
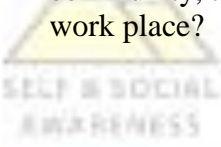


# Ganado Unified School District (Computer/7<sup>th</sup> Grade Level)

## PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1<sup>st</sup> Quarter AUP/Internet Safety/Personal Information/Personal Identification</p> <p>(Week 1)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 2: Communication and Collaboration</b> This strand requires students to use digital media and environments to communicate and collaborate with others.</p> <p><b>Concept 1: Effective Communications and Digital Interactions</b> Communicate and collaborate with others employing a variety of digital environments and media. PO 2: Explain and demonstrate features, conventions, voice, and etiquette of interactive digital environments to communicate with an appropriate audience.</p>	<ul style="list-style-type: none"> <li>• What is internet safety?</li> <li>• How can I demonstrate Internet safety?</li> <li>• How can I explain features, conventions voice, and etiquette to appropriate audience?</li> <li>• What is etiquette?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Learn about internet safety.</li> <li>• Create a report about internet safety.</li> <li>• Define the word etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Media</li> <li>• Environment</li> <li>• Explain</li> <li>• Demonstrate</li> <li>• Etiquette</li> <li>• Safety</li> </ul>

AUP/Internet Safety/Personal Information/Personal Identification  (Week 1)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 4: Critical Thinking, Problem Solving, Decision Making</b> This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources. <b>Concept 2: Exploring Solutions</b> Plan and manage activities to develop solutions to answer a question or complete a project. PO 2: Present defendable solutions and make decisions from multiple perspectives using collected resources and data.	<ul style="list-style-type: none"> <li>What does AUP stand for?</li> <li>Does my school have an AUP?</li> <li>What are some AUP policy?</li> </ul>	<ul style="list-style-type: none"> <li>I am able to...</li> <li>Know what AUP stands for.</li> <li>Look out my school.</li> </ul> AUP policy and procedures.	<ul style="list-style-type: none"> <li>Critical</li> <li>Thinking</li> <li>Present</li> <li>Defendable</li> <li>Solutions</li> <li>Perspectives</li> <li>AUP</li> <li>Policy</li> </ul>
AUP/Internet Safety/Personal Information/Personal Identification  (Week 1)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.  <b>Concept 1: Safety and Ethics</b> Advocate and practice safe, legal, and responsible use of information and technology. PO 1: Assess situations in which it is appropriate and safe to use a personal digital device in the home, school, community, and in the work place.	<ul style="list-style-type: none"> <li>How do I protect my identity?</li> <li>What are some ways to protect my personal information?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>protect my identity</li> <li>know what I shouldn't post on the internet</li> <li>create a safe way to search on the internet without giving my personal information</li> </ul>	<ul style="list-style-type: none"> <li>Assess</li> <li>Situation</li> <li>Safe</li> <li>Personal</li> <li>Digital</li> <li>Protect</li> </ul>
AUP/Internet Safety/Personal Information/Personal Identification	<b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology	<ul style="list-style-type: none"> <li>What I the GUSD policy about technology?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>Know about the school district policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Advocate</li> <li>Practice</li> <li>Safe</li> <li>Legal</li> </ul>

(Week 1)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	practice and ethical behavior.  <b>Concept 1: Safety and Ethics</b> Advocate and practice safe, legal, and responsible use of information and technology. PO 3: Articulate and practice the school and district rules governing the use of digital tools as defined by school board policy and procedures	• How can I create my own policy and procedures within the classroom?  	• Know what is an AUP • To create guideless within the classroom	• Articulate • District • Rules • Governing • Rules • Policy • Procedures
AUP/Internet Safety/Personal Information/Personal Identification  (Week 1)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.  <b>Concept 1: Safety and Ethics</b> Advocate and practice safe, legal, and responsible use of information and technology. PO 4: Demonstrate safe online communication practices regarding personal information	• How can I use safe internet search? • Why is internet safety important? • What are examples of safe internet within the home, school, community, and work place?  	I am able to... • Create a poster about internet safety. • Know when to use the internet at home, school, community, and at work.	• Digital • Citizenship • Societal • Safety • Ethics
AUP/Internet Safety/Personal Information/Personal Identification  (Week 1)  ✓ Computer ✓ Text Book ✓ Websites	<b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.  <b>Concept 1: Safety and Ethics</b> Advocate and practice safe, legal, and responsible use of information and technology.	• What are emails? • Why is safety and ethical important? • How are texting, email, and slang words appropriate to use?	• I able to... • Know what is slang words? • Create good choices when texting, email, and slang words.	• Exhibit • Legal • Behavior • Texting • Email • Slang word

<ul style="list-style-type: none"> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	PO 6: Exhibit legal and ethical behavior when using technology.			
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## Ganado Unified School District (Computers/7<sup>th</sup> Grade Level)

### *PACING Guide SY 2015-2016*

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Keyboarding (Week 2/3) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.  <b>Concept 1: Understanding</b> Recognize, define and use technology term, processes, systems and applications.  PO 4: Recognize and demonstrate ergonomically safe and sound use of equipment.	<ul style="list-style-type: none"> <li>• How am I able to demonstrate proper keyboarding techniques?</li> <li>• How can I reach my speed and accuracy goal?</li> <li>• What is WPM mean?</li> <li>• Will I apply this skill in the future?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Type a speed of 25 wpm and accuracy of 80%.</li> <li>• Use the proper technique while keyboarding.</li> <li>• Use a keyboard cover while I am typing. Use a web site “typing web” to help me with my typing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology concepts</li> <li>• Systems</li> <li>• Operations</li> <li>• Recognize</li> <li>• Define</li> <li>• Technology</li> <li>• Processes</li> <li>• Application</li> </ul>

<p>Keyboarding (Week 2/3)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 2: Application</b> <b>Select and use applications effectively and productively.</b></p> <p>PO 1: Demonstrate speed and accuracy with appropriate data entry tools with at least 25 wpm and 80% accuracy.</p>	<ul style="list-style-type: none"> <li>• How am I able to demonstrate proper keyboarding techniques?</li> <li>• How can I reach my speed and accuracy goal?</li> <li>• What is WPM mean?</li> <li>• Will I apply this skill in the future?</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Type a speed of 25 wpm and accuracy of 80%.</li> <li>• Use the proper technique while keyboarding.</li> <li>• Use a keyboard cover while I am typing.</li> <li>• Use a web site “typing web” to help me with my typing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Technology concepts</li> <li>• Systems</li> <li>• Operation</li> </ul>
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# Ganado Unified School District (Computers/7<sup>th</sup> Grade Level)

## PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Research (Week 4/5) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  <b>Concept 1: Knowledge and Ideas</b> Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding. PO 1: Analyze and evaluate information to generate new ideas, processes or products.	<ul style="list-style-type: none"> <li>• How can I find information about aluminum cans?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Define what information to use.</li> <li>• Create a report about recycling aluminum cans.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> <li>• Demonstrate</li> <li>• Simulations</li> <li>• Analyze</li> <li>• Evaluate</li> <li>• Alumni</li> <li>• Information</li> <li>• report</li> </ul>
Research Research (Week 4/5) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <b>Concept 4: Original Works</b> Use technology to create original works in innovative ways.	<ul style="list-style-type: none"> <li>• What is industrial Revolution?</li> <li>• How am I able to find information about industrial revolution</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Know about industrial revolution</li> <li>• Know about past inventions</li> <li>• Create a report about industrial revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Industrial revolution</li> <li>• Invention</li> <li>• Report</li> <li>• Information</li> </ul>

	PO 1: Create innovative products or projects using digital tools to express original ideas.			
Research (Week 4/5) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 2: Communication and Collaboration</b> This strand requires students to use digital media and environments to communicate and collaborate with others. <b>Concept 2: Digital Solutions</b> Contribute to project teams to produce original works or solve problems. PO 1: Communicate and collaborate for the purpose of producing original works or solving problems.	<ul style="list-style-type: none"> <li>• What is a population?</li> <li>• How can I determine what population to compare?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Compare two populations.</li> <li>• Create a report about population.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Producing</li> <li>• Population</li> <li>• Compare</li> </ul>
Research (Week 4/5) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 3: Research and Information Literacy</b> This strand requires that students apply digital tools to gather, evaluate, and use information. <b>Concept 1: Planning</b> Plan strategies to guide inquiry, using technology PO 1: Predict the most effective keywords and phrases for use information search	<ul style="list-style-type: none"> <li>• How can I narrow my search?</li> <li>• What kind of websites is good to use?</li> </ul>	I am able to... Narrow my search on the internet	<ul style="list-style-type: none"> <li>• Research</li> <li>• Information</li> <li>• Literacy</li> <li>• Narrow</li> <li>• Internet</li> </ul>
Research (Week 4/5) <ul style="list-style-type: none"> <li>✓ Computer</li> </ul>	<b>Strand 3: Research and Information Literacy</b> This strand requires that students apply	<ul style="list-style-type: none"> <li>• What's the best website that gave</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Determine which website is the best information to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital</li> <li>• Gather</li> <li>• Evaluate</li> </ul>

<ul style="list-style-type: none"> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p>digital tools to gather, evaluate, and use information.</p> <p><b>Concept 1: Planning</b> Plan strategies to guide inquiry, using technology.</p> <p>PO 2: Determine which information source will provide the desired data.</p>	<p>you more information?</p> <ul style="list-style-type: none"> <li>• Was the information that you researched accurate?</li> </ul>	<ul style="list-style-type: none"> <li>• Find out which website is accurate when I'm finding out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Information</li> <li>• Technology</li> <li>• Narrow</li> <li>• Broaden</li> <li>• Search</li> </ul>
<p>Research (Week 4/5)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 3: Research and Information Literacy</b> This strand requires that students apply digital tools to gather, evaluate, and use information.</p> <p><b>Concept 2: Processing</b> Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</p> <p>PO 1: Locate and synthesize information utilizing advanced search strategies.</p>	<ul style="list-style-type: none"> <li>• What's the best website that gave you more information?</li> <li>• Was the information that you researched accurate?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Determine which website is the best information to use.</li> <li>• Find out which website is accurate when I'm finding out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital</li> <li>• Gather</li> <li>• Evaluate</li> <li>• Information</li> <li>• Technology</li> <li>• Narrow</li> <li>• Broaden</li> <li>• Search</li> </ul>
<p>Research (Week 4/5)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 3: Research and Information Literacy</b> This strand requires that students apply digital tools to gather, evaluate, and use information.</p> <p><b>Concept 2: Processing</b> Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media</p> <p>PO 4: Synthesize research information to create new understanding or develop new ideas.</p>	<ul style="list-style-type: none"> <li>• What are the problems in your research?</li> <li>• How do I solve this situation?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Identify what to look for in my research.</li> <li>• Create a cover page for my report.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires</li> <li>• Strategies</li> <li>• Inquiry</li> <li>• Predict</li> <li>• Data</li> <li>• Analyze</li> <li>• Media</li> <li>• Synthesize</li> <li>• Revise</li> </ul>



<p>Research (Week 4/5)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 4: Critical Thinking, Problem Solving, Decision Making</b> This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.</p> <p><b>Concept 1: Investigation</b> Identify and define authentic problems and significant questions for investigation. PO 1: Write essential questions to investigate a topic or issue using digital tools and resources.</p>	<ul style="list-style-type: none"> <li>• How do I know what is an advance search?</li> <li>• What are some keywords to determine what advance search is?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Create a keyword for an advance search using the Internet.</li> <li>• Know step by step on how to use the advance search using the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Critical</li> <li>• Thinking</li> <li>• Essential</li> <li>• Questions</li> <li>• Advance</li> <li>• Search</li> </ul>
<p>Research (Week 4/5)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 4: Critical Thinking, Problem Solving, Decision Making</b> This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.</p> <p><b>Concept 2: Exploring Solutions</b> Plan and manage activities to develop solutions to answer a question or complete a project PO 1: Plan, conduct and manage research using appropriate digital resources to develop solutions for a question.</p>	<ul style="list-style-type: none"> <li>• How can I create good questions about a research topic?</li> <li>• Why do we create questions?</li> <li>• How many ways can I come up with good questions?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Create a question.</li> <li>• Determine if my question is a good topic to research</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Create</li> <li>• Topic</li> <li>• Research</li> <li>• Appropriate</li> <li>• Develop</li> </ul>

<p>Research (Week 4/5)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 4: Critical Thinking, Problem Solving, Decision Making</b></p> <p>This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.</p> <p><b>Concept 2: Exploring Solutions</b></p> <p>Plan and manage activities to develop solutions to answer a question or complete a project</p> <p>PO 2: Present defensible solutions and make decisions from multiple perspectives using collected resources and data.</p>	<ul style="list-style-type: none"> <li>• Why are people homeless?</li> <li>• What are some steps to help prevent people from being homeless?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Learn more about why are people homeless</li> <li>• Identify why people are without homes</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Problem</li> <li>• Homeless</li> <li>• Explore</li> <li>• Solution</li> <li>• Plan</li> <li>• Manage</li> </ul>
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# Ganado Unified School District (Computers/7<sup>th</sup> Grade Level)

## PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 <sup>nd</sup> Quarter PowerPoint (Week 6/7)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 2: Communication and Collaboration</b> This strand requires students to use digital media and environments to communicate and collaborate with others. <b>Concept 3: Global Connections</b> Create cultural understanding and global awareness by interacting with learners of other cultures. PO 1: Independently locate and interact with teacher approved global communities.	<ul style="list-style-type: none"> <li>How many different Native American Culture are in the USA?</li> <li>What are the differences between both cultures?</li> </ul>	<ul style="list-style-type: none"> <li>I am able to...</li> <li>Know what is similar and different between two Native American Cultures.</li> <li>Present a PowerPoint between both cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Independently</li> <li>Global</li> <li>Communities</li> </ul>
PowerPoint (Week 6/7)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.  <b>Concept 1: Understanding</b> Recognize, define and use technology	<ul style="list-style-type: none"> <li>What is PowerPoint?</li> <li>How do I access PowerPoint?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>Create a PowerPoint presentation?</li> </ul>	<ul style="list-style-type: none"> <li>Operations</li> <li>Concepts</li> <li>Demonstrate</li> <li>Sound</li> <li>Systems</li> <li>Recognize</li> <li>Term</li> <li>Processes</li> <li>Application</li> </ul>

	term, processes, systems and applications			<ul style="list-style-type: none"> <li>• Appropriate Audience</li> </ul>
PowerPoint (Week 6/7) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 2: Application</b> <b>Select and use applications effectively and productively.</b> PO 5: Create and edit visual and audio material to generate a multimedia product	<ul style="list-style-type: none"> <li>• What is PowerPoint?</li> <li>• How can I determine which multimedia presentation to choose from?</li> <li>• How do I add multiple pages?</li> <li>• How do I add audio to my slides?</li> <li>• How do I add images?</li> <li>• How do I add transition to my slides?</li> <li>• What is transition?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Create 10 PowerPoint slides.</li> <li>• Create different images to my slides.</li> <li>• Add different multiple pages to my slides.</li> </ul>	<ul style="list-style-type: none"> <li>• Strand</li> <li>• Demonstrate</li> <li>• Sound</li> <li>• Systems</li> <li>• Operations</li> <li>• Effectively</li> <li>• Productively</li> <li>• Create</li> <li>• Multimedia</li> <li>• Audio</li> <li>• Images</li> <li>• Transitions</li> <li>• Individual</li> <li>• Assignments</li> </ul>

# Ganado Unified School District

## (Computers/7<sup>th</sup> Grade Level)

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 <sup>nd</sup> Quarter  Spreadsheet (Week 8/9)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  <b>Concept 1: Knowledge and Ideas</b> Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding. PO 1: Analyze information to generate new ideas and products.	<ul style="list-style-type: none"> <li>What are some real-world connection I can use to survey and import onto spreadsheet?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>To make real-world connection using technology.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Innovation</li> <li>Demonstrate</li> <li>Creative</li> <li>Thinking</li> <li>Construct</li> <li>Knowledge</li> <li>Processes</li> <li>Simulations</li> <li>Examine</li> <li>Connections</li> <li>Explore</li> <li>Issues</li> <li>Enhance</li> <li>Analyze</li> <li>Generate</li> <li>Idea</li> <li>Products</li> </ul>
2 <sup>nd</sup> Quarter  Spreadsheet (Week 8/9)  ✓ Computer ✓ Text Book	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	<ul style="list-style-type: none"> <li>What is home sale?</li> <li>Where can I find the information about home sale?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>Create a spreadsheet about home sale.</li> </ul>	<ul style="list-style-type: none"> <li>Trends</li> <li>Possibilities</li> <li>Information</li> <li>Spreadsheet</li> <li>Forecast</li> </ul>



<ul style="list-style-type: none"><li>✓ Websites</li><li>✓ Printers</li><li>✓ USB Drive</li></ul>	<p><b>Concept 3: Trends and Possibilities</b> Use technology to forecast trends and possibilities PO 1: Identify patterns and trends to forecast possibilities from different perspectives.</p> <p><b>Strand 2: Communication and Collaboration</b> This strand requires students to use digital media and environments to communicate and collaborate with others.</p> <p><b>Concept 1: Effective Communications and Digital Interactions</b> Communicate and collaborate with others employing a variety of digital environments and media. PO 1: Collaborate and communicate with peers, experts, or others employing a variety of digital tools to share findings and/or publish.</p>	<ul style="list-style-type: none"><li>• Where would I search for home sale in a local are?</li><li>• What are some real-world connection I can use to survey and import onto spreadsheet?</li></ul>	<ul style="list-style-type: none"><li>• Perspective</li><li>• Employing</li><li>• Findings</li><li>• Publish</li></ul>	
<p>2<sup>nd</sup> Quarter</p> <p>Spreadsheet (Week 8/9)</p> <ul style="list-style-type: none"><li>✓ Computer</li><li>✓ Text Book</li><li>✓ Websites</li><li>✓ Printers</li></ul>	<p><b>Strand 2: Communication and Collaboration</b> This strand requires students to use digital media and environments to communicate and collaborate with others.</p> <p><b>Concept 2: Digital Solutions</b></p>	<ul style="list-style-type: none"><li>• What is a population?</li><li>• How can I determine what population to compare?</li></ul>	<p>I am able to...</p> <ul style="list-style-type: none"><li>• Compare two populations.</li><li>• Create a report about population.</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Collaboration</li><li>• Producing</li><li>• Population</li><li>• Compare</li></ul>


<ul style="list-style-type: none"> <li>✓ USB Drive</li> </ul>	<p>Contribute to project teams to produce original works or solve problems</p> <p>PO 1: Communicate and collaborate for the purpose of producing original works or solving problems.</p>			
<p>2<sup>nd</sup> Quarter</p> <p>Spreadsheet (Week 8/9)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 6: Technology Operations and Concept 2:</b> Application</p> <p>Select and use applications effectively and productively.</p> <p>PO 3: Enter/edit data using simple formulas while using spreadsheet(s) to perform calculations.</p>	<ul style="list-style-type: none"> <li>• What is spreadsheet?</li> <li>• What are cells?</li> <li>• What are columns?</li> <li>• What are formulas?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Know what is a cell</li> <li>• Know a column</li> <li>• Know formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Operations</li> <li>• Concepts</li> <li>• Demonstrate</li> <li>• Sound</li> <li>• Applications</li> <li>• Effectively</li> <li>• Productively</li> <li>• Produce</li> <li>• Simple</li> <li>• Charts</li> <li>• Graphs</li> <li>• Data</li> <li>• Spreadsheet</li> </ul>
<p>2<sup>nd</sup> Quarter</p> <p>Spreadsheet (Week 8/9)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 6: Technology Operations and Concepts</b></p> <p>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p><b>Concept 2:</b> Application</p> <p>Select and use applications effectively and productively.</p> <p>PO 4: Define terms used in database creation and perform simple operations.</p>	<ul style="list-style-type: none"> <li>• What is spreadsheet?</li> <li>• What are cells?</li> <li>• What are columns?</li> <li>• What are formulas?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Know what is a cell</li> <li>• Know a column</li> <li>• Know formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Technology</li> <li>• System</li> <li>• Perform</li> <li>• Operations</li> <li>• Database</li> </ul>

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## (Computers/7<sup>th</sup> Grade Level)

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
MSWord (Week 10) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <b>Concept 3: Trends and Possibilities</b> Use technology to forecast trends and possibilities. PO 2: Ask questions and investigate a problem from different perspectives and formulate inferences from known facts.	<ul style="list-style-type: none"> <li>• How do I come up with a question about what if?</li> <li>• How do I start my research?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Start my typing on a topic that I have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Demonstrate</li> <li>• Creativity</li> <li>• Formulate</li> <li>• Research</li> <li>• Topic</li> </ul>
MSWord (Week 10)	<b>Strand 1: Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• What is a brochure?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Create a brochure.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Operations</li> </ul>

<ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p><b>Concept 4: Original Works</b> Use technology to create original works in innovative ways.</p> <p>PO 1: Create innovative products or projects using digital tools to express original ideas.</p>	<ul style="list-style-type: none"> <li>• How do I create a brochure?</li> <li>• What is the purpose of using brochure?</li> </ul> 	<ul style="list-style-type: none"> <li>• Know what brochures are.</li> <li>• Identify different type of brochures.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively</li> <li>• Productively</li> <li>• Documents</li> <li>• Applies</li> <li>• Formatting</li> </ul>
<p>MSWord (Week 10)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology</p> <p><b>Concept 4: Original Works</b> Use technology to create original works in innovative ways.</p> <p>PO 2: Use digital tools to synthesize information, produce original works, and express ideas.</p>	<ul style="list-style-type: none"> <li>• How do I create a greeting card, invitation and photo album?</li> <li>• What program do I use?</li> </ul> 	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Create a greeting card</li> <li>• Create an invitation</li> <li>• Create a photo album</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Construct</li> <li>• Original</li> <li>• Produce</li> <li>• Express</li> </ul>
<p>MSWord (Week 10)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 3: Research and Information Literacy</b> This strand requires that students apply digital tools to gather, evaluate, and use information.</p> <p><b>Concept 2: Processing</b> Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media</p>	<ul style="list-style-type: none"> <li>• What is MLA Format?</li> <li>• What are the format for using MLA Format</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Know what is MLA format</li> <li>• Create a letter using the MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• MLA Format</li> <li>• Letters</li> <li>• Processing</li> <li>• Research</li> <li>• Apply</li> </ul>

	PO 5: Apply ethical use of information and media by respecting copyrights, intellectual property rights, using information and media responsibly, and citing resources appropriately.			
MSWord (Week 10)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 2: Application</b> <b>Select and use applications effectively and productively.</b>  PO 2: Compose a document that applies advanced formatting.	<ul style="list-style-type: none"> <li>• What are the parts of a letters?</li> <li>• How do you write a business letter</li> <li>• Which format do you use when writing a particular letter?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Format a Business Letter.</li> <li>• Format a Personal Letter.</li> <li>• Format a Memo Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Critical</li> <li>• Thinking</li> <li>• Problem</li> <li>• Decision</li> <li>• Projects</li> <li>• Exploring</li> <li>• Solutions</li> <li>• Projects</li> <li>• Perspectives</li> <li>• Collected</li> <li>• Data</li> </ul>
MSWord (Week 10)  ✓ Computer ✓ Text Book ✓ Websites ✓ Printers ✓ USB Drive	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <b>Concept 4: Original Works</b> Use technology to create original works in innovative ways.  PO 1: Create innovative products or projects using digital tools to express original ideas.	<ul style="list-style-type: none"> <li>• What is industrial Revolution?</li> <li>• How am I able to find information about industrial revolution</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Know about industrial revolution</li> <li>• Know about past inventions</li> <li>• Create a report about industrial revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Industrial revolution</li> <li>• Invention</li> <li>• Report</li> <li>• Information</li> </ul>







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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Text/Internet (Week 11) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. <b>Concept 2: Models and Simulations</b> Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding PO 3: Analyze and apply understanding of how one system, digital models or simulations operates by comparing it to another system of a different type that operates in a similar manner.	<ul style="list-style-type: none"> <li>• Why use both?</li> <li>• Which is a reliable resource? (Textbook/Internet )</li> <li>• Why do we need them both?</li> <li>• Whose information is more accurate?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Determine what resource is more reliable.</li> <li>• Find out what is more accurate.</li> </ul> Create a Brochure about what is the right information.	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Apply</li> <li>• Locate</li> <li>• Organize</li> <li>• Analyze</li> <li>• Evaluate</li> <li>• Synthesize</li> <li>• Ethically</li> <li>• Variety</li> <li>• Media</li> <li>• Authoritative</li> <li>• Primary Secondary</li> </ul>
Text/Internet (Week 11) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 3: Research and Information Literacy</b> This strand requires that students apply digital tools to gather, evaluate, and use information <b>Concept 2: Processing</b> Locate, organize, analyze, evaluate,	<ul style="list-style-type: none"> <li>• How to determine what is bias?</li> <li>• What to look for on the Internet to find out what are fact, opinion and bias which article is more reliable?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Analyze excerpt from to identify facts and opinion.</li> <li>• Determine the level of bias in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Information</li> <li>• Literacy</li> <li>• Digital</li> <li>• Gather</li> <li>• Evaluate</li> <li>• Information</li> <li>• Locate</li> <li>• Organize</li> </ul>

	<p>synthesize and ethically use information from a variety of sources and media.</p> <p>PO 2: Use authoritative primary and/or secondary sources.</p> <p>PO 3: Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting multiple sources.</p>			<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Facts</li> <li>• Opinion</li> <li>• Bias</li> <li>• Inaccuracies</li> <li>• Consulting</li> <li>• Multiple</li> <li>• Sources</li> </ul>
<p>Text/Internet (Week 11)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 3: Research and Information Literacy</b></p> <p>This strand requires that students apply digital tools to gather, evaluate, and use information</p> <p><b>Concept 2: Processing</b></p> <p>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</p> <p>PO 3: Evaluate information and media through determining facts, opinion, bias, and inaccuracies by consulting multiple sources.</p>	 <ul style="list-style-type: none"> <li>• What is similar between both apple/windows computers?</li> <li>• Which is better to use?</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Know the difference between both apple/windows computer</li> <li>• Present an essay about the two operating systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Apple Computer</li> <li>• Windows computer</li> <li>• Facts</li> <li>• Compare</li> </ul>

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### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week 12 Cyberbullying	<p><b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.</p> <p><b>Concept 1: Safety and Ethics</b> Advocate and practice safe, legal, and responsible use of information and technology</p> <p>PO 2: Describe strategies to deal with cyber-bullying situations.</p>	<ul style="list-style-type: none"> <li>• What is cyber bullying?</li> <li>• What Is the different between cyber bullying and bullying</li> <li>• Can cyber-bullying affect your everyday life?</li> <li>• Can cyber bully be prevented?</li> <li>• How can I help other from cyber-bullying?</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Know now the difference between both cyber bullying and bullying</li> <li>• Create a poster about cyber-bullying</li> <li>• Identify the safety of using the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Cultural</li> <li>• Societal</li> <li>• Issues</li> <li>• Related</li> <li>• Practice</li> <li>• Ethical</li> <li>• Behavior</li> <li>• Advocate</li> <li>• Practice</li> <li>• Safe</li> <li>• Legal</li> <li>• Responsible</li> <li>• Cyber Bully</li> <li>• Strategies</li> <li>• Situation</li> </ul>

# Ganado Unified School District

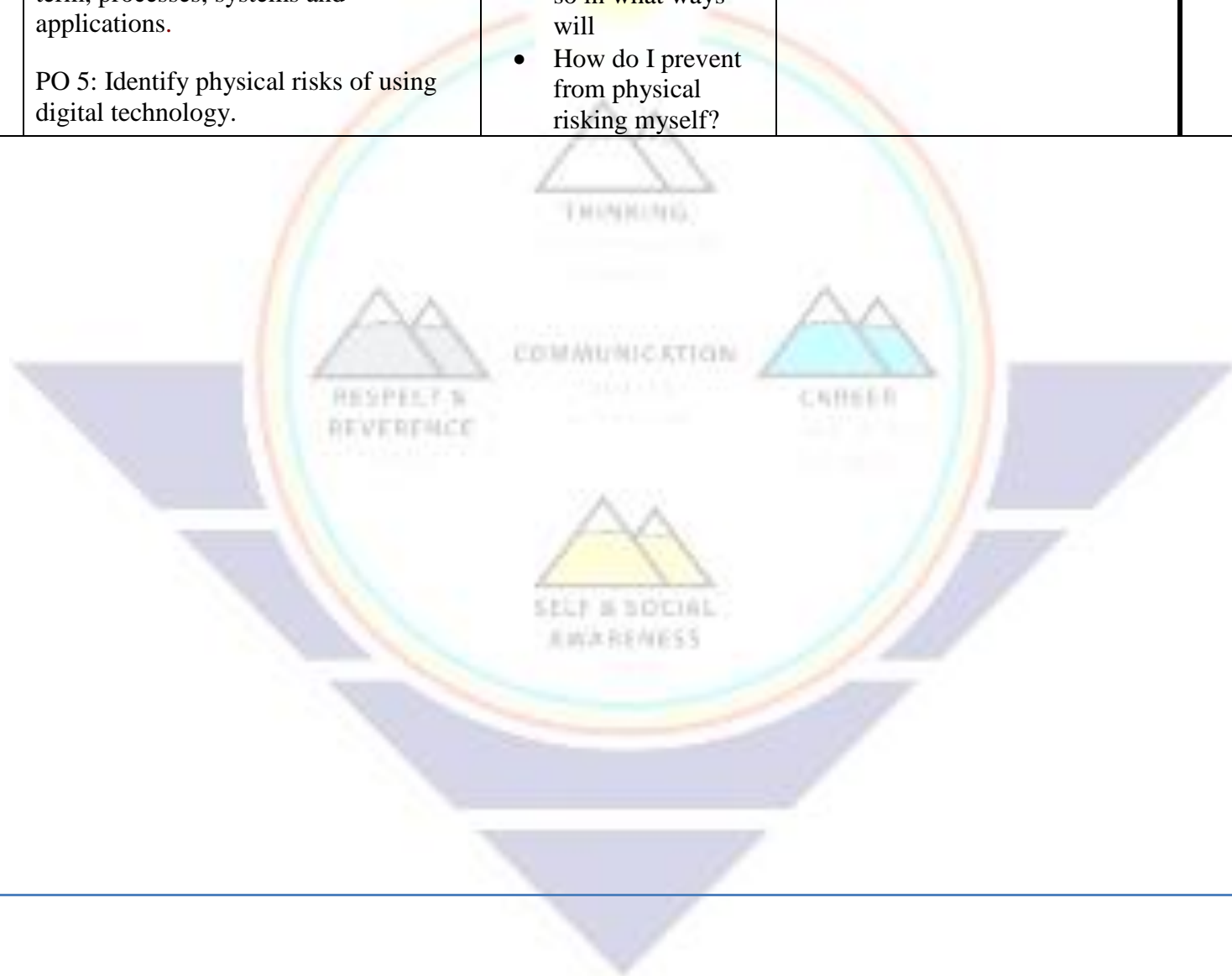
## (Computers/7<sup>th</sup> Grade Level)

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Health (Week 13) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior. <b>Concept 3: Impact of Technology</b> Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.  PO 1: Analyze the potential benefits and hazards of a new technology and the possible short- and long-term consequences of implementing this technology.	<ul style="list-style-type: none"> <li>• How can technology affect my health?</li> <li>• What are some risks of using technology?</li> <li>• Will technology really harm me? If so in what ways?</li> <li>• How do I prevent from physical risking myself?</li> <li>• Will technology harm me in a short or long term risk?</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Know the effects of physical risk</li> <li>• Know the difference between short and long term consequences of implementing technology.</li> <li>• Create a brochure about physical risk of technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Hazard</li> <li>• Short-Long Term</li> <li>• Consequences</li> <li>• Health</li> <li>• Risk</li> <li>• Affects</li> </ul>
Health (Week 13) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.	<ul style="list-style-type: none"> <li>• How can technology affect my health?</li> <li>• What are some risks of using technology?</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Know the effects of physical risk</li> <li>• Know the difference between short and long term consequences of implementing technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Hazard</li> <li>• Short-Long Term</li> <li>• Consequences</li> <li>• Health</li> <li>• Risk</li> <li>• Affects</li> </ul>



✓ USB Drive	<p><b>Concept 1: Understanding</b> Recognize, define and use technology term, processes, systems and applications.</p> <p>PO 5: Identify physical risks of using digital technology.</p>	<ul style="list-style-type: none"> <li>• Will technology really harm me? If so in what ways will</li> <li>• How do I prevent from physical risking myself?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a brochure about physical risk of technology</li> </ul>	
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## PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Terms (Week 14)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p><b>Concept 1: Understanding</b> Recognize, define and use technology term, processes, systems and applications.</p> <p>PO 2: Define and apply knowledge of various technical process terms.</p>	<ul style="list-style-type: none"> <li>• What are some ways that I can define technology terms?</li> <li>• What are the major technology terms?</li> <li>• How will I apply those terms?</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Define what are terms</li> <li>• Identify technology terms</li> </ul>	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Term</li> <li>• Processes</li> <li>• Application</li> <li>• Define</li> <li>• Apply</li> <li>• Various</li> <li>• Technical</li> <li>• Process</li> </ul>

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## PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Website (Week 15) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.  <b>Concept 2: Application</b> <b>Select and use applications effectively and productively.</b>  PO 6: Identify criteria for evaluating technical and design qualities of a web site and then create web-based content from the identified criteria.	<ul style="list-style-type: none"> <li>• What are some down falls of using blog chat and message board?</li> <li>• What are some reason to post on a blog, chat or message board?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Know what I should post on the Internet.</li> <li>• To define what is a blog, chat and message board.</li> </ul>	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Concepts</li> <li>• Requires</li> <li>• Demonstrate</li> <li>• Sound</li> <li>• Application</li> <li>• Effectively</li> <li>• Productively</li> <li>• Web</li> <li>• Incorporating</li> <li>• Text</li> <li>• Links</li> <li>• Graphics</li> </ul>

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## PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Filing Sharing (Week 16) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 2: Application</b> <b>Select and use applications effectively and productively.</b>  PO 7: Identify and use network protocols for moving files and secure web access.	<ul style="list-style-type: none"> <li>• How am I able to share files with other students?</li> <li>• What are some ways to share file?</li> <li>• What are some legal files sharing?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Know when it's a good time to share files.</li> <li>• Understand the difference between downloading and sync files.</li> </ul> Identify the safety of file sharing.	<ul style="list-style-type: none"> <li>• Requires</li> <li>• Network</li> <li>• Storage</li> <li>• Drives</li> <li>• Access</li> <li>• Share</li> <li>• Information</li> <li>• Directory</li> </ul>

# Ganado Unified School District

## (Computers/7<sup>th</sup> Grade Level)

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Hardware/Software (Week 16) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 1: Understanding</b> Recognize, define and use technology term, processes, systems and applications.  PO 1: Explain and correctly use terms related to networks and connectivity.	<ul style="list-style-type: none"> <li>• What is LAN and wireless?</li> </ul>	I am able too <ul style="list-style-type: none"> <li>• Know what is LAN</li> <li>• Know how and what is a wireless connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize</li> <li>• Term</li> <li>• Processes</li> <li>• Application Network</li> </ul>
Hardware/Software (Week 16) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 3: Troubleshoot Systems and Processes</b> Define problems and investigates solutions in systems and processes.	<ul style="list-style-type: none"> <li>• How can I troubleshoot a problem?</li> <li>• What is troubleshooting?</li> <li>• How can I fix it?</li> <li>• How do I update software?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Update a software</li> <li>• Learn more about software update.</li> <li>• Fix a minor problem with the hardware.</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> <li>• Demonstrate</li> <li>• Investigates</li> <li>• Solutions</li> <li>• Generate</li> <li>• Apply</li> <li>• Solutions</li> <li>• Troubleshoot</li> <li>• Hardware</li> </ul>





	PO 1: Generate and apply solutions to troubleshoot hardware and software issues and problems.			<ul style="list-style-type: none"> <li>• Software</li> <li>• Issues</li> <li>• Problems</li> </ul>
Hardware/Software (Week 16) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 6: Technology Operations and Concepts</b> This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations. <b>Concept 4: Transfer of Knowledge</b> Transfer current knowledge to learning of new technologies.  PO 1: Transfer understanding of current technologies, input/output devices, symbols and icons, and applications to learning new technologies.	<ul style="list-style-type: none"> <li>• What are input/output?</li> <li>• How many input/output does a computer have?</li> <li>• Why are they call input/out?</li> </ul>	I am able to... <ul style="list-style-type: none"> <li>• Know what is the difference between both input/output</li> <li>• Create a poster about input/output devices and label each one.</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot</li> <li>• Demonstrate</li> <li>• Investigates</li> <li>• Solutions</li> <li>• Solution</li> <li>• Generate</li> <li>• Apply</li> <li>•</li> <li>• Troubleshoot</li> <li>• Hardware</li> <li>• Software</li> <li>• Issues</li> <li>• Problems</li> </ul>

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Graphic Design (Week 17) <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  <b>Concept 2: Models and Simulations</b> Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding PO 1: Summarize the relationship amongst interdependent elements of a digital model or simulation.	<ul style="list-style-type: none"> <li>• How do I find out the map to where I live?</li> <li>• Why do people make maps?</li> <li>• How do you read a map?</li> </ul>	I am able to.... <ul style="list-style-type: none"> <li>• Learn more about mapping</li> <li>• Learn more about label each map</li> <li>• Learn how to use symbols to indicate what to identify</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> <li>• Models</li> <li>• Relationship</li> <li>• Mapping</li> <li>• Label</li> <li>• Symbols</li> </ul>
Graphic Design (Week 17) <ul style="list-style-type: none"> <li>✓ Computer</li> </ul>	<b>Strand 1: Creativity and Innovation</b> This strand requires demonstrate creative thinking, construct knowledge,	<ul style="list-style-type: none"> <li>• What will I be mapping?</li> </ul>	<ul style="list-style-type: none"> <li>• Learn more about mapping</li> <li>• Learn more about label each map</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> <li>• Models</li> <li>• Relationship</li> </ul>

<ul style="list-style-type: none"> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p>and develop innovative products and processes using technology.</p> <p><b>Concept 2: Models and Simulations</b> Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding PO 2: Analyze system processes and outcomes using models or simulations.</p>	<ul style="list-style-type: none"> <li>• How far is one state to another state?</li> <li>• Why do I need to label each states?</li> </ul> 	<ul style="list-style-type: none"> <li>• Learn how to use symbols to indicate what to identify</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping</li> <li>• Label</li> <li>• Symbols</li> </ul>
<p>Graphic Design (Week 17)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.</p> <p><b>Concept 1: Safety and Ethics</b> Advocate and practice safe, legal, and responsible use of information and <b>technology</b>.</p> <p>PO 5: Analyze and compare various aspects of e-commerce.</p>	<ul style="list-style-type: none"> <li>• How can I create a dream home?</li> <li>• How am I going to spend \$25,000 on furniture's</li> <li>• What kind of shapes will I be using?</li> </ul> 	<ul style="list-style-type: none"> <li>• I am able to...</li> <li>• Design my dream home</li> <li>• Create my dream home</li> <li>• Present my dream home</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• E-commerce</li> <li>• Cultural</li> <li>• Technology</li> </ul>

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<p>Leadership (Week 17)</p> <ul style="list-style-type: none"> <li>✓ Computer</li> <li>✓ Text Book</li> <li>✓ Websites</li> <li>✓ Printers</li> <li>✓ USB Drive</li> </ul>	<p><b>Strand 5: Digital Citizenship</b> This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.</p> <p><b>Concept 2: Leadership for Digital Citizenship</b> Demonstrates leadership for digital citizenship.</p> <p>PO 1: Promote digital citizenship by consistently leading by example and advocating social and civic responsibility to others.</p>	<ul style="list-style-type: none"> <li>• How do I show leadership?</li> <li>• What are some ways I can prevent leadership?</li> </ul>	<p>I am able to...</p> <ul style="list-style-type: none"> <li>• Learn about leadership</li> <li>• Demonstrate good leadership skills</li> <li>• Create a poster about making good choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital</li> <li>• Citizenship</li> <li>• Promote</li> <li>• Demonstrate</li> </ul>

