

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Upper Elementary School  
Arts & Technology: Educational Technology*

*Technology Grade 6*

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**Revised by: *Marcia Klock & Nicole Ceccarelli 2022***

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## Course Description and Fundamental Concepts

This Educational Technology course is intended to help students develop and reinforce the skills necessary to use technology in their daily lives. They will learn basic file management and system operations as well as the ethical use of technology. Through the use of word processing, spreadsheets, and presentations, students will develop ideas and begin to organize their ideas in a way that will support critical thinking and problem solving skills. Learning to develop, organize, summarize and synthesize information through the use of technology will inherently support learning in all curriculum areas. Students will explore the concepts of Engineering Design, a systematic approach to creating solutions to technological problems, and coding skills, allowing for the effective and efficient development of products and systems.

Throughout the year, this class is intended to meet once in an eight-day cycle for fifty-four minutes a class. (approximately 22 classes) Units will cover the following topics:

- Technology Literacy
- Internet and Digital Citizenship
- Word Processing
- Creating and Using Spreadsheets
- Creating Presentations/Visual Communication
- Design Thinking & Engineering
- Creativity & Innovation/Media Literacy
- Coding/Robotics

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### **Computer Science & Design Thinking (NJSLs 8)**

#### [8.1 Computer Science by the End of Grade 5](#)

##### **Computing Systems**

<b>Core Idea</b>	<b>Standard #</b>	<b>Standard Description</b>
Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1	Model how computing devices connect to other components to form a system
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
Shared features allow for common troubleshooting strategies that can be effective for many systems.	8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

##### **Networks and the Internet**

Information needs a physical or wireless path to travel to be sent and received.	8.1.5.NI.1	Develop models that successfully transmit and receive information using both wired and wireless methods.
Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).	8.1.5.NI.2:	Describe physical and digital security measures for protecting sensitive personal information.

##### **Impacts of Computing**

The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.	8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes
	8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

##### **Data & Analysis**

Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1	Organize and display data in order to highlight relationships or support a claim
The type of data being stored affects the storage requirements.	8.1.5.DA.2	Compare the amount of storage space required for different types of data

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3	Organize and present collected data visually to highlight relationships or support claims.
	8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data
<b>Algorithms &amp; Programming</b>		
Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.	8.1.5.AP.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
Programming languages provide variables, which are used to store and modify data.	8.1.5.AP.2	Create programs that use clearly named variables to store and modify data.
A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3	Create programs that include sequences, events, loops, and conditionals.
Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development
	8.1.5.AP.5	Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

## [8.2 Engineering Design by the end of grade 5](#)

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1	Explain the functions of a system and its subsystems.
	8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
	8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Engineering design requirements include desired features and limitations that need to be considered.	8.2.5.ED.4	Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
	8.2.5.ED.5	Describe how specifications and limitations impact the engineering design process
	8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.

<b>Interaction of Technology and Humans</b>		
Societal needs and wants determine which new tools are developed to address real-world problems.	8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.	8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have
	8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use
	8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<b>Nature of Technology</b>		
Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants	8.2.5.NT.1	Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
	8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies
	8.2.5.NT.3	Redesign an existing product for a different purpose in a collaborative team
	8.2.5.NT.4	Identify how improvement in the understanding of materials science impacts technologies.
<b>Effect of Technology on the Natural World</b>		
The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for nonrenewable resources.	8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
	8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.
	8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
	8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
	8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change
<b>Ethics and Culture</b>		
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**Career Awareness, Exploration, Preparation, and Training ( [Standard 9.2](#) )**

List appropriate units below for which standards will be addressed

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
6, 7	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<i><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. <b>9.2.5.CAP.2:</b> Identify how you might like to earn an income. <b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations. <b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</i>
7	Income and benefits can vary depending on the employer and type of job or career.	<i><b>9.2.5.CAP.5:</b> Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</i>
6,7	There are a variety of factors to consider before starting a business.	<i><b>9.2.5.CAP.6:</b> Compare the characteristics of a successful entrepreneur with the traits of successful employees. • <b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</i>
2	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<i><b>9.2.5.CAP.8:</b> Identify risks that individuals and households face. <b>9.2.5.CAP.9:</b> Justify reasons to have insurance.</i>



**Life Literacies and Key Skills (Standard 9.4)**

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
2 5 6 7	<b>Creativity and Innovation:</b> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<b>9.4.5.CI.1:</b> Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). <b>9.4.5.CI.2:</b> Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
1-7	<b>Creativity and Innovation:</b> Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). <b>9.4.5.CI.4:</b> Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
1-7	<b>Critical Thinking and Problem-solving:</b> The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<b>9.4.5.CT.1:</b> Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). <b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). <b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems. <b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
1-7	<b>Digital Citizenship:</b> Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	<b>9.4.5.DC.1:</b> Explain the need for and use of copyrights. <b>9.4.5.DC.2:</b> Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. <b>9.4.5.DC.3:</b> Distinguish between digital images that can be reused freely and those that have copyright restrictions.

1-7	<b>Digital Citizenship:</b> Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	<b>9.4.5.DC.4:</b> Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
1-7	<b>Digital Citizenship:</b> Digital identities must be managed in order to create a positive digital footprint.	<b>9.4.5.DC.5:</b> Identify the characteristics of a positive and negative online identity and the lasting implications of online activity
2	<b>Digital Citizenship:</b> Digital tools have positively and negatively changed the way people interact socially.	<b>9.4.5.DC.6:</b> Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). <b>9.4.5.DC.7:</b> Explain how posting and commenting in social spaces can have positive or negative consequences.
2 7	<b>Digital Citizenship:</b> Digital engagement can improve the planning and delivery of climate change actions.	<b>9.4.5.DC.8:</b> Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
5,7	<b>Global and Cultural Awareness:</b> Culture and geography can shape an individual's experiences and perspectives.	<b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
2 5 7	<b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
3 4 5 7	<b>Information and Media Literacy:</b> Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<b>9.4.5.IML.2:</b> Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). <b>9.4.5.IML.3:</b> Represent the same data in multiple visual formats in order to tell a story about the data.
2 5 7	<b>Information and Media Literacy:</b> Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<b>9.4.5.IML.4:</b> Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. <b>9.4.5.IML.5:</b> Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

2-7	<b>Information and Media Literacy:</b> Specific situations require the use of relevant sources of information.	<i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i> <i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i>
3-7	<b>Technology Literacy:</b> Different digital tools have different purposes.	<i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i> <i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i> <i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i>
4-7	<b>Technology Literacy:</b> Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i> <i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i>

### Interdisciplinary Connections ([2020 NJSLs](#))

#### Visual & Performing Arts Integration ([Standard 1](#))

Unit Addressed	Artistic Process	Anchor Standard
2-7	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
2-7	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
3-7	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i>
4,5,6,7	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>

**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<b>Technology Literacy</b> (Spiraled throughout all units)	<b>September</b> (2 days)
<b>Internet and Digital Citizenship</b> (Spiraled throughout all units)	<b>October</b> (2-3 days)
<b>Word Processing</b> (Spiraled throughout all units)	<b>November</b> (2 days)
<b>Coding/Robotics</b>	<b>December</b> (2 days)
<b>Coding/Robotics</b>	<b>January</b> (2-3 days)
<b>Design Thinking &amp; Engineering</b>	<b>February</b> (2 days)
<b>Design Thinking &amp; Engineering</b> <b>Creating &amp; Using Spreadsheets</b>	<b>March</b> (3 days)
<b>Creating Presentations/Visual Communication</b>	<b>April</b> (2 days)
<b>Creating Presentations/Visual Communication</b>	<b>May</b> (2 days)
<b>Coding/Robotics</b> <b>Design Thinking &amp; Engineering</b>	<b>June</b> (2 days)

## Units Scope and Sequence

### Unit 1: TECHNOLOGY LITERACY

#### **Learning Goals: What do I want my students to learn?**

##### **Standards**

[\*NJSLS - Computer Science\*](#) 8.1.5.CS.1; 8.1.5.CS.2; 8.1.5.CS.3; 8.1.5.NI.1; 8.1.5.DA.2; 8.1.5.IC.2; 8.1.5.IC.1; 8.1.5.DA.2  
[\*NJSLS - Design Thinking\*](#) 8.2.5.ED.1; 8.2.5.ED.2;  
[\*NJSLS - Career Awareness, Exploration, Preparation, and Training\*](#)  
[\*NJSLS - Life Literacies and Key Skills\*](#) See Chart  
[\*NJSLS - Interdisciplinary Standards\*](#)

##### **Fundamental Concepts / Big Ideas**

- Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
- Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
- Shared features allow for common troubleshooting strategies that can be effective for many systems.
- Information needs a physical or wireless path to travel to be sent and received.
- The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.
- The type of data being stored affects the storage requirements
- Become familiar with technology-related vocabulary
- Turn on, restart, and shut down the computer
- Understand the purpose of the Acceptable Use Policy, and recognize the consequences for inappropriate use of technology
- Learn the basics of using an operating system, including saving and retrieving files, working with windows, manipulating text blocks and images, and printing documents.

##### **Learning Objectives**

Students will be able to...

- Model how computing devices connect to other components to form a system.
- Model how computer software and hardware work together as a system to accomplish tasks.
- Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- Develop models that successfully transmit and receive information using both wired and wireless methods.
- Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- Compare the amount of storage space required for different types of data
- Turn on the CPU and monitor or the laptop.
- Explain the need for the Acceptable Use Policy and articulate the consequences of misusing district technology
- Use Control (Ctrl.), Alt, and Delete (Del) keys to access the login screen.
- Log on to the MTPS network using their personal login and password
- Restart and shut down the computer
- Use technology vocabulary as it relates to accessing district resources and appropriate use of technology
- Turn on devices (CPU, monitor)
- Use Start Menu and taskbars.
- Open menus and submenus, and choose items on those menus.

- Use right-click to open context menus or shortcut menus.
- Identify icons for word processing, spreadsheet, presentation, publication, and internet applications.
- Use icons to open applications.
- Understand the difference between Save and Save As and save files using both.
- Save to the personal drive, Google Drive. and to a flash drive.
- Organize files by creating and saving to folders.
- Open files and folders via “This PC” and within a software application (i.e., Microsoft Word).
- Understand how to open and switch between three open files.
- Resize open windows and move them on the screen.
- Close windows.
- Use vertical and horizontal scroll bars to view full documents
- Use Cut, Copy, and Paste functions to move text and/or images from one document to another.
- Use dialog boxes.
- Use arrow icons to open the drop-down menu within a dialog box.
- Choose a printer and print files.
- Use the help menu in an application to find information.
- Embed hyperlinks into documents.

## Unit 2: INTERNET & DIGITAL CITIZENSHIP

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - Computer Science](#) 8.1.5.NI.1; 8.1.5.NI.2;  
[NJSLS - Design Thinking](#) 8.2.5.ITH.4  
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLS - Life Literacies and Key Skills](#) See Chart  
[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- In this unit, students will learn how to utilize online resources in a safe and ethical manner.
- Students will use proper internet etiquette.
- Cyber safety, cyber bullying, and cyber ethics are additional topics that will be considered.
- Distinguishing between public and private information is important for safe and secure online interactions.
- Information can be protected using various security measures (i.e., physical and digital).
- Digital identities must be managed in order to create a positive digital footprint.
- Digital tools have positively and negatively changed the way people interact socially.
- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.

#### Learning Objectives

*Students will be able to...*

- Access online resources in a safe manner.
- Understand how to maintain privacy and personal security while online.
- Understand proper internet netiquette.
- Understand what cyberbullying means and what to do if it is encountered at school or elsewhere.
- Understand the consequences of misusing online resources (i.e., plagiarism).
- Students will understand the application of fair use and Creative Commons.
- Use web browsers, search engines, and directories to obtain information.
- Describe physical and digital security measures for protecting sensitive personal information.
- Identify the characteristics of a positive and negative online identity and the lasting implications of online activity
- Compare and contrast how digital tools have changed social interactions
- Explain how posting and commenting in social spaces can have positive or negative consequences.
- Explain the need for and use of copyrights.
- Provide attribution according to intellectual property rights guidelines using public domain or creative media.
- Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- Model safe, legal, and ethical behavior when using online or offline technology

## Unit 3: WORD PROCESSING

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSL - Computer Science](#) 8.1.5.DA.1; 8.1.5.DA.3  
[NJSL - Design Thinking](#)  
[NJSL - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSL - Life Literacies and Key Skills](#) See Chart  
[NJSL - Interdisciplinary Standards](#)

#### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Use a word processing software application to create a written document.
- Utilize various features of the word processing application to edit their work.
- What skills should students learn in order to push their capabilities beyond simple word processing and into more complex and useful understanding?
- What should students learn that will allow them to create more engaging and informative documents?
- What should students learn that will allow them to save their work in a variety of locations, to a variety of media, and in a variety of formats?
- What should students learn that will allow them to have better control of their document output?
- Different digital tools have different purposes.
- Data can be organized, displayed, and presented to highlight relationships

#### Learning Objectives

*Students will be able to...*

- Define the use of a word processing program
- Enter and revise text
- Copy and move text without retyping
- Use the spell check feature
- Format text and images
- Select and replace text
- Highlight/select, move, and copy text
- Change font and font size
- Change paragraph alignment
- Change justification and margins
- Change line spacing
- Create bulleted and numbered lists
- Apply borders and shading
- Insert images and word art to enhance a document
- Align text in rows and columns
- Insert a table
- Enhance the appearance of a document using images, lines, and shapes
- Insert a header and footer with automatic page numbering
- Change the program window from normal to print layout view
- Use scroll bars to view different parts of a document
- Save a document to a network drive
- Indicate what pages of a document to print
- Review the document in the print preview mode
- Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Collect, organize, and display data in order to highlight relationships or support a claim



## Unit 4: CREATING AND USING SPREADSHEETS

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - Computer Science](#) 8.1.5.DA.1; 8.1.5.DA.3; 8.1.5.DA.4; 8.1.5.CS.2;  
[NJSLS -Design Thinking](#) 8.2.5.ED.2; 8.2.5.ED.3  
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLS - Life Literacies and Key Skills](#) See Chart  
[NJSLS - Interdisciplinary Standards](#)

#### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Effectively collect data and use spreadsheet software.
- Skills in order to go beyond simple spreadsheet creation and into more complex and useful data analysis.
- Create more engaging and informative spreadsheets.
- Convert data into visual representation
- Save work in a variety of locations, to a variety of media, and in a variety of formats?
- Using data from a science resource, students will learn how to create a spreadsheet and work with data.
- Data can be organized, displayed, and presented to highlight relationships.
- Different digital tools have different purposes
- Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
- Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

#### Learning Objectives

*Students will be able to...*

- Create a spreadsheet using spreadsheet software and save it to the network and to a flash drive/USB.
- Set up a page using orientation, scaling, margins, header, footer, and other options.
- Edit the spreadsheet using cut, copy, and paste.
- Fill, clear, and delete cell contents.
- View and select toolbars.
- Insert rows, columns, and worksheets.
- Insert images and symbols.
- Insert a chart.
- Format the chart.
- Format cells (number, alignment, font, border, patterns).
- Insert functions and create formulas.
- Sort data.
- Create and use a graphic organizer to collect and organize data.
- Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- Create a visual representation to organize information about a problem or issue
- Represent the same data in multiple visual formats in order to tell a story about the data
- Sort and filter data in a spreadsheet to analyze findings
- Collect, organize, and display data in order to highlight relationships or support a claim
- Organize and present collected data visually to communicate insights gained from different views of the data

## Unit 5: CREATING PRESENTATIONS

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs - Computer Science](#) 8.1.5.DA.1; 8.1.5.DA.3; 8.1.5.DA.4

[NJSLs - Design Thinking](#) 8.2.5.EC.1; 8.2.5.ED.2; 8.2.5.ED.3;

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#) See Chart

[NJSLs - Interdisciplinary Standards](#)

#### Unit Big Ideas:

#### (What Fundamental Concepts Should be Learned during this Unit?)

- What should students learn in order to effectively use a presentation digital tool?
- What features of presentation software should students learn?
- What skills should students learn in order to enhance and improve their presentation?
- What should students learn with regards to setting up a presentation digital workspace?
- What should students learn in order to produce a presentation?
- What skills should students learn in order to be an effective presenter?
- Data can be organized, displayed, and presented to highlight relationships.
- Digital tools and media resources provide access to stores of information, but can be biased or inaccurate.
- Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
- Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
- Specific situations require the use of relevant sources of information

#### Learning Objectives

*Students will be able to...*

- Create and save a presentation with multiple slides using presentation software, such as Microsoft PowerPoint or Google Sheets.
- Use the slide layout feature.
- Change the design template and color scheme of the entire presentation and of individual slides.
- Add text and images to each slide.
- Edit font type, style, and size.
- Add sounds/music to the presentation.
- Create hyperlinks.
- Animate text and images and add transitions between slides.
- Insert pictures from personal drive into their presentations.
- Download and insert pictures/images into their presentation from the photo gallery and from appropriate websites.
- Save their presentations to personal drives, Cloud drives, or flash drives for future editing and use.
- Print the presentation as handouts.
- Share the presentation with the class.
- Collect, organize, and display data in order to highlight relationships or support a claim.
- Evaluate digital sources for accuracy, perspective, credibility and relevance .
- Create a visual representation to organize information about a problem or issue
- Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- Use sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

## Unit 6: CODING/ROBOTICS

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - Computer Science](#) 8.1.5.CS.1; 8.1.5.CS.2; 8.1.5.AP.1; 8.1.5.AP.2; 8.1.5.AP.3; 8.1.5.AP.4; 8.1.5.AP.5; 8.1.5.AP.6;

[NJSLS - Design Thinking](#) 8.2.5.ITH.1; 8.2.5.ITH.2; 8.2.5.ITH.3; 8.2.5.ITH.4; 8.2.5.NT.1; 8.2.5.NT.2; 8.2.5.EC.1

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#) See Chart

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
- Software and hardware work together as a system to accomplish tasks
- Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.
- Programming languages provide variables, which are used to store and modify data
- A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals)
- Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.
- Individuals develop programs using an iterative process involving design, implementation, testing, and review.
- Societal needs and wants determine which new tools are developed to address real-world problems.
- A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.
- Technology spurs new businesses and careers.
- Technology innovation and improvement may be influenced by a variety of factors.
- Engineers create and modify technologies to meet people's needs and wants.
- Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.

#### Learning Objectives

Students will be able to...

- Model how computing devices connect to other components to form a system
- Model how computer software and hardware work together as a system to accomplish tasks.
- Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
- Create programs that use clearly named variables to store and modify data.
- Create programs that include sequences, events, loops, and conditionals.
- Create programs that include variables.
- Create programs that include functions.
- Break down problems into smaller, manageable sub-problems to facilitate program development
- Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
- Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
- Explain how societal needs and wants influence the development and function of a product and a system.
- Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have
- Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use
- Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
- Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies

- Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

## Unit 7: DESIGN THINKING & ENGINEERING

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLS - Computer Science](#) 8.1.5.DA.1; 8.1.5.DA.3; 8.1.5.DA.4; 8.1.5.DA.5

[NJSLS -Design Thinking](#) 8.2.5.ED.1; 8.2.5.ED.2; 8.2.5.ED.3; 8.2.5.ED.4; 8.2.5.ED.5; 8.2.5.ED.6; 8.2.5.ITH.1; 8.2.5.ITH.2; 8.2.5.ITH.3; 8.2.5.ITH.4; 8.2.5.NT.1; 8.2.5.NT.2; 8.2.5.NT.3; 8.2.5.NT.4; 8.2.5.ETW.1.; 8.2.5.ETW.2; 8.2.5.ETW.3; 8.2.5.ETW.4;8.2.5.ETW.5; 8.2.5.EC.1

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#) See Chart

[NJSLS - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.
- Often, several design solutions exist, each better in some way than the others.
- Engineering design requirements include desired features and limitations that need to be considered
- Societal needs and wants determine which new tools are developed to address real-world problems.
- A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.
- Technology spurs new businesses and careers.
- Technology innovation and improvement may be influenced by a variety of factors.
- Engineers create and modify technologies to meet people's needs and wants.
- Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
- The technology developed for the human designed world can have unintended consequences for the environment.
- Technology must be continually developed and made more efficient to reduce the need for nonrenewable resources.
- Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data
- Many factors influence the accuracy of inferences and predictions.

#### Learning Objectives

Students will be able to...

- Explain the functions of a system and its subsystems.
- Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
- Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

- Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
- Describe how specifications and limitations impact the engineering design process
- Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.
- Explain how societal needs and wants influence the development and function of a product and a system.
- Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have
- Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use
- Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
- Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies
- Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- Redesign an existing product for a different purpose in a collaborative team
- Identify how improvement in the understanding of materials science impacts technologies.
- Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- Describe ways that various technologies are used to reduce improper use of resources.
- Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change
- Organize and present collected data visually to highlight relationships or support claims
- Organize and present climate change data visually to highlight relationships or support a claim.
- Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Please contact the content supervisor for any questions.