# Ganado Unified School District (Computers/6th grade Level)

***PACING Guide SY 2014-2015***

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| 1st Quarter<br>AUP/Internet Safety/Personal Information/Personal Identification<br><br>(Week 1)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information<br>**Concept 2:** Processing (Locate, organize, analyze, evaluate, synthesize and ethically us information from variety or source and media.<br><br>PO 5: Follow copyright laws when using text, images, videos and/or other sources and obtain permission to use the work of others and cite resources appropriately. | • What are the copyright laws?<br><br>• How am I able to apply those laws in the classroom?<br><br>• What are some guideline as a class can we come up with? | I am able to….<br>• Determine what is copyright law.<br>• Identify the GUSD copyright laws<br>• Write our own copyright law within the classroom | • Copyright<br>• Gather<br>• Information<br>• Laws<br>• Permission<br>• Appropriate<br>• Synthesize<br>• Ethically<br>Media |
| (Week 1)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 4: Critical Thinking, Problem Solving, Decision Making**<br>This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources. | • What is Internet Safety?<br>• How can I apply Internet safety while I'm searching the Internet? | I am able to….<br>• To determine what is safe on the Internet.<br>• Create a poster about Safety while using the Internet.<br>• Know what is right and wrong while I am online. | • Critical thinking<br>• Internet Safety<br>• Searching<br>• Online<br>• Explore |

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| AUP/Internet Safety/Personal Information/Personal Identification | **Concept 2: Exploring Solutions**<br>Plan and manage activities to develop solutions to answer a question or complete a project.<br><br>PO 2: Generate solutions from different perspectives using collected resources and data. | • How can I spread Internet safety to other students? | | |
| AUP/Internet Safety/Personal Information/Personal Identification (Week 1)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 5: Digital Citizenship**<br>This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.<br><br>**Concept 1: Safety and Ethics**<br>Advocate and practice safe, legal, and responsible use of information and technology.<br><br>PO 1: Assess situations in which it is appropriate and safe to use a personal digital device in the home, school, and community.<br>PO 3: Identify and articulate rules for the use of digital tools as defined by school board policy and procedures.<br>PO 4: Identify and articulate strategies to protect personal information.<br>PO 6: Exhibit legal and ethical behavior when using technology and discuss consequences of misuse.<br>**Concept 2: Leadership for Digital Citizenship** | • What is appropriate when I am using different technology devices?<br>• When is it a good time to use technology when I am at home, work, and school?<br>• How am I able to be responsible when it comes to using different devices<br>• What are personal digital devices?<br>• What are the school board policy and procedures?<br>• How are cultural, historical, economic and | I am able to…<br>• Know the difference between what is right and wrong while I'm at home, work, and school. When I'm using technology devices<br>• Create a poster about what is appropriate when using different technology.<br>• Learn about more different devices when using technology.<br>• Create different strategies when I am online.<br>• Determine what are the school policy and procedures. | • Societal issues<br>• Ethical behavior<br>• Advocate<br>• Responsible<br>• Digital tools<br>• Demonstrates<br>• Economic<br>• Political<br>• Research<br>• Digital tools<br>• Identify<br>• Information<br>• Technology<br>• Social |

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| | Demonstrates leadership for digital citizenship.<br><br>**Concept 3: Impact of Technology**<br>Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.<br><br>PO 1: Research a current technology and describe its potential use to solve an economic, environmental, health, political, scientific, or social problem. | political impacts on technology? | | |
| AUP/Internet Safety/Personal Information/Personal Identification (Week 1)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br><br>**Concept 1: Understanding**<br>Recognize, define and use technology term, processes, systems and applications.<br><br>PO 5: Identify physical risks of using digital technology. | • Will I have vision problem if I were to spend many hours on the computers?<br>• What are some other physical risks I can get using technology?<br>• How are some ways I can prevent from physical risk when using technology | I am able to…<br>• Find out what kind of problems I can get if I use too much technology.<br>• Create a report about the physical risk about using technology. | • Technology-concepts<br>• Systems<br>• Operations<br>• Technology-term<br>• Applications<br>• Risk<br>• Physical |
| AUP/Internet Safety/Personal | **Strand 5: Digital Citizenship**<br>This strand requires students to | • What are some ideas I can use to | I am able too. | • Human<br>• Cultural |

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| Information/Personal Identification (Week 1)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | understand human, cultural, and societal issues related to technology practice and ethical behavior.<br>Concept 2: Leadership for Digital Citizenship<br>Demonstrates leadership for digital citizenship.<br><br>PO 1: Promote digital citizenship by consistently leading by example and advocating social and civic responsibility to others | share information about Internet safety?<br>• How can I help to share information about personal information?<br>• Why is this information important to share with others? | • Identify what is safe on the Internet.<br>• To determine what is right and wrong when I am using the Internet.<br>• Create a poster about what not to do on the Internet.<br>• Identify the difference between what is personal information. | • Societal issues<br>• Technology<br>• Practice<br>• Ethical<br>• Leadership<br>• Digital citizenship<br>• Consistently<br>• Leading<br>• Example<br>• Advocating social<br>• Civic responsibility |

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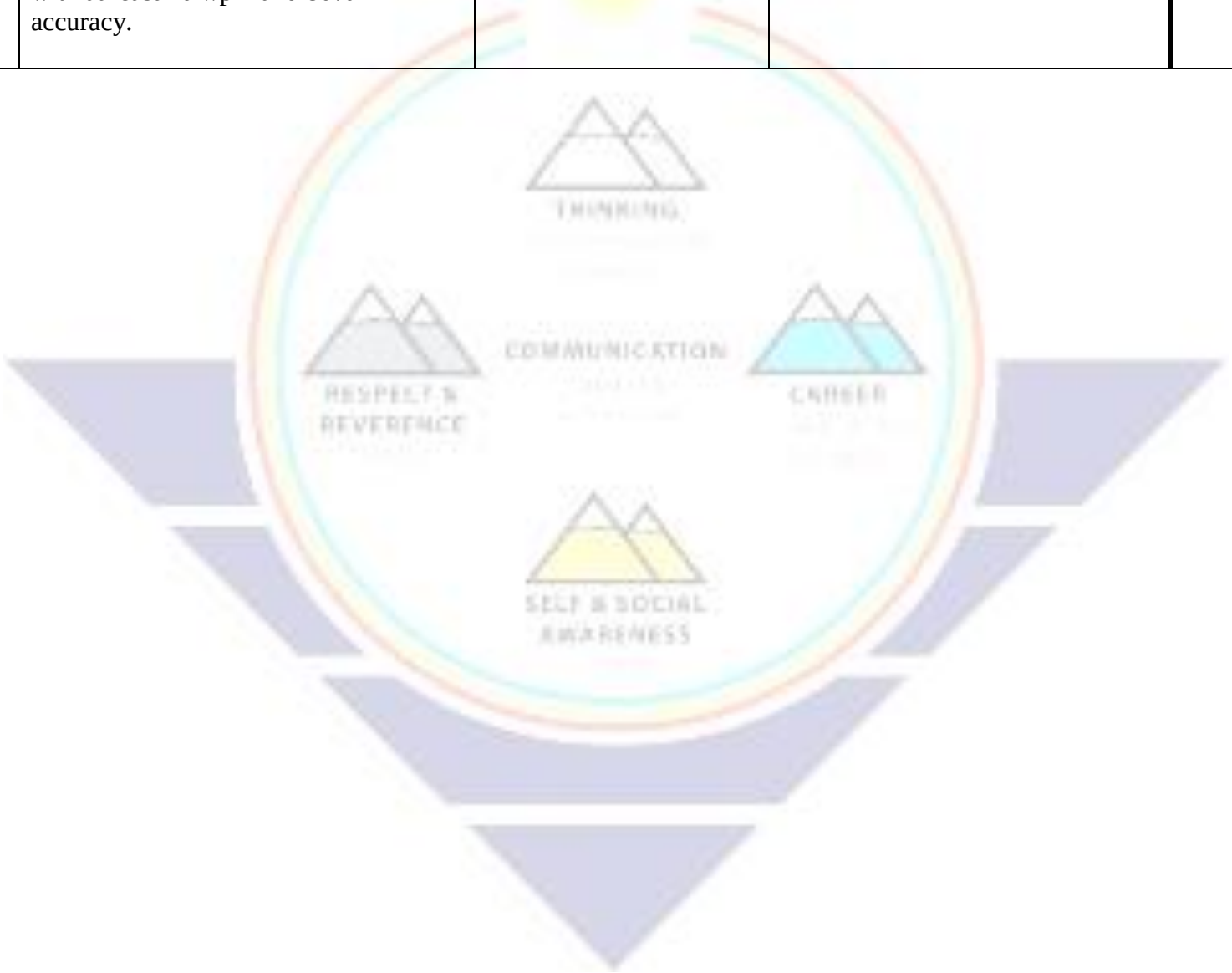
| Keyboarding (Week 2/3)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 1: Understanding**<br>Recognize, define and use technology term, processes, systems and applications.<br><br>PO 4: Recognize and demonstrate ergonomically safe and sound use of equipment | • How am I able to demonstrate proper keyboarding techniques?<br>• How can I reach my speed and accuracy goal?<br>• What is WPM mean?<br>• Will I apply this skill in the future? | I am able to…<br>• Type an speed of 20 wpm and accuracy of 80%.<br>• Use the proper technique while keyboarding.<br>• Use a keyboard cover while I am typing.<br>• Use a web site "typing web" to help me with my typing skills. | • Technology concepts<br>• Systems<br>• Operations<br>• Recognize<br>• Define<br>• Technology<br>• Processes<br>• Application |
| Keyboarding (Week 2/3)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 2: Application**<br>**Select and use applications effectively and productively.** | • How am I able to demonstrate proper keyboarding techniques?<br>• How can I reach my speed and accuracy goal?<br>• What is WPM mean? | I am able to…<br>• Type an speed of 20 wpm and accuracy of 80%.<br>• Use the proper technique while keyboarding.<br>• Use a keyboard cover while I am typing.<br>Use a web site "typing web" to help me with my typing skills. | • Demonstrate<br>• Technology concepts<br>• Systems<br>• Operation |

| | | | | |
|---|---|---|---|---|
| | PO 1: Demonstrate speed and accuracy in use of keyboard and data entry tools with at least 20 wpm and 80% accuracy. | • Will I apply this skill in the future? | | |



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| Research (Week 4/5)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1: Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br><br>**Concept 2: Models and Simulations**<br>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.<br><br>PO 1: Analyze information to generate new ideas and products. | • What is a timeline?<br>• How can timeline help me with my research? | I am able too…<br>• Define what is a timeline<br>• Create a timeline<br>• Use MLA format to type out my report. | • Demonstrate<br>• Knowledge<br>• Innovative<br>• Processes<br>• Technology |
| Research (Week 4/5)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 2: Communication and Collaboration**<br>This strand requires students to use digital media and environments to communicate and collaborate with others. | • How does geographic location affect temperature?<br>• What is geographic? | I am able too…<br>• Find out what is geographic location.<br>• Create a temperature log about different location.<br>• To record data about temperature change in different location. | • Requires<br>• Digital<br>• Environments<br>• Communicate<br>• Collaborate<br>• Contribute<br>• Teams<br>• Produce |

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| | **Concept 2: Digital Solutions**<br>Contribute to project teams to produce original works or solve problems.<br><br>PO 1: Communicate and collaborate for the purpose of producing original works or solving problems. | | | • Original<br>• Solve |
| Research (Week4/5)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information.<br>**Concept 1:** Planning<br>Plan strategies to guide inquiry, using technology<br>PO 1: Predict and use key words and phrases that narrow or broaden information searches. | • What are some graphic organizers that I can use to determine my planning?<br>• How many ways can I brainstorm my ideas?<br>• Will this planning help me with my research? | I am able too.<br><br>• use an graphic organizer to help me plan out my research.<br>• Find different ways to plan out my report by brainstorming my idea. | • Digital<br>• Gather<br>• Evaluate<br>• Information<br>• Planning |
| Research (Week 4/5)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information.<br><br>**Concept 1:** Planning<br>Plan strategies to guide inquiry, using technology. | • What's the best website that gave you more information?<br>• Was the information that you researched accurate? | I am able too…<br><br>• Determine which website is the best information to use.<br>• Find out which website is accurate when I'm finding out information. | • Digital<br>• Gather<br>• Evaluate<br>• Information<br>• Technology<br>• Narrow<br>• Broaden<br>• Search |

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| | PO 2: Predict which information sources will provide the desired data | | | |
| Research (Week 4/5)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information.<br>**Concept 2: Processing**<br>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.<br><br>PO 1: Locate and synthesize information to revise search strategies. | • What are the problems in your research?<br>• How do I solve this situation? | I am able too…<br>• Identify what to look for in my research.<br>• Create a cover page for my report. | • Requires<br>• Strategies<br>• Inquiry<br>• Predict<br>• Data<br>• Analyze<br>• Media<br>• Synthesize<br>• Revise |
| Research (Week 4/5)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 5: Digital Citizenship**<br>This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.<br><br>**Concept 3: Impact of Technology**<br>Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.<br><br>PO 1: Research a current technology and describe its potential use to solve an economic, environmental, health, political, scientific, or social problem. | • How can technology help me find information about economic, environmental, health, political, scientific and social reports?<br>• What are some websites can I use to determine which to choose from? | I am able too…<br>• Fine information about economic, environment, health, political and scientific reports.<br>• Determine what websites to use. | • Human<br>• Cultural<br>• Societal<br>• Issues<br>• Related<br>• Ethical<br>• Historical<br>• Economic<br>• Society<br>• Potential<br>• Solve<br>• Environmental<br>• Political<br>• Scientific |

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| 2nd Quarter PowerPoint (Week 6/7)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 4: Critical Thinking, Problem Solving, Decision Making**<br>This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.<br><br>**Concept 1: Investigation**<br>Identify and define authentic problems and significant questions for investigation.<br><br>PO 1: Write essential questions to investigate a topic or issue using digital tools and resources | • How do I determine a topic about the question why?<br>• What format would I use to write about my topic? | I am able too…<br>• Find a topic to research.<br>• Determine what format to use when I'm ready to type. | • Critical<br>• Solving<br>• Manage<br>• Authentic<br>• Significant<br>• Investigation<br>• Essential |
| PowerPoint (Week 6/7)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 4: Critical Thinking, Problem Solving, Decision Making**<br>This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.<br>**Concept 2: Exploring Solutions**<br>Plan and manage activities to develop | How do I determine a topic about the question why? | I am able too…<br>• Determine what question to use. | • Projects<br>• Critical<br>• Plan<br>• Manage<br>• Solutions<br>• Credible<br>• |

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| | solutions to answer a question or complete a project.<br><br>PO 1: Plan and manage research using credible digital resources to develop solutions to answer a question. | | | |
| PowerPoint (Week 6/7)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br><br>**Concept 1: Understanding**<br>Recognize, define and use technology term, processes, systems and applications<br><br>PO 3: Choose technology applications appropriate for the audience and task. | • What is PowerPoint?<br>• How do I access PowerPoint? | I am able too…<br>• Create a PowerPoint presentation? | • Operations<br>• Concepts<br>• Demonstrate<br>• Sound<br>• Systems<br>• Recognize<br>• Term<br>• Processes<br>• Application<br>• Appropriate<br>• Audience |
| PowerPoint (Week 6/7)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 2: Application**<br>**Select and use applications effectively and productively.** | • What is PowerPoint?<br>• How can I determine which multimedia presentation to choose from?<br>• How do I add multiple pages? | I am able too…<br>• Create 10 PowerPoint slides.<br>• Create different images to my slides.<br>• Add different multiple pages to my slides. | • Strand<br>• Demonstrate<br>• Sound<br>• Systems<br>• Operations<br>• Effectively<br>• Productively<br>• Create<br>• Multimedia |

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| | PO 5: Create multimedia presentations with multiple pages, audio, images, and transitions for individual assignments. | • How do I add audio to my slides?<br>• How do I add images?<br>• How do I add transition to my slides?<br>• What is transition? | | • Audio<br>• Images<br>• Transitions<br>• Individual<br>• Assignments |

# Ganado Unified School District
# 6th Grade Computer

***PACING Guide SY 2014-2015***

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| 2nd Quarter<br><br>Spreadsheet (Week 8/9)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1**: **Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br><br>**Concept 1: Knowledge and Ideas**<br>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.<br>PO 1: Analyze information to generate new ideas and products. | • What are some real-world connection I can use to survey and import onto spreadsheet? | I am able too…<br>• To make real-world connection using technology. | • Creativity<br>• Innovation<br>• Demonstrate<br>• Creative<br>• Thinking<br>• Construct<br>• Knowledge<br>• Processes<br>• Simulations<br>• Examine<br>• Connections<br>• Explore<br>• Issues<br>• Enhance<br>• Analyze<br>• Generate<br>• Idea<br>• Products |
| Spreadsheet (Week 8/9)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers | **Strand 1**: **Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>**Concept 2: Models and Simulations** | • What is the stock market?<br><br>• How will I gather information about the stock market? | I am able too.<br>• Know what is stock market.<br>• Use spreadsheet to layout the stock market.<br>• Know what is data | • Knowledge<br>• Develop<br>• Innovative<br>• Simulations<br>• Patterns |

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| ✓ USB Drive | Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding<br>PO 1: Identify patterns and trends to draw conclusions and forecast possibilities. | • What kind of data will I collect? | | • Trends<br>• Draw<br>• Conclusion<br>• Forecast<br>• Possibilities |
| Spreadsheet (Week 8/9)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1**: **Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>**Concept 3: Trends and Possibilities**<br>Use technology to forecast trends and possibilities<br>PO 1: Communicate digitally with others by selecting and using a variety of appropriate communication tools | • What are natural events?<br>• How will date help me collect information about natural events? | I am able too…<br>• Know what is natural events<br>• Create a spreadsheet | • Construct<br>• Forecast<br>• Trends<br>• Communicate<br>• Digitally<br>• Variety<br>• Appropriate<br>• Communication |
| Spreadsheet (Week 8/9)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information.<br>**Concept 2: Processing**<br>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. | • What are graph?<br>• How to read a graph such as pie, line, and column cart. | I am able too…<br>• Read a graph<br>• Create a pie graph<br>• Create a line graph<br>• Create a column graph | • Research<br>• Information<br>• Literacy<br>• Apply<br>• Gather<br>• Evaluate<br>• Locate<br>• Organize<br>• Evaluate<br>• Synthesize |

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| | PO 4: Use appropriate digital tools to synthesize research information to develop new ideas and/or create new understanding. | | | • Ethically<br>• Appropriate<br>• Develop<br>• Ideas<br>• Create<br>• Understanding |
| Spreadsheet (Week 8/9)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations<br>**Concept 2:** Application<br>Select and use applications effectively and productively.<br><br>PO 3: Produce simple charts and graphs from data in a spreadsheet | • What is spreadsheet?<br>• What are cells?<br>• What are columns?<br>• What are formulas? | I am able too…<br>• Know what is a cell<br>• Know a column<br>• Know formulas | • Technology<br>• Operations<br>• Concepts<br>• Demonstrate<br>• Sound<br>• Applications<br>• Effectively<br>• Productively<br>• Produce<br>• Simple<br>• Charts<br>• Graphs<br>• Data<br>• Spreadsheet |
| Spreadsheet (Week 8/9)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts 2:**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations | • What is spreadsheet?<br>• What are cells?<br>• What are columns?<br>• What are formulas? | I am able too…<br>• Know what is a cell<br>• Know a column<br>• Know formulas | • Sound<br>• Technology<br>• System<br>• Perform<br>• Operations<br>• Database |

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| | **Concept 2:** Application<br>Select and use applications effectively and productively**.**<br><br>PO 4: Perform simple operations in a database. | | | |

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| MSWord<br>(Week 10)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1**: **Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>**Concept 4: Original Works**<br>Use technology to create original works in innovative ways.<br><br>PO 1: Analyze information using digital creativity tools to create original works and express ideas | • What is podcast?<br>• How can I use podcast?<br>• How to write an persuading essay? | I am able too…<br>• Create a podcast.<br>• To write an essay about persuading to use an podcast. | • Creativity<br>• Requires<br>• Demonstrate<br>• Thinking<br>• Construct<br>• Knowledge<br>• Develop<br>• Processes<br>• Original<br>• Works<br>• Analyze<br>• Information<br>• Digital<br>• Creativity<br>• Express |
| MSWord<br>(Week 10)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 2**: **Communication and Collaboration**<br>This strand requires students to use digital media and environments to communicate and collaborate with others. | • What is Internet safety?<br>• How can you prevent people from cyber-bully<br>• Should parents have restriction on teenage using technology? | I am able too…<br>• Define what is Internet safety.<br>• Write an essay about Internet safety | • Communication<br>• Collaboration<br>• Media<br>• Employing<br>• Media<br>• Variety<br>• Digitally<br>• Appropriate |

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| | And collaborate with others employing a variety of digital environment and media.<br><br>PO 1: Communicate digitally with others by selecting and using a variety of appropriate communication tools | | | • Communication |
| MSWord<br>(Week 10)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 4: Critical Thinking, Problem Solving, Decision Making**<br>This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.<br>**Concept 2: Exploring Solutions**<br>Plan and manage activities to develop solutions to answer a question or complete a project.<br><br>PO 2: Generate solutions from different perspectives using collected resources and data. | • What are the parts of a letters?<br>• How do you write a business letter<br>• Which format do you use when writing a particular letter? | I am able too…<br>• Format a Business Letter.<br>• Format a Personal Letter.<br>• Format a Memo Letter | • Critical<br>• Thinking<br>• Problem<br>• Decision<br>• Projects<br>• Exploring<br>• Solutions<br>• Projects<br>• Perspectives<br>• Collected<br>• Data |
| MSWord<br>(Week 10)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 2: Application**<br>**Select and use applications effectively and productively.** | • What are brochures?<br>• When is a brochure's best use? | I am able too…<br>• Create a brochure.<br>• Know what are brochures.<br>• Identify different type of brochures. | • Technology<br>• Operations<br>• Effectively<br>• Productively<br>• Documents<br>• Applies<br>• formatting |

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| | PO 2: Compose a document that applies intermediate formatting. | | | |
| MSWord<br>(Week 10)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 4: Transfer of Knowledge**<br>Transfer current knowledge to learning of new technologies.<br><br>PO 1: Transfer understanding of current technologies to new and novel learning situations. | • What are brochures?<br>• When is a brochure's best use? | I am able too…<br>• Create a brochure.<br>• Know what are brochures.<br>• Identify different type of brochures. | • Requires<br>• Transfer<br>• Novel<br>• Situations |

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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)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information<br>**Concept 2: Processing**<br>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.<br><br>PO 2: Use authoritative primary and/or secondary sources. | • Why use both?<br>• Which is a reliable resource? (Textbook/Internet)<br>• Why do we need them both?<br>• Whose information is more accurate? | I am able too…<br>• Determine what resource is more reliable.<br>• Find out what is more accurate.<br>• Create a Brochures about what is the right information. | • Literacy<br>• Apply<br>• Locate<br>• Organize<br>• Analyze<br>• Evaluate<br>• Synthesize<br>• Ethically<br>• Variety<br>• Media<br>• Authoritative<br>• Primary<br>• Secondary |
| Text/Internet (Week 11)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 3: Research and Information Literacy**<br>This strand requires that students apply digital tools to gather, evaluate, and use information<br>**Concept 2: Processing**<br>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media. | • How to determine what is bias?<br>• What to look for on the Internet to find out what are fact, opinion and bias which article is more reliable? | I am able too…<br>• Analyze excerpt from to identify facts and opinion.<br>• Determine the level of bias in a text. | • Information<br>• Literacy<br>• Digital<br>• Gather<br>• Evaluate<br>• Information<br>• Locate<br>• Organize<br>• Analyze<br>• Facts |

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| | PO 3: Evaluate information and media through determining facts, opinion, bias, and inaccuracies by consulting multiple sources. | | | • Opinion<br>• Bias<br>• Inaccuracies<br>• Consulting<br>• Multiple<br>• Sources |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Cyber Bullying (Week 12)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 5: Digital Citizenship**<br>This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.<br><br>**Concept 1: Safety and Ethics**<br>Advocate and practice safe, legal, and responsible use of information and technology<br><br>PO 2: Describe cyber bullying and describe strategies to deal with such a situation. | • What is cyber bullying?<br>• What Is the different between cyber bullying and bullying<br>• Can cyber-bullying affect your everyday life?<br>• Can cyber bully be prevented?<br>• How can I help other from cyber-bullying? | I am able too…<br>• Know now the difference between both cyber bullying and bullying<br>• Create a poster about cyber-bullying<br>• Identify the safety of using the internet. | • Citizenship<br>• Cultural<br>• Societal<br>• Issues<br>• Related<br>• Practice<br>• Ethical<br>• Behavior<br>• Advocate<br>• Practice<br>• Safe<br>• Legal<br>• Responsible<br>• Cyber Bully<br>• Strategies<br>• Situation |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Operating System (Week 13)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1**: **Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>**Concept 2: Models and Simulations**<br>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding<br><br>PO 3: Compare and two systems using a digital model or simulation. | • What are some Apple computer brands?<br>• What are some Windows brands?<br>• Which is better to use Apple or Windows?<br>• What are some bad reviews on both Apple and Windows? | I am able too…<br>• To know the difference between apple and windows brands?<br>• Create a report about both versions of computers.<br>• Determine which is better to use. | • Demonstrate<br>• Creative<br>• Construct<br>• Knowledge<br>• Innovative<br>• Processes<br>• Real-world<br>• Simulations<br>• Explore<br>• Complex<br>• Enhance<br>• Compare<br>• System |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Terms<br>(Week 14)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br><br>**Concept 1: Understanding**<br>Recognize, define and use technology term, processes, systems and applications.<br><br>PO 2: Define and apply knowledge of various technical process terms. | • What are some ways that I can define technology terms?<br>• What are the major technology terms?<br>• How will I apply those terms? | I am able too…<br>• Define what are terms<br>• Identify technology terms | • Operations<br>• Term<br>• Processes<br>• Application<br>• Define<br>• Apply<br>• Various<br>• Technical<br>• Process |

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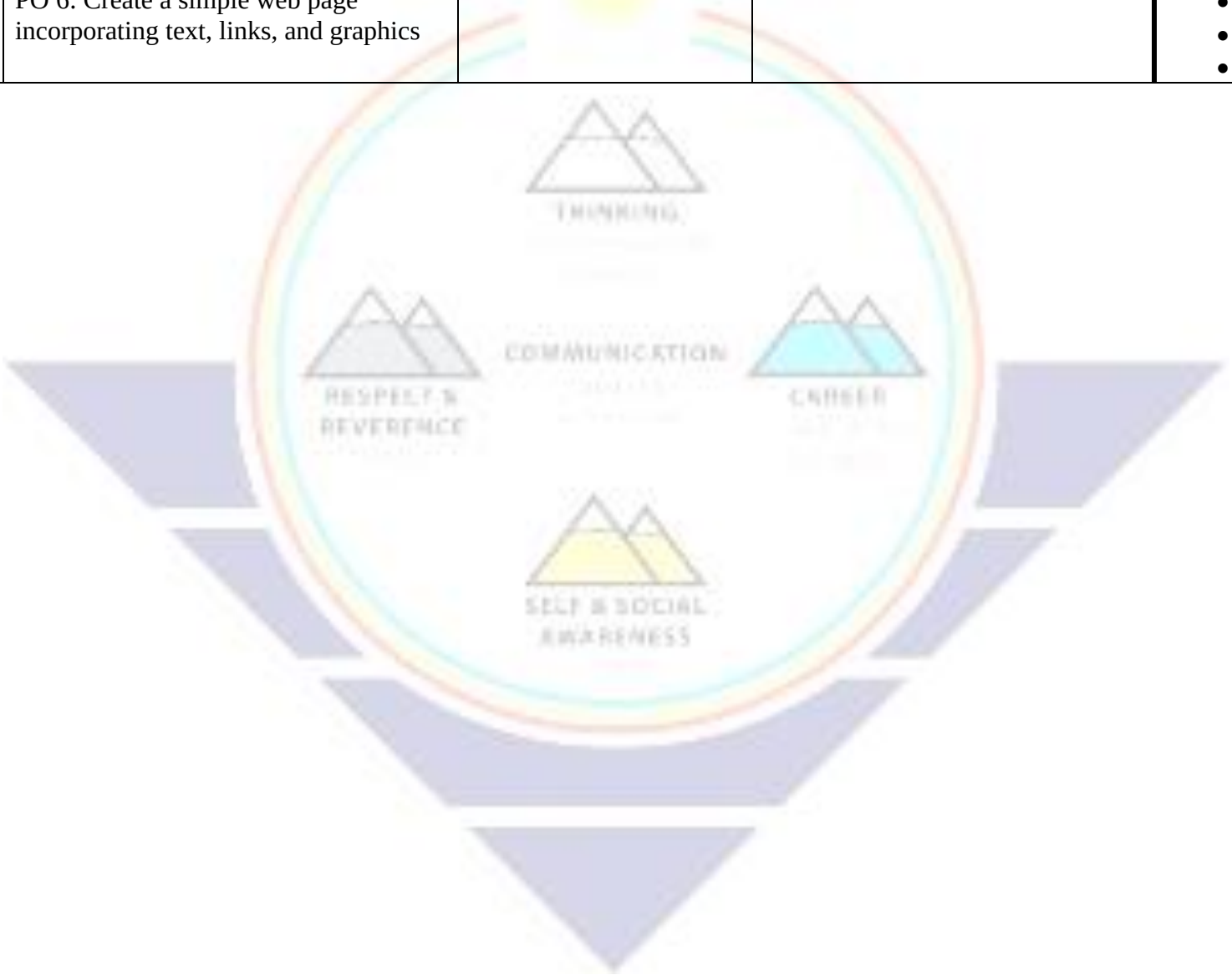
| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Website<br>(Week 15)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1: Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>**Concept 4: Original Works**<br>Use technology to create original works in innovative ways.<br><br>PO 2: Use digital collaborative tools to analyze information to produce original works and express ideas. | • What are webpages?<br>• How can I create a webpage?<br>• What are links? | I am able too…<br>• Create a simple web page.<br>• Know what are links<br>• Create and add images to my webpages | • Products<br>• Original<br>• Innovative<br>• Collaborative<br>• Analyze<br>• Information<br>• Produce<br>• Express |
| Websites<br>(Week 15)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br><br>**Concept 2: Application**<br>**Select and use applications effectively and productively.** | • What are some down falls of using blog chat and message board?<br>• What are some reason to post on a blog, chat or message board. | I am able too…<br>• Know what I should post on the Internet.<br>• To define what is a blog, chat and message board. | • Operations<br>• Concepts<br>• Requires<br>• Demonstrate<br>• Sound<br>• Application<br>• Effectively<br>• Productively<br>• Web<br>• Incorporating |

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| | PO 6: Create a simple web page incorporating text, links, and graphics | | | • Text<br>• Links<br>• Graphics |



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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Filing Sharing (Week 16)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 2: Application**<br>**Select and use applications effectively and productively.**<br><br>PO 7: Use network storage drives to access and share information from a directory | • How am I able to share files with other students?<br>• What are some ways to share file?<br>• What are some legal files sharing? | I am able too…<br>• Know when it's a good time to share files.<br>• Understand the difference between downloading and sync files.<br>• Identify the safety of file sharing. | • Requires<br>• Network<br>• Storage<br>• Drives<br>• Access<br>• Share<br>• Information<br>• Directory |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Hardware/Software (Week 17)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 1: Understanding**<br>Recognize, define and use technology term, processes, systems and applications.<br><br>PO 1: Define and correctly use terms related to networks. | • If your computer cannot connect to the Internet, what is the reason why?<br>• What do you do if your Internet is down?<br>• What are software updates?<br>• Why do we new software updates? | I am able too…<br>• Trouble the hardware from an apple/windows computer<br>• Find out what is wrong with different hardware.<br>• Identity what is the difference between an hardware and software.<br>• I can update different applications. | • Recognize<br>• Term<br>• Processes<br>• Application<br>• Network |
| Hardware/Software (Week 17)<br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 6: Technology Operations and Concepts**<br>This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.<br>**Concept 3: Troubleshoot Systems and Processes**<br>Define problems and investigates solutions in systems and processes. | • What is the difference between hardware and software?<br>• Can a computer run without a hardware?<br>• How can I learn more about hardware and software? | I am able too…<br>• Define what is a hardware and software?<br>• Create a PowerPoint and hardware and software?<br>• Find more information about hardware and software? | • Troubleshoot<br>• Demonstrate<br>• Investigates<br>• Solutions<br>• Generate<br>• Apply<br>• Solutions<br>• Troubleshoot<br>• Hardware<br>• Software |

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| | PO 1: Generate and apply solutions to troubleshoot hardware and software issues and problems. | | | • Issues<br>• problems |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Purchasing (Week 18)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 5: Digital Citizenship**<br>This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.<br><br>**Concept 1: Safety and Ethics**<br>Advocate and practice safe, legal, and responsible use of information and technology.<br><br>PO 5: Evaluate various websites to choose the best option for making an Internet purchase for a particular product. | • What kind of steps do you think that involves purchasing something from a website?<br>• Do you purchase items online? Why or why not?<br>• What's the top 2 websites that people purchase items online? | I am able to…<br>• Determine which I a good website to purchase from.<br>• Create a spreadsheet and calculate what I purchase. | • Ethical<br>• Behavior<br>• Advocate<br>• Practice<br>• Safe<br>• Legal<br>• Responsible<br>• Information<br>• Technology<br>• Evaluate<br>• Various<br>• Websites<br>• Internet<br>• Purchase<br>• Particular<br>• Product |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Math (Shape) (Week 18)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 1**: **Creativity and Innovation**<br>This strand requires demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br><br>**Concept 1: Knowledge and Ideas**<br>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.<br>PO 2: Explore and experiment with system variables using models or simulations. | | I am able to…<br>• Understand the area of different shapes.<br>• Can find the area of a square.<br>• Create a drawing on the computer and find the area of that shape. | • Creative<br>• Construct<br>• Experiment<br>• Variables<br>• Models<br>• Simulations |

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| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
|---|---|---|---|---|
| Media<br>(Week 18)<br><br>✓ Computer<br>✓ Text Book<br>✓ Websites<br>✓ Printers<br>✓ USB Drive | **Strand 2: Communication and Collaboration**<br>This strand requires students to use digital media and environments to communicate and collaborate with others.<br>**Concept 1: Effective Communications and Digital Interactions**<br>Communicate and collaborate with others employing a variety of digital environments and media.<br><br>PO 2: Explain and demonstrate the safety and etiquette of digital environment to communicate and collaborate with intended audiences. | • What kind of media involves peer-pressure and propaganda techniques?<br>• What is peer pressure?<br>• What is propaganda? | I am able to…<br>• Learn the difference between peer-pressure and propaganda.<br>• Create a poster about peer-pressure and propaganda. | • Communication<br>• Digital<br>• Interactions<br>• Explain<br>• Safety<br>• Etiquette<br>• Communicate<br>• Intended<br>• Audiences |