

Educational Technology Pacing Guide

Fourth Grade



Introduction to the Educational Technology Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the standards for educational technology. The structure of the standards suggests that they are....

KEY

- **Essential Standard**
- **Supporting Standard**

Part 1 - Standards Overview

The media curriculum emphasizes the following Strands. The curriculum is not sequential and may be taught in any order.		The following strands may be embedded into lessons throughout the year, and in conjunction with and to support the Research/Information Literacy and Technology Operations/Concepts Strands.	
Strand 3: Research and Information Literacy Concept 1: Planning <ul style="list-style-type: none"> ● S3.C1.PO1-PO2 Concept 2: Processing <ul style="list-style-type: none"> ● S3.C2.PO1-PO5 Strand 6: Technology Operations and Concepts Concept 1: Understanding <ul style="list-style-type: none"> ● S6.C1.PO1-PO5 Concept 2: Application <ul style="list-style-type: none"> ● S6.C2.PO1-PO7 Concept 3: Troubleshoot Systems and Processes <ul style="list-style-type: none"> ● S6.C3.PO1 Concept 4: Transfer of Knowledge <ul style="list-style-type: none"> ● S6.C4.PO1 	Strand 1: Creativity and Innovation Concept 1: Knowledge and Ideas <ul style="list-style-type: none"> ● S1.C1.PO1 Concept 2: Models and Simulations <ul style="list-style-type: none"> ● S1.C2.PO1-PO3 Concept 3: Trends and Possibilities <ul style="list-style-type: none"> ● S1.C3.PO1 Concept 4: Original Works <ul style="list-style-type: none"> ● S1.C4.PO1-PO2 	Strand 2: Communication and Collaboration Concept 1: Effective Communications and Digital Interactions <ul style="list-style-type: none"> ● S2.C1.PO1-PO2 Concept 2: Digital Solutions <ul style="list-style-type: none"> ● S2.C2.PO1 Concept 3: Global Connections <ul style="list-style-type: none"> ● S2.C3.PO1 	Strand 4: Critical Thinking, Problem Solving and Decision Making Concept 1: Investigation <ul style="list-style-type: none"> ● S4.C1.PO1 Concept 2: Exploring Solutions <ul style="list-style-type: none"> ● S4.C2.PO1-PO2 Strand 5: Digital Citizenship Concept 1: Safety and Ethics <ul style="list-style-type: none"> ● S5.C1.PO1-PO5 Concept 2: Impact of Technology <ul style="list-style-type: none"> ● S5.C2.PO1

Sample Year long Planning Schedule

*Revisited skills are in **bold print**.*

Lesson 1	Digital Citizenship	Lesson 10	Presentation Project	Lesson 19	Research/Info Literacy	Lesson 28	Research/Info Literacy
Lesson 2	Digital Citizenship	Lesson 11	Presentation Project	Lesson 20	Multimedia Project	Lesson 29	Research/Info Literacy
Lesson 3	Research/Info Literacy	Lesson 12	Presentation Project	Lesson 21	Multimedia Project	Lesson 30	Word Processing Project
Lesson 4	Research/Info Literacy	Lesson 13	Research/Info Literacy	Lesson 22	Multimedia Project	Lesson 31	Word Processing Project
Lesson 5	Word Processing Project	Lesson 14	Research/Info Literacy	Lesson 23	Multimedia Project	Lesson 32	Word Processing Project

Lesson 6	Word Processing Project	Lesson 15	Word Processing Project	Lesson 24	Research/Info Literacy	Lesson 33	Research/Info Literacy
Lesson 7	Word Processing Project	Lesson 16	Word Processing Project	Lesson 25	Research/Info Literacy	Lesson 34	Presentation Project
Lesson 8	Research/Info Lit	Lesson 17	Word Processing Project	Lesson 26	Spreadsheet Project	Lesson 35	Presentation Project
Lesson 9	Research/Info Lit	Lesson 18	Research/Info Literacy	Lesson 27	Spreadsheet Project	Lesson 36	Presentation Project

End of Year Outcomes

Learning Targets 4th Grade Technology

- ⇒ Understand purpose of spreadsheets/grids/cells
- ⇒ Enter/copy/paste data into columns and rows
- ⇒ Open document
- ⇒ Save/as document
- ⇒ Insert graphics/clipart/charts

Spreadsheets

- ◊ Open document
- ◊ Save/as document
- ◊ Insert graphics/clipart
- ◊ Utilize font size, color, style, tab key
- ◊ Insert header, table
- ◊ Add title

Word Processing

Multimedia Presentation

- * Understanding touch type technique
- * Ergonomics
- * Correct keyboarding techniques: Posture Finger Placement
- * Type 10wpm with 80% accuracy

Keyboarding

- Open document
- Save/As document
- Insert graphics/clipart
- Add/Delete slides
- Utilize design/background, use various slide formats

Research Communication

- ◊ Access/Navigate web browser
- ◊ Use various search strategies, determine keywords
- ◊ Cite Resources



Cyber Safety

- Understand cyber-safety rules for sharing personal information, downloading programs, socializing with strangers, and interacting with cyber-bullies on the Internet (Feelings)
- Able to enter own user name and password
- Ability to change password as required

AZ Merit

Keyboarding/Word Processing
Online Tools (Calculator, dictionary, thesaurus, strikethrough (undo)
Copy and Paste

Mouse Skills (Drag and drop, navigate, select, select all, highlight)
Listen to audio clip
Scroll Bar
Zoom in and out

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Performance Indicator	Key Vocabulary	Instructional Resources
Strand 1: Creativity and Innovation				
<ul style="list-style-type: none"> S1.C1 	<p>Concept 1: Knowledge and Ideas</p> <p>Use technology to generate knowledge and new ideas.</p>	PO 1. Evaluate information to generate ideas and processes.		<p>Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides https://classroom.google.com/c/MTY0NjU5NzU4MDIa/a/NDI2MDA4OTY5NDZa/details</p> <p>Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs</p> <p>Collaborate using Google Docs, Slides or Sheets</p>
<ul style="list-style-type: none"> S1.C2 	<p>Concept 2: Models and Simulations</p> <p>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.</p>	<p>PO 1. Recognize and explain relevant interdependent elements of a digital model or simulation.</p> <p>PO 2. Explore and experiment with system variables using models or simulations.</p> <p>PO 3. Transfer understanding of how one system operates by comparing it to another system.</p>		<p>PHET Elementary Simulations</p> <p>ReadWriteThink Student Interactives</p> <p>National Library of Virtual Manipulatives 3-5</p> <p>Math Playground Thinking Blocks</p> <p>Bubbl.us</p> <p>Virtual Field Trip Apps and Websites</p> <p>Cool Math Games Coffee Shop</p>
<ul style="list-style-type: none"> S1.C3 	<p>Concept 3: Trends and Possibilities</p> <p>Use technology to forecast trends and possibilities</p>	PO 1. Identify patterns and trends to generate questions and draw conclusions.		<p>Scholastic Forecast the Weather</p> <p>Students gather weather data and inputs into Google or Excel spreadsheet to view trends and predict possibilities</p> <p>4th Grade Virginia Weather Graphs</p>

<ul style="list-style-type: none"> S1.C4 	<p>Concept 4: Original Works Use technology to create original works in innovative ways.</p>	<p>PO 1. Analyze information using digital creativity tools to create original works and express ideas. PO 2. Use digital collaborative tools to analyze information to produce original works and express ideas.</p>	<p>Tour Builder: https://docs.google.com/document/d/1HIRji6Vm8iv3TKbqqAI989X3eUnhrIFE4EBaudcHA5M/edit?usp=sharing</p> <p>Crayola Digi-Color Abcya Paint Picasso Head</p> <p>3D Design: https://www.tinkercad.com/</p> <p>https://docs.google.com/a/gstudents.org/document/d/1VXfGleHG4S3pRt1-vZorplYxRL_LS6_4qW_dPi9KBU0k/edit?usp=sharing</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio</p> <p>Piskel Animation: https://www.piskelapp.com/</p>
Strand 2: Communication and Collaboration			
<ul style="list-style-type: none"> S2.C1 	<p>Concept 1: Effective Communications and Digital Interactions Communicate and collaborate with others employing a variety of digital environments and media.</p>	<p>PO 1. Communicate digitally with others by selecting and using a variety of appropriate communication tools. PO 2. Explain safety and etiquette guidelines of digital environments and demonstrate that knowledge while communicating with intended audiences.</p>	<p>Teacher publishes student digital media online through their class website, class newsletter, etc.</p> <p>Kathy Schrock's Assessment and Rubrics Resource webpage</p> <p>Communication & Collaboration Padlet, Voki, WeCollabrify Map app, A Web Whiteboard, Kidblog</p> <p>Collaborate using Google Docs, Slides or Sheets</p>

				Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page
<ul style="list-style-type: none"> S2.C2 	<p>Concept 2: Digital Solutions</p> <p>Contribute to project teams to produce original works or solve problems.</p>	<p>PO 1. Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.</p>		<p>Kidblog</p> <p>Breakout EDU (See Games)</p> <p>Use Graphic Organizers</p> <p>Google Docs Graphic Organizers</p> <p>Hyperdocs</p> <p>Collaborate using Google Docs, Slides or Sheets</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page</p> <p>Collaborative Story Writing</p> <p>Sample 1</p> <p>Sample 2</p> <p>Sample 3</p>
<ul style="list-style-type: none"> S2.C3 	<p>Concept 3: Global Connections</p> <p>Create cultural understanding and global awareness by interacting with learners of other cultures.</p>	<p>PO 1. Identify challenges and digital strategies as a class to effectively communicate with other cultures.</p>		<p>ePals</p> <p>Skype in the Classroom (Play Mystery Skype, Talk with a Guest Speaker, Take a Virtual Field Trip)</p> <p>Global Classroom Project</p> <p>Global Virtual Classroom Project</p> <p>Living in the US- Bring the Textbook to Life (Thinglink's Creative Challenges)</p>
Strand 3: Research and Information Literacy				
<ul style="list-style-type: none"> S3.C1 	<p>Concept 1: Planning</p> <p>Plan strategies to guide inquiry using technology.</p>	<p>PO 1. Determine key words for use in information searches.</p> <p>PO 2. Predict which information sources will provide the desired data.</p>		<p>Generate keywords and synonyms from a search, conduct a search using multiple keywords</p> <p>Using Keywords (Common Sense Media, will need to sign up for a free account to download lesson PDF materials)</p>

			Kid Friendly Search Engines www.kidsclick.org www.kidrex.org www.kiddle.co (visual search engine) Teachers create a Google Form to use, then use the results to discuss and analyze data
<ul style="list-style-type: none"> S3.C2 	Concept 2: Processing Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.	PO 1. Use multiple search strategies to locate information. PO 2. Select and use primary and/or secondary sources. PO 3. Differentiate between fact and opinion, bias, and inaccurate information. PO 4. Use appropriate digital tools to synthesize research information and to develop new ideas. 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.	Use multiple search strategies to locate information The Key to Keywords Create a Google custom search engine where the results come from only sites you specify as safe GESD 2016 Internet Research Unit https://classroom.google.com/c/MTY0NjU5NzU4MDIa/a/NDI2MDA4OTY5NDZa/details Select and use primary and/or secondary sources Finding Primary Sources from National Archive Smithsonian Sources Differentiate between fact, opinion, bias and inaccurate information NY Times Fact & Opinion article practice Students create a Google Form to survey, then use the results to discuss and analyze data
Strand 4: Critical Thinking, Problem Solving and Decision Making			
<ul style="list-style-type: none"> S4.C1 	Concept 1: Investigation Identify and define authentic problems and significant questions for investigation.	PO 1. Identify an authentic issue and collaborate as a class to define an essential question using digital tools and resources.	Manage a learning project using digital planning tools to develop solutions (Google Docs Graphic Organizers Hyperdocs) Using digital resources (Educational

				websites, Youtube, etc) to research and answer a big idea or essential question Mobile Apps: Post-it Plus (organizing ideas), Popplet Lite
<ul style="list-style-type: none"> • S4.C2 	Concept 2: Exploring Solutions Plan and manage activities to develop solutions to answer a question or complete a project.	PO 1. Manage a learning project using digital planning tools to develop solutions. PO 2. Generate alternative solutions using collected resources and data.		Participate in small groups to manage a learning project and identify sources (what would be a good website to research) Propose solutions by discussing data collected to answer a question Computational Thinking/Coding: Code Course Studio 2 , Scratch
Strand 5: Digital Citizenship				
<ul style="list-style-type: none"> • S5.C1 	Concept 1: Safety and Ethics Advocate and practice safe, legal, and responsible use of information and technology.	PO 1. Explain when and why it is appropriate to use a personal digital device. PO 2. Describe cyber-bullying and describe strategies to deal with such a situation. PO 3. Identify and articulate rules for the use of digital tools as defined by school board policy and procedures. PO 4. Recognize and describe the potential risks and dangers associated with various forms of online communications. PO 5. Recognize and describe the advantages and risks of making a personal spending choice online. PO 6. Articulate how to respect the privacy of others' information and digital workspace.		Common Sense Media Digital Passport Common Sense Media Private and Personal Information GESD 2016 Cyber Safety Unit Effects of Cyber Bullying Lesson Plan
<ul style="list-style-type: none"> • S5.C3 	Concept 3: Impact of Technology Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.	PO 1. Provide examples of technologies that might be used to solve a specific economic, environmental, health, political, scientific, or social problem.		PBS Media: Impact of Technology videos & resources
Strand 6: Technology Operations and Concepts				

<ul style="list-style-type: none">• S6.C1	Concept 1: Understanding Recognize, define and use technology term, processes, systems and applications.	PO 1. Define and label various technical system terms. PO 2. Define and apply knowledge of various technical process terms. PO 3. Choose technology applications for a given activity/project. PO 4. Demonstrate knowledge of ergonomics and electrical safety when using computers. PO 5. Identify physical risks of using digital technology.		Define & Label various technical systems Abcya.com Find the Technology Compose a Word Doc or Google Doc that applies basic formatting Students choose a technology application for a given activity/project
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<ul style="list-style-type: none"> • S6.C2 	<p>Concept 2: Application Select and use applications effectively and productively.</p>	<p>PO 1. Demonstrate speed and accuracy in use of keyboard and data entry tools with at least 10 wpm and 80% accuracy. PO 2. Compose a document that applies intermediate formatting. PO 3. Use a spreadsheet to record, organize, and graph information. PO 4. Perform simple searches of existing databases. PO 5. Create multimedia presentations with multiple pages, audio, and transitions for individual assignments. PO 6. Download, store, and accurately cite web resources. PO 7. Explain the uses of and the means by which computers are networked.</p>	<p>Keyboarding Goals: Good Habits and Accuracy (15 wpm with 80-100% accuracy) <i>Encouragement of good habits while formal keyboarding and word processing should begin. Emphasize accuracy over speed. First semester is the recommended time to begin formal keyboarding skills.</i></p> <p>Abcya Keyboard Invasion or Abcya Typing Race</p> <p>GESD 2016 Keyboarding Unit</p> <p>Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides GESD 2016 Word Processing Unit</p> <p>Collaborate using Google Docs, Slides or Sheets Use a spreadsheet to record, organize, and graph information Google Sheets or Excel Spreadsheet lessons blog post (templates included!) GESD 2016 Spreadsheet Unit</p> <p>Plan, create and edit multimedia presentations Mobile Apps: Explain Everything, Shadow Puppet Edu, Adobe Spark Video GESD 2016 Multimedia Presentation Unit</p> <p>Navigate to a web browser and identify elements of a web page</p> <p>Login independently with username and password as well as sign out</p> <p>Tour Builder: https://docs.google.com/document/d/1HIRji6Vm8iv3TKbqqAI989X3eUnhrIFE4EBaudc</p>
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				HA5M/edit?usp=sharing iMovie Basics Lessons 1-4
<ul style="list-style-type: none"> S6.C3 	Concept 3: Troubleshoot Systems and Processes Define problems and investigates solutions in systems and processes.	PO 1. Use the help function within software and hardware to troubleshoot issues and problems.		Clear cache in browser Record and remember passwords Close out apps on mobile devices Soft reset on mobile devices
<ul style="list-style-type: none"> S6.C4 	Concept 4: Transfer of Knowledge Transfer current knowledge to learning of new technologies.	PO 1. Transfer understanding of current input/output devices and symbols and icons to learning new technologies.		Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save) when completing tasks Transfer understanding of current input/output devices Abcya Input/Output Devices Computational Thinking/Coding: Code Course Studio 2 , Scratch
				<i>*Resources were collected from the following sites:</i> http://www.fusd1.org/Page/12926

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

Educational Technology Pacing Guide

Fifth Grade



Introduction to the Educational Technology Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the standards for educational technology. The structure of the standards suggests that they are....

KEY

- **Essential Standard**
- **Supporting Standard**

Part 1 - Standards Overview

The media curriculum emphasizes the following Strands. The curriculum is not sequential and may be taught in any order.		The following strands may be embedded into lessons throughout the year, and in conjunction with and to support the Research/Information Literacy and Technology Operations/Concepts Strands.		
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Sample Yearlong Planning Schedule

*Revisited skills are in **bold print**.*

Lesson 1	Digital Citizenship	Lesson 10	Presentation Project	Lesson 19	Research/Info Literacy	Lesson 28	Research/Info Literacy
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End of Year Outcomes

Learning Targets 5th Grade Technology

- ⇒ Understand purpose of spreadsheets/grids/cells
- ⇒ Enter/copy/paste data into columns and rows
- ⇒ Open document
- ⇒ Save/as document
- ⇒ Insert graphics/clipart/charts

Spreadsheets

- ◊ Open document
- ◊ Save/as document
- ◊ Insert graphics/clipart
- ◊ Utilize font size, color, style, tab key
- ◊ Insert header/footer, table, Date/Time
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Word Processing

Multimedia Presentation

- Open document
- Save/As document
- Insert graphics/clipart
- Add/Delete slides
- Utilize design/background, use various slide formats
- Transitions

Keyboarding

- Understanding touch type technique
- Ergonomics
- Correct keyboarding techniques: Proper Finger Placement
- Type 15 wpm with 80% accuracy

Research

- ◊ Access/Navigate web browser
- ◊ Use various search strategies, predict keywords

Communication

- Blogs
- Emails
- Web-Pages
- Videos
- Team Participation: Team Roles, Responsibilities, Opinions

Cyber Safety

- Understand/explain cyber-safety rules for sharing personal information, downloading programs, socializing with strangers, and interacting with cyber-bullies on the Internet (Feelings).
- Able to enter own user name and password
- Ability to change password as re-

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Keyboarding/Word Processing
Online Tools (Calculator, dictionary, thesaurus, strikethrough (undo)
Copy and Paste

Mouse Skills (Drag and drop, navigate, select, select all, highlight)
Listen to audio clip
Scroll Bar
Zoom in and out

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Performance Indicator	Key Vocabulary	Instructional Resources
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<ul style="list-style-type: none"> S1.C1 	Concept 1: Knowledge and Ideas Use technology to generate knowledge and new ideas.	PO 1. Analyze information to generate ideas and processes.		Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs Collaborate using Google Docs, Slides or Sheets
<ul style="list-style-type: none"> S1.C2 	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. Recognize and explain relevant interdependent elements of a digital model or simulation. PO 2. Explore and experiment with system variables using models or simulations. PO 3. Compare and contrast two systems using a digital model or simulation.		Scholastic Immigration: Stories of Yesterday and Today The Jamestown Online Adventure PBS Kids President for a Day PHET Elementary Simulations ReadWriteThink Student Interactives National Library of Virtual Manipulatives 3-5 Math Playground Thinking Blocks Bubbl.us Virtual Field Trip Apps and Websites
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Strand 2: Communication and Collaboration			
<ul style="list-style-type: none"> S2.C1 	<p>Concept 1: Effective Communications and Digital Interactions Communicate and collaborate with others employing a variety of digital environments and media.</p>	<p>PO 1. Communicate digitally with others by selecting and using a variety of appropriate communication tools. PO 2. Explain and demonstrate the safety and etiquette of digital environments to communicate with intended audiences.</p>	<p>Teacher publishes student digital media online through their class website, class newsletter, etc.</p> <p>Kathy Schrock's Assessment and Rubrics Resource webpage</p> <p>Communication & Collaboration Padlet, Voki, WeCollabrify Map app, A Web Whiteboard, Kidblog</p> <p>Collaborate using Google Docs, Slides</p>

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<ul style="list-style-type: none"> S2.C2 	Concept 2: Digital Solutions Contribute to project teams to produce original works or solve problems.	PO 1. Contribute to a cooperative learning project and demonstrate effective group behaviors while using digital collaborative resources.		Kidblog Breakout EDU (See Games) Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs Collaborate using Google Docs, Slides or Sheets Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page
<ul style="list-style-type: none"> S2.C3 	Concept 3: Global Connections Create cultural understanding and global awareness by interacting with learners of other cultures.	PO 1. Communicate with individuals from different cultures or geographic areas to explore a variety of perspectives.		ePals Skype in the Classroom (Play Mystery Skype, Talk with a Guest Speaker, Take a Virtual Field Trip) Global Classroom Project Global Virtual Classroom Project Living in the US- Bring the Textbook to Life (Thinglink's Creative Challenges)
Strand 3: Research and Information Literacy				
<ul style="list-style-type: none"> S3.C1 	Concept 1: Planning Plan strategies to guide inquiry using technology.	PO 1. Predict and use key words and phrases that narrow or broaden information searches. PO 2. Predict which information sources will provide the desired data.		Generate keywords and synonyms from a search, conduct a search using multiple keywords Using Keywords (Common Sense Media, will need to sign up for a free account to download lesson PDF materials) 2016 GESD Internet Research Unit Kid Friendly Search Engines www.kidsclick.org

				www.kidrex.org www.kiddle.co (visual search engine)
<ul style="list-style-type: none"> S3.C2 	<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. Locate and synthesize information to revise search strategies.</p> <p>PO 2. Select and use authoritative primary and/or secondary sources.</p> <p>PO 3. Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting more than one source.</p> <p>PO 4. Use appropriate digital tools to synthesize research information and develop new ideas.</p> <p>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.</p>		<p>Use multiple search strategies to locate information</p> <p>Strategic Searching</p> <p>Create a Google custom search engine where the results come from only sites you specify as safe</p> <p>Differentiate between fact, opinion, bias and inaccurate information</p> <p>NY Times Fact & Opinion article practice</p> <p>GESD 2016 Copyright Unit</p> <p>Students create a Google Form to survey, then use the results to discuss and analyze data</p>
Strand 4: Critical Thinking, Problem Solving and Decision Making				
<ul style="list-style-type: none"> S4.C1 	<p>Concept 1: Investigation</p> <p>Identify and define authentic problems and significant questions for investigation.</p>	<p>PO 1. Write essential questions to investigate a topic or issue using digital tools and resources.</p>		<p>Manage a learning project using digital planning tools to develop solutions (Google Docs Graphic Organizers Hyperdocs)</p> <p>Using digital resources (Educational websites, Youtube, etc) to research and answer a big idea or essential question</p> <p>Mobile Apps: Post-it Plus (organizing ideas), Popplet Lite</p>
<ul style="list-style-type: none"> S4.C2 	<p>Concept 2: Exploring Solutions</p> <p>Plan and manage activities to develop solutions to answer a question or complete a project.</p>	<p>PO 1. Plan and manage research using credible digital resources to develop solutions to answer a question.</p> <p>PO 2. Generate solutions from different perspectives using collected resources and data.</p>		<p>Participate in small groups to manage a learning project and identify sources (what would be a good website to research)</p> <p>Propose solutions by discussing data collected to answer a question</p> <p>Computational Thinking/Coding: Code Course Studio 2, Scratch</p>

Strand 5: Digital Citizenship				
• S5.C1	Concept 1: Safety and Ethics Advocate and practice safe, legal, and responsible use of information and technology.	PO 1. Explain the consequences of inappropriate use of a personal digital device. PO 2. Describe cyber-bullying and describe strategies to deal with such a situation. PO 3. Identify and articulate rules for the use of digital tools as defined by school board policy and procedures. PO 4. Recognize and describe the potential risks and dangers associated with various forms of online communications. PO 5. Recognize and describe the potential advantages and risks of making an online purchase. PO 6. Exhibit legal and ethical behavior when using technology and discuss the consequences of misuse.		Common Sense Media Digital Passport Common Sense Media Private and Personal Information 2016 GESD Internet Safety Unit
• S5.C2	Concept 2: Leadership for Digital Citizenship Demonstrate leadership for digital citizenship.	PO 1. Exhibit digital citizenship by consistently leading by example and advocating social and civic responsibility to others.		Common Sense Media Digital Citizenship Pledge Common Sense Media Super Digital Citizen Common Sense Media What's Cyberbullying?
• S5.C3	Concept 3: Impact of Technology Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.	PO 1. Explain the impact of technology on individuals and society from a historical, economic, environmental and political perspective.		PBS Media: Impact of Technology videos & resources
Strand 6: Technology Operations and Concepts				
• S6.C1	Concept 1: Understanding Recognize, define and use technology term, processes,	PO 1. Describe the various technical system terms. PO 2. Define and apply knowledge of		Describe the various technical systems Abcya.com Abcya Computer Vocabulary Search & Find

	systems and applications.	various technical process terms. PO 3. Choose technology applications for a given activity/project. PO 4. Recognize and demonstrate ergonomically safe and sound use of equipment. PO 5. Identify physical risks of using digital technology.		<p>Compose a Word Doc or Google Doc that applies basic formatting</p> <p>Students choose a technology application for a given activity/project</p> <p>https://docs.google.com/document/d/1SVESTZf7Uf5DaCUxOuYu7XUMtFm1xWq44XBZBbf6fpc/edit?usp=sharing</p> <p>5-8th https://docs.google.com/drawings/d/1vEe_jVbKtqX68yedZKuxgekCSt8nTu8zaZOasmHqAHg/edit?usp=sharing</p> <p>3-4th https://docs.google.com/drawings/d/1XX9qShgHSeuWdpHpFHNm6wbebcce-qs27leCvTaE4sLQ/edit?usp=sharing</p> <p>GESD 2016 AzMERIT Features Unit</p>
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<ul style="list-style-type: none"> • S6.C2 	<p>Concept 2: Application Select and use applications effectively and productively.</p>	<p>PO 2. Compose a document that applies intermediate formatting. PO 3. Apply spreadsheet formatting skills. PO 4. Perform searches of existing databases. PO 5. Create multimedia presentations with multiple pages, audio, and transitions for individual assignments. PO 6. Use interactive web content to access, read, send, and receive information. PO 7. Use network storage drives to access information from a directory.</p>	<p>Keyboarding Goals: Good Habits and Accuracy (20 wpm with 80-100% accuracy) <i>Encouragement of good habits while formal keyboarding and word processing should begin. Emphasize accuracy over speed. First semester is the recommended time to begin formal keyboarding skills.</i></p> <p>Abcya Keyboard Invasion or Abcya Keyboarding Challenge GESD 2016 Keyboarding Unit</p> <p>Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides GESD 2016 Word Processing Unit</p> <p>Collaborate using Google Docs, Slides or Sheets Use a spreadsheet to record, organize, and graph information Google Sheets or Excel Spreadsheet lessons blog post (templates included!) 2016 GESD Spreadsheets Unit</p> <p>Plan, create and edit multimedia presentations Mobile Apps: Explain Everything, Shadow Puppet Edu, Adobe Voice 2016 GESD Presentation Unit</p> <p>Navigate to a web browser and identify elements of a web page Login independently with username and password as well as sign out</p> <p>Tour Builder: https://docs.google.com/document/d/1HIRji6Vm8iv3TKbqqAI989X3eUnhrIFE4EBaudcHA5M/edit?usp=sharing</p>
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				iMovie Basics Lessons 1-4
<ul style="list-style-type: none"> S6.C3 	<p>Concept 3: Troubleshoot Systems and Processes Define problems and investigates solutions in systems and processes.</p>	<p>PO 1. Use the help function within software and hardware to troubleshoot issues and problems.</p>		<p>Clear cache in browser Record and remember passwords Close out apps on mobile devices Soft reset on mobile devices</p>
<ul style="list-style-type: none"> S6.C4 	<p>Concept 4: Transfer of Knowledge Transfer current knowledge to learning of new technologies.</p>	<p>PO 1. Transfer understanding of current input/output devices, symbols and icons, and applications to learning new technologies.</p>		<p>Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save) when completing tasks</p> <p>Transfer understanding of current input/output devices Abcya Input/Output Devices</p> <p>Computational Thinking/Coding: Code Course Studio 2, Scratch</p>
				<p><i>*Resources were collected from the following sites:</i> http://www.fusd1.org/Page/12926</p>

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

Educational Technology Pacing Guide

Sixth Grade



Introduction to the Educational Technology Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the standards for educational technology. The structure of the standards suggests that they are....

KEY

- **Essential Standard**
- **Supporting Standard**

Part 1 - Standards Overview

The media curriculum emphasizes the following Strands. The curriculum is not sequential and may be taught in any order.		The following strands may be embedded into lessons throughout the year, and in conjunction with and to support the Research/Information Literacy and Technology Operations/Concepts Strands.		
Strand 3: Research and Information Literacy Concept 1: Planning <ul style="list-style-type: none"> ● S3.C1.PO1-PO2 Concept 2: Processing <ul style="list-style-type: none"> ● S3.C2.PO1-PO5 Strand 6: Technology Operations and Concepts Concept 1: Understanding <ul style="list-style-type: none"> ● S6.C1.PO1-PO5 Concept 2: Application <ul style="list-style-type: none"> ● S6.C2.PO1-PO7 Concept 3: Troubleshoot Systems and Processes <ul style="list-style-type: none"> ● S6.C3.PO1 Concept 4: Transfer of Knowledge <ul style="list-style-type: none"> ● S6.C4.PO1 		Strand 1: Creativity and Innovation Concept 1: Knowledge and Ideas <ul style="list-style-type: none"> ● S1.C1.PO1 Concept 2: Models and Simulations <ul style="list-style-type: none"> ● S1.C2.PO1-PO3 Concept 3: Trends and Possibilities <ul style="list-style-type: none"> ● S1.C3.PO1 Concept 4: Original Works <ul style="list-style-type: none"> ● S1.C4.PO1-PO2 	Strand 2: Communication and Collaboration Concept 1: Effective Communications and Digital Interactions <ul style="list-style-type: none"> ● S2.C1.PO1-PO2 Concept 2: Digital Solutions <ul style="list-style-type: none"> ● S2.C2.PO1 Concept 3: Global Connections <ul style="list-style-type: none"> ● S2.C3.PO1 	Strand 4: Critical Thinking, Problem Solving and Decision Making Concept 1: Investigation <ul style="list-style-type: none"> ● S4.C1.PO1 Concept 2: Exploring Solutions <ul style="list-style-type: none"> ● S4.C2.PO1-PO2 Strand 5: Digital Citizenship Concept 1: Safety and Ethics <ul style="list-style-type: none"> ● S5.C1.PO1-PO5 Concept 2: Impact of Technology <ul style="list-style-type: none"> ● S5.C2.PO1

Sample Yearlong Planning Schedule

Lesson 1	Digital Citizenship	Lesson 10	Presentation Project	Lesson 19	Research/Info Literacy	Lesson 28	Research/Info Literacy
Lesson 2	Digital Citizenship	Lesson 11	Presentation Project	Lesson 20	Multimedia Project	Lesson 29	Research/Info Literacy
Lesson 3	Research/Info Literacy	Lesson 12	Presentation Project	Lesson 21	Multimedia Project	Lesson 30	Word Processing Project
Lesson 4	Research/Info Literacy	Lesson 13	Research/Info Literacy	Lesson 22	Multimedia Project	Lesson 31	Word Processing Project
Lesson 5	Word Processing Project	Lesson 14	Research/Info Literacy	Lesson 23	Multimedia Project	Lesson 32	Word Processing Project
Lesson 6	Word Processing Project	Lesson 15	Word Processing Project	Lesson 24	Research/Info Literacy	Lesson 33	Research/Info Literacy

Lesson 7	Word Processing Project	Lesson 16	Word Processing Project	Lesson 25	Research/Info Literacy	Lesson 34	Presentation Project
Lesson 8	Research/Info Lit	Lesson 17	Word Processing Project	Lesson 26	Spreadsheet Project	Lesson 35	Presentation Project
Lesson9	Research/Info Lit	Lesson 18	Research/Info Literacy	Lesson 27	Spreadsheet Project	Lesson 36	Presentation Project

End of Year Outcomes

Learning Targets 6th Grade Technology

- ⇒ Produce simple charts and graphs from data in a spreadsheet.
- ⇒ Collect data

Spreadsheets

- ◊ Edit grammar/spelling
- ◊ Intermediate formatting
- ◊ Highlight
- ◊ Header/footer

Word Processing

- Type 20 wpm, 80% Accuracy
- Demonstrate typing skills and ergonomics for any given assignment.

Keyboarding

- Choose appropriate technology application for the audience and task.
- Use appropriate formatting for given assignment.

Multimedia Presentation

Research Communication

- ◊ Access/Navigate web browser
- ◊ Use various search strategies, determine keywords
- ◊ Cite Resources



Team Participation: Team Roles, Responsibilities, Opinions

- Avoid inappropriate websites
- Understand school policies on cyber safety
- Viruses
- Cyber predator/Bully (Feelings)
- Plagiarism

Cyber Safety

AZ Merit

Keyboarding/Word Processing
Online Tools (Calculator, dictionary, thesaurus, strikethrough (undo)
Copy and Paste

Mouse Skills (Drag and drop, navigate, select, select all, highlight)
Listen to audio clip
Scroll Bar
Zoom in and out

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Performance Indicator	Key Vocabulary	Instructional Resources
Strand 1: Creativity and Innovation				
<ul style="list-style-type: none"> S1.C1 	Concept 1: Knowledge and Ideas Use technology to generate knowledge and new ideas.	PO 1. Analyze information to generate new ideas and products.		Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs Brochure Template Collaborate using Google Docs, Slides or Sheets
<ul style="list-style-type: none"> S1.C2 	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. Recognize and explain relevant interdependent elements of a digital model or simulation. PO 2. Explore and experiment with system variables using models or simulations. PO 3. Compare and contrast two systems using a digital model or simulation.		Scholastic Immigration: Stories of Yesterday and Today The Jamestown Online Adventure PBS Kids President for a Day PHET Elementary Simulations ReadWriteThink Student Interactives National Library of Virtual Manipulatives 3-5 Math Playground Thinking Blocks Bubbl.us Virtual Field Trip Apps and Websites
<ul style="list-style-type: none"> S1.C3 	Concept 3: Trends and Possibilities Use technology to forecast trends and possibilities	PO 1. Identify patterns and trends to generate questions and draw conclusions.		Scholastic Forecast the Weather Students gather weather data and inputs into Google or Excel spreadsheet to view trends and predict possibilities 4th Grade Virginia Weather Graphs

<ul style="list-style-type: none"> • S1.C4 	<p>Concept 4: Original Works Use technology to create original works in innovative ways.</p>	<p>PO 1. Analyze information using digital creativity tools to create original works and express ideas PO 2. Use digital collaborative tools to analyze information to produce original works and express ideas.</p>	<p>Crayola Digi-Color Abcya Paint Picasso Head</p> <p>Media Lit (Analyzing Ad Techniques) https://docs.google.com/a/gstudents.org/document/d/1IDf9czPzFnZHCMLLeo807njDs1_36OvGcg4ytVVAhPp8/edit?usp=sharing</p> <p>https://docs.google.com/a/gstudents.org/presentation/d/17jt0m013S0IJUWyD_6bZm7XDvwQG2rwXzA4XRdjwxSA/edit?usp=sharing</p> <p>3D Design: https://www.tinkercad.com/</p> <p>https://docs.google.com/a/gstudents.org/document/d/1I2eHJNQdwPDQV_KgEy5yOK_c9icJ0lgt5jBBRgjj15E/edit?usp=sharing</p> <p>Country Brochure on Google Docs: https://docs.google.com/document/d/1abcTp3nhuCPfMfsaSOonjdeD2sXiAyChhlIm1zlZA50/edit</p> <p>Instructions and Rubric: https://docs.google.com/document/d/1NaL2mPMtGuEsvSoxkepHSmZ4DOuKH2YwruAicPAWG0/edit</p> <p>Teacher Example: https://docs.google.com/document/d/12nW57ohBRe96Hld0wX2x_HRdRF4snkDQdD0aelhP4zw/edit</p> <p>Piskel Animation: https://www.piskelapp.com/</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop</p>
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				Motion Studio
Strand 2: Communication and Collaboration				
<ul style="list-style-type: none"> S2.C1 	<p>Concept 1: Effective Communications and Digital Interactions</p> <p>Communicate and collaborate with others employing a variety of digital environments and media.</p>	<p>PO 1. Communicate digitally with others by selecting and using a variety of appropriate communication tools.</p> <p>PO 2. Explain and demonstrate the safety and etiquette of digital environments to communicate and collaborate with intended audiences.</p>		<p>Teacher publishes student digital media online through their class website, class newsletter, etc.</p> <p>Kathy Schrock's Assessment and Rubrics Resource webpage</p> <p>Communication & Collaboration</p> <p>Padlet, Voki, WeCollabrify Map app, A Web Whiteboard, Kidblog</p> <p>Collaborate using Google Docs, Slides or Sheets</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page</p>
<ul style="list-style-type: none"> S2.C2 	<p>Concept 2: Digital Solutions</p> <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>Kidblog</p> <p>Breakout EDU (See Games)</p> <p>Use Graphic Organizers</p> <p>Google Docs Graphic Organizers</p> <p>Hyperdocs</p> <p>Collaborate using Google Docs, Slides or Sheets</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page</p>
<ul style="list-style-type: none"> S2.C3 	<p>Concept 3: Global Connections</p> <p>Create cultural understanding and global awareness by interacting with learners of other cultures.</p>	<p>PO 1. Participate in communication at a distance with others of different cultures or geographic areas to gain different perspectives of topics.</p>		<p>ePals</p> <p>Skype in the Classroom (Play Mystery Skype, Talk with a Guest Speaker, Take a Virtual Field Trip)</p> <p>Global Classroom Project</p> <p>Global Virtual Classroom Project</p>

				Living in the US- Bring the Textbook to Life (Thinglink's Creative Challenges)
Strand 3: Research and Information Literacy				
• S3.C1	Concept 1: Planning Plan strategies to guide inquiry using technology.	PO 1. Predict and use key words and phrases that narrow or broaden information searches. PO 2. Predict which information sources will provide the desired data.		<p>Generate keywords and synonyms from a search, conduct a search using multiple keywords Using Keywords (Common Sense Media, will need to sign up for a free account to download lesson PDF materials)</p> <p>Kid Friendly Search Engines www.kidsclick.org www.kidrex.org www.kiddle.co (visual search engine)</p>
• S3.C2	Concept 2: Processing Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.	PO 1. Locate and synthesize information to revise search strategies. PO 2. Use authoritative primary and/or secondary sources. PO 3. Evaluate information and media through determining facts, opinion, bias, and inaccuracies by consulting multiple sources. PO 4. Use appropriate digital tools to synthesize research information to develop new ideas and/or create new understanding. 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.		<p>Use multiple search strategies to locate information Strategic Searching</p> <p>Create a Google custom search engine where the results come from only sites you specify as safe</p> <p>Differentiate between fact, opinion, bias and inaccurate information NY Times Fact & Opinion article practice</p> <p>Students create a Google Form to survey, then use the results to discuss and analyze data</p> <p>GESD 2016 Copyright Unit</p>
Strand 4: Critical Thinking, Problem Solving and Decision Making				
• S4.C1	Concept 1: Investigation 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>Manage a learning project using digital planning tools to develop solutions (Google Docs Graphic Organizers Hyperdocs)</p> <p>Using digital resources (Educational websites, Youtube, etc) to research and answer a big idea or essential question</p>

				Mobile Apps: Post-it Plus (organizing ideas), Popplet Lite
<ul style="list-style-type: none"> S4.C2 	<p>Concept 2: Exploring Solutions</p> <p>Plan and manage activities to develop solutions to answer a question or complete a project.</p>	<p>PO 1. Plan and manage research using credible digital resources to develop solutions to answer a question.</p> <p>PO 2. Generate solutions from different perspectives using collected resources and data.</p>		<p>Participate in small groups to manage a learning project and identify sources (what would be a good website to research)</p> <p>Propose solutions by discussing data collected to answer a question</p> <p>Computational Thinking/Coding: Code Course Studio 2, Scratch</p>
Strand 5: Digital Citizenship				
<ul style="list-style-type: none"> S5.C1 	<p>Concept 1: Safety and Ethics</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p>	<p>PO 1. Assess situations in which it is appropriate and safe to use a personal digital device in the home, school, and community.</p> <p>PO 2. Describe cyber-bullying and describe strategies to deal with such a situation.</p> <p>PO 3. Identify and articulate rules for the use of digital tools as defined by school board policy and procedures.</p> <p>PO 4. Identify and articulate strategies to protect personal information.</p> <p>PO 5. Evaluate various websites to choose the best option for making an Internet purchase for a particular product.</p> <p>PO 6. Exhibit legal and ethical behavior when using technology and discuss consequences of misuse.</p>		<p>Common Sense Media Digital Passport</p> <p>Common Sense Media Private and Personal Information</p> <p>GESD 2016 Internet Safety Unit</p> <p>BE INTERNET SAFETY</p> <p>Lesson Plan 6th Grade</p>
<ul style="list-style-type: none"> S5.C2 	<p>Concept 2: Leadership for Digital Citizenship</p> <p>Demonstrate 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>		<p>Common Sense Media Digital Citizenship Pledge</p> <p>Common Sense Media Super Digital Citizen</p> <p>Common Sense Media What's Cyberbullying?</p>

<ul style="list-style-type: none"> S5.C3 	<p>Concept 3: Impact of Technology</p> <p>Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.</p>	<p>PO 1. Research a current technology and describe its potential use to solve an economic, environmental, health, political, scientific, or social problem.</p>		<p>PBS Media: Impact of Technology videos & resources</p>
Strand 6: Technology Operations and Concepts				
<ul style="list-style-type: none"> S6.C1 	<p>Concept 1: Understanding Technology</p> <p>Recognize, define and use technology term, processes, systems and applications.</p>	<p>PO 1. Define and correctly use terms related to networks.</p> <p>PO 2. Define and apply knowledge of various technical process terms.</p> <p>PO 3. Choose technology applications appropriate for the audience and task.</p> <p>PO 4. Recognize and demonstrate ergonomically safe and sound use of equipment.</p> <p>PO 5. Identify physical risks of using digital technology.</p>		<p>Describe the various technical systems</p> <p>Abcya.com Abcya Computer Vocabulary Search & Find</p> <p>Compose a Word Doc or Google Doc that applies basic formatting</p> <p>Students choose a technology application for a given activity/project</p> <p>2016 GESD AzMERIT Features Unit</p>
<ul style="list-style-type: none"> S6.C2 	<p>Concept 2: Application</p> <p>Select and use applications effectively and productively.</p>	<p>PO 1. Demonstrate speed and accuracy in use of keyboard and data entry tools with at least 20 wpm and 80% accuracy.</p> <p>PO 2. Compose a document that applies intermediate formatting.</p> <p>PO 3. Produce simple charts and graphs from data in a spreadsheet.</p> <p>PO 4. Perform simple operations in a database.</p> <p>PO 5. Create multimedia presentations with multiple pages, audio, images, and transitions for individual assignments.</p> <p>PO 6. Create a simple web page incorporating text, links, and graphics.</p> <p>PO 7. Use network storage drives to access and share information from a directory.</p>		<p>Keyboarding</p> <p>Goals: Good Habits and Accuracy (20 wpm with 80-100% accuracy)</p> <p><i>Encouragement of good habits while formal keyboarding and word processing should begin. Emphasize accuracy over speed. First semester is the recommended time to begin formal keyboarding skills.</i></p> <p>Abcya Keyboard Invasion or Abcya Keyboarding Challenge</p> <p>2016 GESD Keyboarding Unit</p> <p>Compose a document that applies intermediate formatting</p> <p>Word Doc or Powerpoint</p> <p>Google Doc or Slides</p> <p>2016 GESD Word Processing Unit</p> <p>Collaborate using Google Docs, Slides</p>

				<p>or Sheets Use a spreadsheet to record, organize, and graph information Google Sheets or Excel Spreadsheet lessons blog post (templates included!)</p> <p>2016 GESD Spreadsheets Unit</p> <p>Plan, create and edit multimedia presentations Mobile Apps: Explain Everything, Shadow Puppet Edu, Adobe Voice</p> <p>2016 GESD Multimedia Presentation Unit</p> <p>Navigate to a web browser and identify elements of a web page Login independently with username and password as well as sign out</p> <p>iMovie Basics Lessons 1-4</p>
<ul style="list-style-type: none"> S6.C3 	<p>Concept 3: Troubleshoot Systems and Processes Define problems and investigates solutions in systems and processes.</p>	<p>PO 1. Use the help function within software and hardware to troubleshoot issues and problems.</p>		<p>Clear cache in browser Record and remember passwords Close out apps on mobile devices Soft reset on mobile devices</p>
<ul style="list-style-type: none"> S6.C4 	<p>Concept 4: Transfer of Knowledge Transfer current knowledge to learning of new technologies.</p>	<p>PO 1. Transfer understanding of current input/output devices, symbols and icons, and applications to learning new technologies.</p>		<p>Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save) when completing tasks</p> <p>Transfer understanding of current input/output devices Abcya Input/Output Devices</p> <p>Computational Thinking/Coding: Code Course Studio 2, Scratch</p>
				<p><i>*Resources were collected from the</i></p>

				<i>following sites:</i> http://www.fusd1.org/Page/12926
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Below you will find two additional resources for planning and implementing your content standards. The Common Core Standards for the Related Arts charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The Hess Cognitive Rigor Matrix for Fine Arts provides a framework for increasing the level of rigor when planning activities and engaging students.

Educational Technology Pacing Guide

Seventh Grade



Introduction to the Educational Technology Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the standards for educational technology. The structure of the standards suggests that they are....

KEY

- **Essential Standard**
- **Supporting Standard**

Part 1 - Standards Overview

The media curriculum emphasizes the following Strands. The curriculum is not sequential and may be taught in any order.		The following strands may be embedded into lessons throughout the year, and in conjunction with and to support the Research/Information Literacy and Technology Operations/Concepts Strands.		
Strand 3: Research and Information Literacy Concept 1: Planning <ul style="list-style-type: none"> ● S3.C1.PO1-PO2 Concept 2: Processing <ul style="list-style-type: none"> ● S3.C2.PO1-PO5 Strand 6: Technology Operations and Concepts Concept 1: Understanding <ul style="list-style-type: none"> ● S6.C1.PO1-PO5 Concept 2: Application <ul style="list-style-type: none"> ● S6.C2.PO1-PO7 Concept 3: Troubleshoot Systems and Processes <ul style="list-style-type: none"> ● S6.C3.PO1 Concept 4: Transfer of Knowledge <ul style="list-style-type: none"> ● S6.C4.PO1 		Strand 1: Creativity and Innovation Concept 1: Knowledge and Ideas <ul style="list-style-type: none"> ● S1.C1.PO1 Concept 2: Models and Simulations <ul style="list-style-type: none"> ● S1.C2.PO1-PO3 Concept 3: Trends and Possibilities <ul style="list-style-type: none"> ● S1.C3.PO1 Concept 4: Original Works <ul style="list-style-type: none"> ● S1.C4.PO1-PO2 	Strand 2: Communication and Collaboration Concept 1: Effective Communications and Digital Interactions <ul style="list-style-type: none"> ● S2.C1.PO1-PO2 Concept 2: Digital Solutions <ul style="list-style-type: none"> ● S2.C2.PO1 Concept 3: Global Connections <ul style="list-style-type: none"> ● S2.C3.PO1 	Strand 4: Critical Thinking, Problem Solving and Decision Making Concept 1: Investigation <ul style="list-style-type: none"> ● S4.C1.PO1 Concept 2: Exploring Solutions <ul style="list-style-type: none"> ● S4.C2.PO1-PO2 Strand 5: Digital Citizenship Concept 1: Safety and Ethics <ul style="list-style-type: none"> ● S5.C1.PO1-PO5 Concept 2: Impact of Technology <ul style="list-style-type: none"> ● S5.C2.PO1

Sample Year Long Planning Schedule

Lesson 1	Digital Citizenship	Lesson 10	Presentation Project	Lesson 19	Research/Info Literacy	Lesson 28	Research/Info Literacy
Lesson 2	Digital Citizenship	Lesson 11	Presentation Project	Lesson 20	Multimedia Project	Lesson 29	Research/Info Literacy
Lesson 3	Research/Info Literacy	Lesson 12	Presentation Project	Lesson 21	Multimedia Project	Lesson 30	Word Processing Project
Lesson 4	Research/Info Literacy	Lesson 13	Research/Info Literacy	Lesson 22	Multimedia Project	Lesson 31	Word Processing Project
Lesson 5	Word Processing Project	Lesson 14	Research/Info Literacy	Lesson 23	Multimedia Project	Lesson 32	Word Processing Project
Lesson 6	Word Processing Project	Lesson 15	Word Processing Project	Lesson 24	Research/Info Literacy	Lesson 33	Research/Info Literacy

Lesson 7	Word Processing Project	Lesson 16	Word Processing Project	Lesson 25	Research/Info Literacy	Lesson 34	Presentation Project
Lesson 8	Research/Info Lit	Lesson 17	Word Processing Project	Lesson 26	Spreadsheet Project	Lesson 35	Presentation Project
Lesson 9	Research/Info Lit	Lesson 18	Research/Info Literacy	Lesson 27	Spreadsheet Project	Lesson 36	Presentation Project

End of Year Outcomes

Learning Targets 7th Grade Technology

- ⇒ Enter/edit data/Bullets using simple formulas to perform calculations.
- ⇒ Collect data

Spreadsheets

- * Type 25 wpm, 80% Accuracy
- * Demonstrate typing skills and ergonomics for any given assignment.

Keyboarding

Research

- ◊ Access/Navigate web browser
- ◊ Use various search strategies, determine keywords

Communication

Blogs Emails Web-pages Videos

Team Participation: Team Roles, Responsibilities, Opinions

AZ Merit

- ◊ Compose document that applies advanced formatting.
- ◊ Cover page
- ◊ Page breaks
- ◊ Page numbers
- ◊ Word Art

Word Processing

Multimedia Presentation

- Choose appropriate technology application for the audience and task.
- Use appropriate advanced formatting for given assignment.
- Create and edit a visual and audio multimedia product.

Cyber Safety

- Avoid inappropriate websites
- Understand school policies on cyber safety
- Viruses
- Cyber predator/Bully (Strategies)
- Plagiarism

Keyboarding/Word Processing
Online Tools (Calculator, dictionary, thesaurus, strikethrough (undo)
Copy and Paste

Mouse Skills (Drag and drop, navigate, select, select all, highlight)
Listen to audio clip
Scroll Bar
Zoom in and out

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Performance Indicator	Key Vocabulary	Instructional Resources
Strand 1: Creativity and Innovation				2016 GESD Unit Overviews
<ul style="list-style-type: none"> S1.C1 	<p>Concept 1: Knowledge and Ideas</p> <p>Use technology to generate knowledge and new ideas.</p>	<p>PO 1. Analyze and evaluate information to generate new ideas, processes or products.</p>		<p>Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides</p> <p>Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs</p> <p>Collaborate using Google Docs, Slides or Sheets</p>
<ul style="list-style-type: none"> S1.C2 	<p>Concept 2: Models and Simulations</p> <p>Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.</p>	<p>PO 1. Summarize the relationship amongst interdependent elements of a digital model or simulation.</p> <p>PO 2. Analyze system processes and outcomes using models or simulations.</p> <p>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.</p>		<p>Scholastic Immigration: Stories of Yesterday and Today</p> <p>The Jamestown Online Adventure</p> <p>PBS Kids President for a Day</p> <p>PHET Elementary Simulations</p> <p>ReadWriteThink Student Interactives National Library of Virtual Manipulatives 3-5 Math Playground Thinking Blocks</p> <p>Bubbl.us</p> <p>Virtual Field Trip Apps and Websites</p>
<ul style="list-style-type: none"> S1.C3 	<p>Concept 3: Trends and Possibilities</p> <p>Use technology to forecast trends and possibilities</p>	<p>PO 1. Identify patterns and trends to forecast possibilities from different perspectives.</p> <p>PO 2. Ask questions and investigate a problem from different perspectives and formulate inferences from known facts.</p>		<p>Scholastic Forecast the Weather</p> <p>Students gather weather data and inputs into Google or Excel spreadsheet to view trends and predict possibilities</p> <p>4th Grade Virginia Weather Graphs</p>

<ul style="list-style-type: none"> S1.C4 	<p>Concept 4: Original Works 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. PO 2. Use digital collaborative tools to synthesize information, produce original works, and express ideas.</p>	<p>Crayola Digi-Color Abcya Paint Picasso Head</p> <p>Media Lit (Analyzing Ad Techniques) https://docs.google.com/a/gstudents.org/document/d/1IDf9czPzFnZHCMLLeo807njDs1_36OvGcg4ytVVAhPp8/edit?usp=sharing</p> <p>https://docs.google.com/a/gstudents.org/presentation/d/17jt0m013S0IJUWyD_6bZm7XDvwQG2rwXzA4XRdjwxSA/edit?usp=sharing</p> <p>3D Design: https://www.tinkercad.com/</p> <p>https://docs.google.com/a/gstudents.org/document/d/1I2eHJNQdwPDQV_KgEy5yOK_c9icJ0lgt5jBBRGjj15E/edit?usp=sharing</p> <p>Piskel Animation: https://www.piskelapp.com/</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio</p>
Strand 2: Communication and Collaboration			
<ul style="list-style-type: none"> S2.C1 	<p>Concept 1: Effective Communications and Digital Interactions Communicate and collaborate with others employing a variety of digital environments and media.</p>	<p>PO 1. Collaborate and communicate with peers, experts, or others employing a variety of digital tools to share findings and/or publish. PO 2. Explain and demonstrate features, conventions, voice, and etiquette of interactive digital environments to communicate with an appropriate audience.</p>	<p>Teacher publishes student digital media online through their class website, class newsletter, etc.</p> <p>Kathy Schrock's Assessment and Rubrics Resource webpage</p> <p>Communication & Collaboration Padlet, Voki, WeCollabrify Map app, A Web Whiteboard, Kidblog</p> <p>Collaborate using Google Docs, Slides or Sheets</p>

				<p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page</p> <p>Green Screening and Video Production: https://docs.google.com/document/d/1v3Vqg5ApuS-4O7Yff-VMD1e3sRGh4CuV6C0fRflsWNo/edit?usp=sharing</p>
<ul style="list-style-type: none"> S2.C2 	<p>Concept 2: Digital Solutions</p> <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>Kidblog Breakout EDU (See Games) Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs Collaborate using Google Docs, Slides or Sheets Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page</p>
<ul style="list-style-type: none"> S2.C3 	<p>Concept 3: Global Connections</p> <p>Create cultural understanding and global awareness by interacting with learners of other cultures.</p>	<p>PO 1. Independently locate and interact with teacher approved global communities.</p>		<p>ePals</p> <p>Skype in the Classroom (Play Mystery Skype, Talk with a Guest Speaker, Take a Virtual Field Trip) Global Classroom Project</p> <p>Global Virtual Classroom Project</p> <p>Living in the US- Bring the Textbook to Life (Thinglink's Creative Challenges)</p>
Strand 3: Research and Information Literacy				
<ul style="list-style-type: none"> S3.C1 	<p>Concept 1: Planning</p> <p>Plan strategies to guide inquiry using technology.</p>	<p>PO 1. Predict the most effective keywords and phrases for use in information searches.</p> <p>PO 2. Determine which information source will provide the desired data.</p>		<p>Generate keywords and synonyms from a search, conduct a search using multiple keywords Using Keywords (Common Sense Media, will need to sign up for a free account to download lesson PDF materials)</p>

				Kid Friendly Search Engines www.kidsclick.org www.kidrex.org www.kiddle.co (visual search engine)
<ul style="list-style-type: none"> S3.C2 	Concept 2: Processing Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.	PO 1. Locate and synthesize information utilizing advanced search strategies. PO 2. Use authoritative primary and/or secondary sources. PO 3. Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting multiple sources. PO 4. Synthesize research information to create new understanding or develop new ideas. PO 5. Apply ethical use of information and media by respecting copyrights, intellectual property rights, using information and media technology responsibly, and citing sources appropriately.		Use multiple search strategies to locate information Strategic Searching Create a Google custom search engine where the results come from only sites you specify as safe Differentiate between fact, opinion, bias and inaccurate information NY Times Fact & Opinion article practice Students create a Google Form to survey, then use the results to discuss and analyze data
Strand 4: Critical Thinking, Problem Solving and Decision Making				
<ul style="list-style-type: none"> S4.C1 	Concept 1: Investigation 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.		Manage a learning project using digital planning tools to develop solutions (Google Docs Graphic Organizers Hyperdocs) Using digital resources (Educational websites, Youtube, etc) to research and answer a big idea or essential question Mobile Apps: Post-it Plus (organizing ideas), Popplet Lite
<ul style="list-style-type: none"> S4.C2 	Concept 2: Exploring Solutions 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. PO 2. Present defensible solutions and make decisions from multiple perspectives using collected resources and data.		Participate in small groups to manage a learning project and identify sources (what would be a good website to research) Propose solutions by discussing data collected to answer a question Computational Thinking/Coding: Code

				Course Studio 2, Scratch
Strand 5: Digital Citizenship				
• S5.C1	Concept 1: Safety and Ethics 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 workplace. PO 2. Describe strategies to deal with cyberbullying situations. PO 3. Articulate and practice the school and district rules governing the use of digital tools as defined by school board policy and procedures. PO 4. Demonstrate safe online communication practices regarding personal information. PO 5. Analyze and compare various aspects of e-commerce. PO 6. Exhibit legal and ethical behaviors when using technology.		Common Sense Media Digital Passport Common Sense Media Private and Personal Information
• S5.C2	Concept 2: Leadership for Digital Citizenship Demonstrate leadership for digital citizenship.	PO 1. Promote digital citizenship by consistently leading by example and advocating social and civic responsibility to others.		Common Sense Media Digital Citizenship Pledge Common Sense Media Super Digital Citizen Common Sense Media What's Cyberbullying?
• S5.C3	Concept 3: Impact of Technology 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.		PBS Media: Impact of Technology videos & resources
Strand 6: Technology Operations and Concepts				
• S6.C1	Concept 1: Understanding Recognize, define and use technology term, processes,	PO 1. Explain and correctly use terms related to networks and connectivity. PO 2. Define and apply knowledge of		Describe the various technical systems Abcya.com Abcya Computer Vocabulary Search & Find

	systems and applications.	<p>various technical process terms.</p> <p>PO 3. Choose technology applications appropriate for the audience and task.</p> <p>PO 4. Recognize and demonstrate ergonomically safe and sound use of equipment.</p> <p>PO 5. Identify physical risks of using digital technology.</p>	<p>Compose a Word Doc or Google Doc that applies basic formatting</p> <p>Students choose a technology application for a given activity/project</p>
<ul style="list-style-type: none"> S6.C2 	<p>Concept 2: Application</p> <p>Select and use applications effectively and productively.</p>	<p>PO 1. Demonstrate speed and accuracy with appropriate data entry tools with at least 25 wpm and 80% accuracy.</p> <p>PO 2. Compose a document that applies advanced formatting.</p> <p>PO 3. Enter/edit data using simple formulas while using spreadsheet(s) to perform calculations.</p> <p>PO 4. Define terms used in database creation and perform simple operations.</p> <p>PO 5. Create and edit visual and audio material to generate a multimedia product.</p> <p>PO 6. Identify criteria for evaluating technical and design qualities of a web site and then create web-based content from the identified criteria.</p> <p>PO 7. Identify and use network protocols for moving files and secure web access.</p>	<p>Keyboarding Goals: Good Habits and Accuracy (25 wpm with 80-100% accuracy) <i>Encouragement of good habits while formal keyboarding and word processing should begin. Emphasize accuracy over speed. First semester is the recommended time to begin formal keyboarding skills.</i></p> <p>Abcya Keyboard Invasion or Abcya Keyboarding Challenge</p> <p>Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides Collaborate using Google Docs, Slides or Sheets Use a spreadsheet to record, organize, and graph information Google Sheets or Excel Spreadsheet lessons blog post (templates included!)</p> <p>Plan, create and edit multimedia presentations Mobile Apps: Explain Everything, Shadow Puppet Edu, Adobe Voice Navigate to a web browser and identify elements of a web page Login independently with username and password as well as sign out</p> <p>iMovie Basics Lessons 1-4</p>

				https://classroom.google.com/u/0/c/MTY0NjU5NzU4MDIa/a/NDk4OTY5NTUxMDRa/details
• S6.C3	Concept 3: Troubleshoot Systems and Processes Define problems and investigates solutions in systems and processes.	PO 1. Generate and apply solutions to troubleshoot hardware and software issues and problems.		Clear cache in browser Record and remember passwords Close out apps on mobile devices Soft reset on mobile devices
• S6.C4	Concept 4: Transfer of Knowledge 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.		Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save) when completing tasks Transfer understanding of current input/output devices Abcya Input/Output Devices Computational Thinking/Coding: Code Course Studio 2 , Scratch
				<i>*Resources were collected from the following sites:</i> http://www.fusd1.org/Page/12926

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

Educational Technology Pacing Guide

Eighth Grade



Introduction to the Educational Technology Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the standards for educational technology. The structure of the standards suggests that they are....

KEY

- **Essential Standard**
- **Supporting Standard**

Part 1 - Standards Overview

The media curriculum emphasizes the following Strands. The curriculum is not sequential and may be taught in any order.	The following strands may be embedded into lessons throughout the year, and in conjunction with and to support the Research/Information Literacy and Technology Operations/Concepts Strands.		
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Sample Year Long Planning Schedule

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Lesson 9	Research/Info Lit	Lesson 18	Research/Info Literacy	Lesson 27	Spreadsheet Project	Lesson 36	Presentation Project

End of Year Outcomes

Learning Targets 8th Grade Technology

- ⇒ Enter/edit data using simple formulas to perform calculations.
- ⇒ Collect data
- ⇒ Simple Formulas
- ⇒ Customized tables and graphs

Spreadsheets

Compose a multi section document that applies advanced formatting.

- ◊ Table
- ◊ Table of contents
- ◊ Insert duplicate page
- ◊ Ink tools

Word Processing

Multimedia Presentation

- Choose appropriate technology application for the audience and task.
- Use appropriate advanced formatting for given assignment.
- Create and edit visual and audio material to generate a stand-alone multimedia product.

Type 30 wpm, 80% Accuracy
Demonstrate typing skills and ergonomics for any given assignment.

Keyboarding

Research

- ◊ Access/Navigate web browser
- ◊ Use various search strategies, determine keywords
- ◊ Cite Resources

Communication

Blogs
Emails
Web-pages
Videos

Team Participation: Team Roles, Responsibilities, Opinions

Cyber Safety

Avoid inappropriate websites

- Understand school policies on cyber safety
- Viruses
- Cyber predator/Bully (Strategies)
- Plagiarism

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Keyboarding/Word Processing
Online Tools (Calculator, dictionary, thesaurus, strikethrough (undo)
Copy and Paste

Mouse Skills (Drag and drop, navigate, select, select all, highlight)
Listen to audio clip
Scroll Bar
Zoom in and out

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Performance Indicator	Key Vocabulary	Instructional Resources
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<ul style="list-style-type: none"> S1.C1 	Concept 1: Knowledge and Ideas Use technology to generate knowledge and new ideas.	PO 1. Analyze and evaluate information to generate new ideas, processes or products.		Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides Use Graphic Organizers Google Docs Graphic Organizers Hyperdocs Collaborate using Google Docs, Slides or Sheets
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		and logical links between the trends and patterns and the interpretations made from them.		
<ul style="list-style-type: none"> S1.C4 	<p>Concept 4: Original Works 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. PO 2. Use digital tools to collaborate with a group to communicate original ideas, products, or projects effectively in a creative or innovative style.</p>		<p>Crayola Digi-Color Abcya Paint Picasso Head</p> <p>Media Lit(Analyzing Ad Techniques): https://docs.google.com/a/gstudents.org/document/d/1IDf9czPzFnZHCMLeo807njDs1_36OvGcg4ytVVAhPp8/edit?usp=sharing</p> <p>https://docs.google.com/a/gstudents.org/presentation/d/17jt0m013S0IJUWyD_6bZm7XDvwQG2rwXzA4XRdjwxSA/edit?usp=sharing</p> <p>Slides: Information about creating an ad Tammy's Example 1</p> <p>3D Design: https://www.tinkercad.com/</p> <p>https://docs.google.com/a/gstudents.org/document/d/1I2eHJNQdwPDQV_KgEy5yOK_c9icJ0lgt5jBBRgjj15E/edit?usp=sharing</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio</p> <p>Piskel Animation: https://www.piskelapp.com/</p>
Strand 2: Communication and Collaboration				
<ul style="list-style-type: none"> S2.C1 	<p>Concept 1: Effective Communications and Digital Interactions Communicate and collaborate with others employing a variety of digital environments and</p>	<p>PO 1. Collaborate and communicate with peers, experts, or others employing a variety of digital tools to share findings and/or publish. PO 2. Explain and demonstrate features, conventions, voice, and etiquette of</p>		<p>Teacher publishes student digital media online through their class website, class newsletter, etc.</p> <p>Kathy Schrock's Assessment and Rubrics Resource webpage</p>

	media.	interactive digital environments to communicate with an appropriate audience.		<p>Communication & Collaboration Padlet, Voki, WeCollabify Map app, A Web Whiteboard, Kidblog</p> <p>Collaborate using Google Docs, Slides or Sheets</p> <p>Mobile Apps: Toontastic, Puppet Pals and Puppet Pals 2, Pic Collage for Kids, Adobe Spark Video, Explain Everything, Stop Motion Studio, Adobe Spark Page</p> <p>Green Screening and Video Production: https://docs.google.com/document/d/1v3Vqq5ApuS-4O7Yff-VMD1e3sRGh4CuV6C0fRflsWNo/edit?usp=sharing</p>
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• S2.C3	Concept 3: Global Connections Create cultural understanding and global awareness by interacting with learners of other cultures.	PO 1. Independently locate and interact with teacher approved global communities.		<p>ePals</p> <p>Skype in the Classroom (Play Mystery Skype, Talk with a Guest Speaker, Take a Virtual Field Trip) Global Classroom Project</p> <p>Global Virtual Classroom Project</p> <p>Living in the US- Bring the Textbook to Life (Thinglink's Creative Challenges)</p>
Strand 3: Research and Information Literacy				

• S3.C1	Concept 1: Planning Plan strategies to guide inquiry using technology.	PO 1. Predict the most effective keywords and phrases for use in information searches. PO 2. Determine which information source will provide the desired data.		<p>Generate keywords and synonyms from a search, conduct a search using multiple keywords Using Keywords (Common Sense Media, will need to sign up for a free account to download lesson PDF materials)</p> <p>Kid Friendly Search Engines www.kidsclick.org www.kidrex.org www.kiddle.co (visual search engine)</p>
• S3.C2	Concept 2: Processing Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.	PO 1. Locate and synthesize information utilizing advanced search strategies. PO 2. Evaluate and use authoritative primary and/or secondary sources. PO 3. Evaluate between fact and opinion, bias, inaccurate and misleading information by consulting multiple sources. PO 4. Synthesize research information to create new understanding. PO 5. Apply ethical use of information and media by respecting copyrights, intellectual property rights, using information and media responsibly, and citing resources appropriately.		<p>Use multiple search strategies to locate information Strategic Searching</p> <p>Create a Google custom search engine where the results come from only sites you specify as safe</p> <p>Differentiate between fact, opinion, bias and inaccurate information NY Times Fact & Opinion article practice</p> <p>Students create a Google Form to survey, then use the results to discuss and analyze data</p>
Strand 4: Critical Thinking, Problem Solving and Decision Making				
• S4.C1	Concept 1: Investigation 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>Manage a learning project using digital planning tools to develop solutions (Google Docs Graphic Organizers Hyperdocs)</p> <p>Using digital resources (Educational websites, Youtube, etc) to research and answer a big idea or essential question</p> <p>Mobile Apps: Post-it Plus (organizing ideas), Popplet Lite</p>
• S4.C2	Concept 2: Exploring Solutions Plan and manage activities to develop solutions to answer a	PO 1. Plan, conduct and manage research using appropriate digital resources to develop solutions for a		Participate in small groups to manage a learning project and identify sources (what would be a good website to research)

	question or complete a project.	question. PO 2. Present defensible solutions and make decisions from multiple perspectives using collected resources and data.		Propose solutions by discussing data collected to answer a question Computational Thinking/Coding: Code Course Studio 2 , Scratch
Strand 5: Digital Citizenship				
• S5.C1	Concept 1: Safety and Ethics 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 workplace. PO 2. Describe strategies to deal with cyberbullying situations. PO 3. Articulate and practice the school and district rules governing the use of digital tools as defined by school board policy and procedures. PO 4. Demonstrate safe online communication practices regarding personal information. PO 5. Analyze and compare various aspects of e-commerce. PO 6. Exhibit legal and ethical behavior when using technology.		Common Sense Media Digital Passport Common Sense Media Private and Personal Information
• S5.C2	Concept 2: Leadership for Digital Citizenship Demonstrate leadership for digital citizenship.	PO 1. Promote digital citizenship by consistently leading by example and advocating social and civic responsibility to others.		Common Sense Media Digital Citizenship Pledge Common Sense Media Super Digital Citizen Common Sense Media What's Cyberbullying?
• S5.C3	Concept 3: Impact of Technology Develop an understanding of the cultural, historical, economic and political impact of technology on individuals and society.	PO 1. Analyze current economic, environmental, health, political, scientific, or social problems that have technological solutions and propose potential solutions for the problems.		PBS Media: Impact of Technology videos & resources

Strand 6: Technology Operations and Concepts				
• S6.C1	Concept 1: Understanding Recognize, define and use technology term, processes, systems and applications.	PO 1. Explain how systems are integrated detailing input, output, and network devices. PO 2. Define and apply knowledge of various technical process terms. PO 3. Choose technology applications appropriate for the audience and task. PO 4. Recognize and demonstrate ergonomically safe and sound use of equipment. PO 5. Analyze and evaluate physical risks of using digital technology.		<p>Describe the various technical systems Abcya.com Abcya Computer Vocabulary Search & Find</p> <p>Compose a Word Doc or Google Doc that applies basic formatting</p> <p>Students choose a technology application for a given activity/project</p>
• S6.C2	Concept 2: Application Select and use applications effectively and productively.	PO 1. Demonstrate speed and accuracy with appropriate data entry tools with at least 30 wpm and 80% accuracy. PO 2.- Google Docs PO 3. Apply formatting features while using spreadsheet programs to customize tables, charts, and graphs. PO 4. Create a simple database for a content area. PO 5. Create and edit visual and audio material to generate a stand-alone multimedia product. PO 6. Identify criteria for evaluating technical and design qualities of a web site and then create web-based content from the identified criteria. PO 7. Identify and use network protocols for moving files and secure web access.		<p>Keyboarding Goals: Good Habits and Accuracy (30 wpm with 80-100% accuracy) <i>Encouragement of good habits while formal keyboarding and word processing should begin. Emphasize accuracy over speed. First semester is the recommended time to begin formal keyboarding skills.</i></p> <p>Abcya Keyboard Invasion or Abcya Keyboarding Challenge</p> <p>Compose a document that applies intermediate formatting Word Doc or Powerpoint Google Doc or Slides Collaborate using Google Docs, Slides or Sheets Use a spreadsheet to record, organize, and graph information Google Sheets or Excel Spreadsheet lessons blog post (templates included!)</p> <p>Plan, create and edit multimedia presentations Mobile Apps: Explain Everything, Shadow Puppet Edu, Adobe Voice Navigate to a web browser and identify elements of a web page</p>

				Login independently with username and password as well as sign out Slides Example-Tammy iMovie Basics Lesson 1-4
<ul style="list-style-type: none"> S6.C3 	Concept 3: Troubleshoot Systems and Processes Define problems and investigates solutions in systems and processes.	PO 1. Generate and apply solutions to troubleshoot hardware and software issues and problems.		Clear cache in browser Record and remember passwords Close out apps on mobile devices Soft reset on mobile devices
<ul style="list-style-type: none"> S6.C4 	Concept 4: Transfer of Knowledge Transfer current knowledge to learning of new technologies.	PO 1. Transfer understanding of current technologies to new and novel learning situations.		Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save) when completing tasks Transfer understanding of current input/output devices Abcya Input/Output Devices Computational Thinking/Coding: Code Course Studio 2 , Scratch
				<i>*Resources were collected from the following sites:</i> http://www.fusd1.org/Page/12926

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

COMMON CORE STANDARDS FOR THE RELATED ARTS

How are students literate with technology?

Reading Standards	
<i>Knowledge of domain-specific vocabulary</i>	<ul style="list-style-type: none"> • How do I use content-specific vocabulary in my content area? • How do I ensure I am explicitly teaching my content area vocabulary • How do students read content-specific vocabulary in my content area? • Why is it important for students to do this in my content area?
<i>Analyze, evaluate, and differentiate primary and secondary sources</i>	<ul style="list-style-type: none"> • What are primary and secondary sources in my content area? (i.e. paintings in visual art, music recordings in music, websites in media, videos of sport events in PE, real time student performance) • Why is it important for students to do this in my content area? • How do I ensure students are analyzing and evaluating content-specific sources?
<i>Synthesize quantitative and technical information, including facts presented in maps, timelines, flow charts, or diagrams</i>	<ul style="list-style-type: none"> • How are maps, timelines, flow charts or diagrams used in my content area? • Why is it important for students to do this in my content area? • How will students synthesize the information found in maps, timelines, flow charts or diagrams and are able to explain the information to another person?
Writing Standards	
<i>Write arguments on discipline-specific content and informative/explanatory texts</i>	<ul style="list-style-type: none"> • How might I ask students to write an argument in my content area? • What text, media, visual, or performance resources can be used as “text” to write arguments from? • Why would students need to argue a point-of-view or perspective in my content area?
<i>Use of data, evidence, and reason to support arguments and claims</i>	<ul style="list-style-type: none"> • What kind of data is specific to my content area? • How do I use text, media, visual, or performance resources as data to reason or support arguments or claims?
<i>Use of domain-specific vocabulary</i>	<ul style="list-style-type: none"> • How do students use content-specific vocabulary in their writing? • Why is it important for students to be able to write about my content area?

*adapted from the www.corestandards.org

Artistic Practice	DOK Level 1 Recall and Reproduction Having the knowledge required; do not need to “figure it out”	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing and Responding	<ul style="list-style-type: none"> Identify/ describe ways art represents what people see, hear, feel, believe Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music Describe how artists/ dancers might represent... Identify/ describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> Show relationships between (dance, music, film, etc.) and other arts forms Make observations or compare similarities/differences: styles, forms, techniques, etc. Explain possible reasons for selecting tools, medium, elements, principles, images, etc. Select a familiar artistic work to perform Explain the artist's central message 	<ul style="list-style-type: none"> Analyze/find evidence of how a combination of elements or principles are used to achieve a desired effect or theme Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) Perform an “old” idea in a new way
Historical, Social and Cultural Contexts	<ul style="list-style-type: none"> Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. Identify ways symbols and metaphors are used to represent universal ideas Locate symbols that represent... Identify/ describe characteristics and origins of dance/art/music genres 	<ul style="list-style-type: none"> Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/ theatre/film Explain or compare how different art forms communicate culture, time period, issues Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/ culture Explain/trace the evolution of arts forms across time periods 	<ul style="list-style-type: none"> Analyze how historical/cultural context is applied to develop theme in a performance or product Plan artworks based on historical, social, political, or cultural theme, concept, or representative style Apply problem solving strategies used among the arts, humanities, and sciences to solve visual “problems” 	<ul style="list-style-type: none"> Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration and Production	<ul style="list-style-type: none"> Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) Demonstrate a variety of movements, methods, techniques Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> Select/use tools for specific artistic purposes Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. Use/apply choreographic forms to communicate ideas, feelings, concepts Improvise simple rhythmic variations Create examples or models that represent the same topic, concept, idea, etc. 	<ul style="list-style-type: none"> Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme Create/compose for a specific purpose, using appropriate processes, tools, techniques Create narrative artwork depicting setting, characters, action, conflict, etc. Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> Apply multiple sets of criteria to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism and Reflection	<ul style="list-style-type: none"> Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation Describe criteria used for executing technical or artistic quality 	<ul style="list-style-type: none"> Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response Critique examples and non-examples of a given technique, style, etc. 	<ul style="list-style-type: none"> Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual “problem”) 	<ul style="list-style-type: none"> Formulate/ use multiple sets of criteria and evidence to critique a complex /multi-faceted performance or final product Compile and defend exemplars chosen to depict a theme or style

Part 3 - National Guidelines

Higher Standards Require an Increase in Keyboarding Skills

The [Common Core State Standards](#) pay significant attention to writing and cite the expectation of student skill in keyboarding.

Common Core ELA Standards (Literacy.W.2.6; 3.6; 4.6; 5.6; 6.6; 7.6; 8.6)

- 4th Grade ELA Production and Distribution of Writing Standard: Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 5th Grade ELA Production and Distribution of Writing Standard: Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- 6th Grade ELA Production and Distribution of Writing Standard: Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities.

- [ISTE Standards*S](#)

Arizona Technology Operations and Concepts Standard

- This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations, including demonstration of speed and accuracy in use of keyboard and data entry tools.
- [2009 Arizona Educational Technology Standards](#)

[Keyboarding Recommended Guidelines](#)