

PACING Guide SY 2015-2016

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| | Technology | | I will ... | |
| 1 st Quarter | <p>Strand 1: Creativity and Innovation Concept 3: Trends and Possibilities Use technology to forecast trends and possibilities. PO 1. Observe and extend patterns.</p> <p>Strand 2: Communication and Collaboration Concept 1: Effective Communications and Digital Interactions Communicate and collaborate with others employing a variety of digital environments and media. PO 1. Communicate with others as a whole class using digital tools.</p> <p>Strand 5: Digital Citizenship Concept 1: Safety and Ethics Advocate and practice safe, legal, and responsible use of information and technology. PO 1. Identify use of personal devices and when it is appropriate to use them. PO 2. Identify and articulate rules for the use of digital tools as defined by school board policy and procedures. PO 3. Discuss why it may be dangerous to visit certain Internet sites. PO 4. Recognize and discuss why there are rules for using technology at home and at school.</p> <p>Concept 3: Impact of Technology Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society. PO 1. Recognize and discuss examples of technology used in daily life.</p> <p>Strand 6: Technology Operations and Concepts Concept 1: Understanding Recognize, define and use technology term, processes, systems and applications. PO 1. Identify basic technology terms. PO 2. Identify technology process terminology. PO 3. Identify technology application for a given activity/project.</p> | <p>What are the parts of the computer and how do they work?</p> <p>How can I use the mouse to access and start programs and make things happen while working on the computer?</p> | <p>Use technology to forecast trends and possibilities.</p> <p>Observe and extend patterns.</p> <p>Communicate and collaborate with others employing a variety of digital environments and media.</p> <p>Communicate with others as a whole class using digital tools.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Identify use of personal devices and when it is appropriate to use them.</p> <p>Identify and articulate rules for the use of digital tools as defined by school board policy and procedures.</p> <p>Discuss why it may be dangerous to visit certain Internet sites.</p> <p>Recognize and discuss why there are rules for using technology at home and at school.</p> | <p>technology</p> <p>predict</p> <p>observe</p> <p>extend</p> <p>patterns</p> <p>communicate</p> <p>collaborate</p> <p>tools</p> <p>safe</p> <p>rules</p> <p>dangerous</p> <p>cultural</p> <p>daily life</p> <p>mouse</p> <p>track pad</p> <p>keyboard</p> <p>type</p> <p>letters</p> <p>numbers</p> |

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| | <p>PO 4. Demonstrate knowledge of electrical safety when using computers and other technology.</p> <p>Concept 2: Application</p> <p>Select and use applications effectively and productively.</p> <p>PO 1. Use the mouse/track pad to perform computer functions such as accessing an application, indicating a choice or activating a link. Use the keyboard to type letters and numbers and know how to use special key functions.</p> <p>PO 2. Use technology to identify letters and numbers and differentiate between them.</p> <p>O 3. Use an interactive presentation system as part of classroom work.</p> <p>PO 4. Identify and use common navigational elements of a web page.</p> <p>PO 5. Demonstrate appropriate use of log-in procedures.</p> | | <p>Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.</p> <p>Recognize and discuss examples of technology used in daily life.</p> <p>Recognize, define and use technology term, processes, systems and applications.</p> <p>Identify basic technology terms.</p> <p>Identify technology process terminology.</p> <p>Identify technology application for a given activity/project.</p> <p>Demonstrate knowledge of electrical safety when using computers and other technology.</p> <p>Select and use applications effectively and productively.</p> <p>Use the mouse/track pad to perform computer functions such as accessing an application, indicating a choice or activating a link. Use the keyboard to type letters and numbers and know how to use special key functions.</p> <p>Use technology to identify letters and numbers and differentiate between them.</p> <p>Use an interactive presentation system as part of classroom work.</p> | |
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| | | | Identify and use common navigational elements of a web page. | |
| | | | Demonstrate appropriate use of log-in procedures. | |
| 2 nd Quarter | <p>Strand 1: Creativity and Innovation Concept 2: Models and Simulations Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding. PO 1. Explore and identify models and simulations.</p> <p>Concept 4: Original Works Use technology to create original works in innovative ways. PO 1. Use digital creativity tools to develop ideas and create a project.</p> <p>Strand 2: Communication and Collaboration Concept 2: Digital Solutions Contribute to project teams to produce original works or solve problems. PO 1. Participate in a classroom learning project using digital collaborative resources.</p> <p>Strand 4: Critical Thinking, Problem Solving and Decision Making Concept 2: Exploring Solutions Plan and manage activities to develop solutions to answer a question or complete a project. PO 1. Participate in a group learning project using digital tools to answer a question. PO 2. Explore solutions or results as a class by discussing data collected.</p> | How does experimenting with different tools help me learn how the computer works? | <p>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.</p> <p>Use technology to create original works in innovative ways.</p> <p>Use digital creativity tools to develop ideas and create a project.</p> <p>Contribute to project teams to produce original works or solve problems.</p> <p>Participate in a classroom learning project using digital collaborative resources.</p> <p>Plan and manage activities to develop solutions to answer a question or complete a project.</p> <p>Participate in a group learning project using digital tools to answer a question.</p> <p>Explore solutions or results as a class by discussing data collected.</p> | models real-world connections original creativity tools project. solve problems collaborative resources data collected |
| 3 rd Quarter | <p>Strand 2: Communication and Collaboration Concept 3: Create cultural understanding and global awareness by interacting with learners of other cultures. PO 1. Explore other cultures through digital resources.</p> <p>Strand 4: Critical Thinking, Problem Solving and Decision Making Concept 1: Investigation Identify and define authentic problems and significant questions for investigation.</p> | How can I use the computer to communicate with words and pictures? | <p>Create cultural understanding and global awareness by interacting with learners of other cultures.</p> <p>Explore other cultures through digital resources.</p> | Create cultural global interacting learners digital resources. |

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| | PO 1. Collaborate as a class to select an essential question to research using digital resources. | | Identify and define authentic problems and significant questions for investigation. Collaborate as a class to select an essential question to research using digital resources. | problems questions investigation Collaborate essential research |
| 4 th Quarter | <p>Strand 3: Research and Information Literacy</p> <p>Concept 1: Planning</p> <p>Plan strategies to guide inquiry using technology.</p> <p>PO 1. Generate key words for a search from a teacher-posed question</p> <p>PO 2. Explore a variety of information sources.</p> <p>Concept 2: Processing</p> <p>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</p> <p>PO 1. Conduct a search using multiple keywords.</p> <p>PO 2. Use preselected sources.</p> <p>PO 3. Demonstrate knowledge of real versus make-believe.</p> <p>PO 4. Sort information into major topics.</p> <p>PO 5. Identify and follow rules regarding the use of information resources.</p> <p>Strand 6: Technology Operations and Concepts</p> <p>Concept 3: Troubleshoot Systems and Processes</p> <p>Define problems and investigate solutions in systems and processes</p> <p>PO 1. Devise a class plan on how to solve different types of technology problems..</p> <p>Concept 4: Transfer of Knowledge</p> <p>Transfer current knowledge to learning of new technologies.</p> <p>PO 1. Transfer knowledge of technology used at home to technology that will be used at school.</p> | What can I do with programs to explore and show what I know? | <p>Plan strategies to guide inquiry using technology.</p> <p>Generate key words for a search from a teacher-posed question</p> <p>Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.</p> <p>Conduct a search using multiple keywords.</p> <p>Use preselected sources.</p> <p>Demonstrate knowledge of real versus make-believe.</p> <p>Sort information into major topics.</p> <p>Identify and follow rules regarding the use of information resources.</p> <p>Define problems and investigate solutions in systems and processes</p> <p>Devise a class plan on how to solve different types of technology problems..</p> <p>Transfer current knowledge to learning of new technologies.</p> | <p>strategies</p> <p>key words</p> <p>search</p> <p>locate</p> <p>organize</p> <p>analyze</p> <p>evaluate</p> <p>synthesize</p> <p>ethically</p> <p>information</p> <p>variety</p> <p>sources</p> <p>media.</p> <p>preselected</p> <p>real</p> <p>make-believe</p> <p>sort</p> <p>investigate</p> <p>solutions</p> <p>transfer</p> |

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| | | | Transfer knowledge of technology used at home to technology that will be used at school. | |
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