communication		Google Classroom	
		systems allow		quiz.	
		information to be			
		transferred from		Students will be	
		human to human,		assessed on	
		human to machine,		completion of	
		machine to human,		required journal	
		and machine to		questions/prompts	
		machine.		following instruction.	
		Benchmark N:		mstruction.	
		Information and			
		communication			
		systems can be used			
		to transform,			
		persuade, entertain,			
		control, manage,			
Unit 9: Audio	Students will learn	and educate. Standard 17:	Students will	Formative:	PowerPoint
Fundamentals:	how sound is	Standard 17: Students will	complete warm-up	roimative:	Presentation
Sound and	produced and how	develop an	exercises.	Students will be	1105011411011
Microphones	it is captured.	understanding of	CACICI505.	assessed on	PCs
- in opiones	to is cuptured.	and be able to	Students will use a	participation in	
	Students will learn	select and use	variety of resources	warm-up activities	Google Classroom
	how microphones	information and	to explore how	(check for	
	work as well as be	communication	sound is created	understanding for	Google Forms
	able to differentiate	technologies.	and how it is	previous day(s')	
	between the various		captured and how	instruction.).	Microphones
	types and	Benchmark O:	microphones work.	,	1
	applications.	Communications		Students will be	
		systems are made	Students will	assessed on	
		up of a source,	participate in a	participation in	
		encoder,	class discussion	online discussion	

		· · · ·	1 10 1	(0.1	
		transmitter,	through Google	(Google	
		receiver, decoder,	classroom on an	Classroom).	
		storage, retrieval,	essential question.		
		and destination.		Summative:	
			Students will create		
			a differentiated	Students will be	
			product to	assessed on content	
			demonstrate their	knowledge through	
			understanding of	performance	
			sound production	assessment and/or	
			and capture	Google Classroom	
				quiz.	
			Students will		
			maintain an online	Students will be	
			journal where they	assessed on	
			will respond to	completion of	
			open-ended	required journal	
			questions/prompts	questions/prompts	
			following	following	
			instruction.	instruction.	
			Exit tickets will be		
			utilized as a check		
			for understanding.		
Unit 10: Sound	Students will	Standard 17:	Students will	Formative:	PowerPoint
Effects	explore the world	Students will	complete warm-up		Presentation
	of sound effects,	develop an	exercises.	Students will be	
	both pre-made and	understanding of		assessed on	PCs
	Foley effects.	and be able to	Students will create	participation in	100
		select and use	sound effects using	warm-up activities	Google Classroom
	Students will create	information and	both pre-made	(check for	
	sound effects from	communication	sounds as well as	understanding for	Google Forms
	scratch to enhance	technologies.	Foley effects	previous day(s')	000810101115
	an audio		(self-made effects)	instruction.).	Celtx
	production.	Benchmark P:	to enhance an audio		o o tan
	pro <b>une</b> tion.	There are many	production	Students will be	Reaper / WavePad
		ways to	Production	assessed on	
		communicate	Students will	participation in	Digital recorders
		information, such	participate in a	online discussion	
		as graphic and	class discussion	(Google	Microphones
		electronic means.	through Google	Classroom).	r
			classroom on an		Assorted items
		Benchmark Q:	essential question.	Students will be	necessary to create
		Technological	1	assessed on	basic sound effects
		knowledge and	Students will be	participation in the	
		processes are	required to	peer reviews/	
		communicated	complete a	critiques.	
		using symbols,	performance	·1***	
		measurement,	assessment to	Summative:	
		conventions, icons,	demonstrate their		
		graphic images, and	understanding of	Students will be	
		languages that	how sound effects	assessed on content	
		incorporate a	are created and	knowledge through	
		variety of visual,	used in audio/video	performance	
		auditory and tactile	production	assessment and/or	
		stimuli.	production	assessment and/or	1

Unit 11: Music	Students will learn	Standard 3:	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.	PowerPoint
	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.	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 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

		a			
		Standard 17:	journal where they		
		Students will	will respond to		
		develop an	open-ended		
		understanding of	questions/prompts		
		and be able to	following		
		select and use	instruction.		
		information and			
		communication	Exit tickets will be		
		technologies.	utilized as a check		
		U	for understanding.		
		Benchmark O:			
		Communications			
		systems are made			
		up of a source,			
		encoder,			
		transmitter,			
		receiver, decoder,			
		storage, retrieval,			
		and destination.			
Unit 13:	Students will learn	Standard 11:	Students will	Formative:	PowerPoint
Audio/Video	about the digital	Students will	complete warm-up		Presentation
Editing	editing software,	develop abilities to	exercises.	Students will be	riesentation
Euting	and how it works to	apply the design	CACICISCS.	assessed on	PCs
	create a video	process.	Students will use a	participation in	105
	production.	process.	variety of resources	warm-up activities	Google Classroom
	production.	Benchmark Q:	to explore the	(check for	Coogle Classicolli
		Develop and	digital workstation	·	Google Forms
		-	and software.	understanding for	Google Forms
		produce a product	and software.	previous day(s') instruction.).	Cyberlink
		or system using a design process.	Students will	instruction.).	PowerDirector
		uesign process.		Students will be	rowerDirector
		Standard 17.	participate in a class discussion	assessed on	Deemen / WesseDed
		Standard 17:			Reaper / WavePad
		Students will	through Google classroom on an	participation in	
		develop an		online discussion	
		understanding of	essential question.	(Google	
		and be able to	Q 1 ( 111	Classroom).	
		select and use	Students will be	G (*	
		information and	required to	Summative:	
		communication	complete a	Ct. 1	
		technologies.	performance	Students will be	
		Density and O	assessment to	assessed on content	
		Benchmark O:	demonstrate their	knowledge through	
		Communications	understanding of	performance	
		systems are made	DAWs.	assessment and/or	
		up of a source,		Google Classroom	
		encoder,	Students will	quiz.	
		transmitter,	maintain an online		
		receiver, decoder,	journal where they	Students will be	
		storage, retrieval,	will respond to	assessed on	
		and destination.	open-ended	completion of	
			questions/prompts	required journal	
			following	questions/prompts	
			instruction.	following	
				instruction.	

			E '(('1 ( '11)		
			Exit tickets will be		
			utilized as a check		
		a	for understanding.		
Unit 14:	Students will utilize	Standard 17:	Students will	Formative:	PowerPoint
Production (Daily	the production	Students will	complete warm-up	a	Presentation
News /	skills to capture,	develop an	exercises.	Students will be	D.C.
Announcements/	edit and produce a	understanding of	G. 1	assessed on	PCs
Creative	video production	and be able to	Students will use a	participation in	
Production)	for "broadcast".	select and use	variety of resources	warm-up activities	Google Classroom
	G 1 ( 111 (	information and	to design, and	(check for	
	Students will create	communication	create a video	understanding for	Google Forms
	a daily newscast for	technologies.	production. They	previous day(s')	C-1
	the school as well	Development N.	will utilize	instruction.).	Celtx
	as a creative	Benchmark N:	microphones,	Q4 - 1	Darman / Waran Da 1
	production of their	Information and communication	digital recorders,	Students will be assessed on	Reaper / WavePad
	own creation.		editing software,		Disidel as a state
	Q4. Jan 4	systems can be used	and production	participation in	Digital recorders
	Students will utilize	to persuade,	software to create	online discussion	Miorophanas
	the proper	entertain, control,	the production.	(Google	Microphones
	techniques for	manage, and	Students will create	Classroom).	Assorted items
	performing research,	educate.	daily newscast for	Students will be	
	conducting		the school as well	assessed on	necessary to create basic sound effects
	interviews, and	Benchmark Q:	as a creative	participation in the	basic sound effects
	preparing scripts	Technological	production of their	peer reviews/	Podsafe music
	for a production.	knowledge and	own creation.	critiques.	i ousaie music
		processes are	own creation.	entiques.	
	Students will utilize	communicated	Students will	Summative:	
	scriptwriting	using symbols,	participate in a	Summutive	
	software to prepare	measurement,	class discussion	Students will be	
	a script, gather	conventions, icons,	through Google	assessed on content	
	video and audio	graphic images, and	classroom on an	knowledge through	
	assets and use	languages that	essential question.	performance	
	digital software to	incorporate a	Students will be	assessment(s)	
	assemble the final	variety of visual,	required to	and/or Google	
	production.	auditory and tactile	complete a	Classroom quiz.	
	-	stimuli.	performance	-	
			assessment to	Students will be	
			demonstrate their	assessed on	
			understanding of	completion of	
			how a video	required journal	
			production is	questions/prompts	
			created.	following	
				instruction.	
			Students will		
			participate in peer		
			critiques of the		
			finished products,		
			and, time		
			permitting, will		
			revise their product		
			based on the		
			feedback.		
			Otra January 111		
			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.	