

Digital Citizenship Curriculum

Unit/Days	Standard #	Standard	Resources	Vocabulary	Assessment
<p>45 Days on Standards 1-4 Touch Keyboarding, Safe Technology Use and Word Processing</p> <p>40 days on Standards 5-8 Spreadsheets, Presentations, Communication, and Digital, Audio, video and images.</p>	<p>See Standard Column</p>	<p>Domain – Digital Citizenship Core Standard 1 Students understand how to use technology in a safe, legal and ethical manner to be good digital citizens and lifelong learners.</p> <p>Standards DCT- Investigate the risk of using technology and how 1.1 to use technology safely, legally and ethically DCT- Differentiate between appropriate technology 1.2 uses in different settings (School, Home, Work, etc) DCT- Prove responsible use of technology, including 1.3 social media, and lifelong learning</p> <p>Domain – Technology Operation Skills Core Standard 2 Students establish knowledge about the functions of computers in order to operate technology efficiently.</p> <p>Standards DCT- Identify and use hardware components, input 2.1 devices, output devices DCT- Differentiate different type of computers and 2.2 how they process information DCT- Demonstrate how to maintain and solve 2.3 common problems of computer equipment DCT- Identify and use operating systems and 2.4 software applications DCT- Illustrate how to manipulate a computer's 2.5 desktop, files, disks and system settings DCT- Demonstrate the appropriate technique to add 2.6 and remove software</p>	<p>Lesson Plans Word Document "Digitools" Hardcopy located in classroom file folder.</p> <p>Textbook: <i>Digitools: Technology Application Tools, Karl Barksdale</i></p> <p>Google Docs and Gmail</p> <p>"Typing Master" typing practice program</p>	<p>Vocabulary: Hard copy, copyright, alignment, netiquette, network, clipart, desktop, drag & drop, spreadsheet, font, footer, template, hardware, hyperlink, network, icons, leader, alphanumeric and scroll</p>	<p>Vocabulary Pretest</p> <p>Timed writings</p> <p>"Typing Master" Diplomas</p> <p>Parts of the computer quiz</p> <p>Parts of the computer crossword</p> <p>Proofreader's marks quiz</p> <p>"Type the List" Activities(Students are given a theme, example animals, and must type as many animals as they can in a set amount of time)</p> <p>"Group Races" students are put into groups of 4-8 and race against other groups in class.</p> <p>Teacher</p>

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Continued		<p>DCT- Use mobile computing devices and software 2.7</p> <p>DCT- Investigate the internet as a tool 2.8</p> <p>Core Standard 3 Students establish improved keyboarding techniques for effective personal and professional use.</p> <p>Standards</p> <p>DCT- Demonstrate correct home row keys hand 3.1 positions and key stroking</p> <p>DCT- Demonstrate appropriate technique for 3.2 alphabetic and special purpose keys</p> <p>DCT- Improve speed proficiency consistently 3.3</p> <p>DCT- Improve proficiency in accuracy 3.4</p> <p>Domain – Word Processing Software</p> <p>Core Standard 4 Students establish knowledge and skills of word processing software to be effective 21st Century Learners.</p> <p>Standards</p> <p>DCT- Use common editing and formatting functions, 4.1 including automatic tools</p> <p>DCT- Apply word processing tools to automate 4.2 process and increase efficiency</p> <p>DCT- Use common importing, exporting, and printing 4.3 functions</p> <p>DCT- Demonstrate common file-management 4.4 functions</p>	<p>SAM 2010</p> <p>Textbook: Microsoft Office 2010 Pasework and Pasework</p> <p>Internet</p>		<p>Observation: Posture Grades, in classes keyboarding lessons</p> <p>Sam Trainings and Tests</p> <p>Mini Projects, tests quizzes, teacher observations</p> <p>Vocabulary Pretest</p> <p>Teacher Demonstrations</p> <p>SAM Trainings and</p>

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Continued		<p>DCT- Apply and adapt file-management best 4.5 practices</p> <p>Domain – Spreadsheet Software Core Standard 5 Students establish knowledge and skills of spreadsheet software to be effective 21st Century Learners.</p> <p>Standards DCT- Create a spreadsheet and workbook 5.1 DCT- Manage worksheet data, structure and 5.2 formatting DCT- Use tools to sort and manipulate data 5.3 DCT- Evaluate data through the development and 5.4 effective use of charts DCT- Construct formulas and calculations 5.5</p> <p>Domain – Presentation Software Core Standard 6 Students establish knowledge and skills of presentation software to be effective 21st Century Learners.</p> <p>Standards DCT- Manage presentation data using tools 6.1 DCT- Apply and manipulate themes 6.2 DCT- Improve the use of slide show notes 6.3 DCT- Manage presentations by manipulating and</p>			<p>Tests</p> <p>PowerPoint Autobiography Presentations</p>

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Continued		<p>6.4 reordering slides</p> <p>Domain – Digital Audio, Video and Images</p> <p>Core Standard 7 Students adapt digital audio, video and images to improve the look of documents or presentations.</p> <p>Standards</p> <p>DCT- Import and export digital audio, video and 7.1 images</p> <p>DCT- Modify digital images using editing functions 7.2</p> <p>DCT- Use audio, video and images in other software 7.3 programs</p> <p>DCT- Review copyright laws related to digital media 7.4</p> <p>Domain – Communications Software</p> <p>Core Standard 8 Students establish knowledge and skills of communications software to be effective 21st Century Learners.</p> <p>Standards</p> <p>DCT- Use common editing and formatting functions, 8.1 including automatic tools</p> <p>DCT- Apply communication tools to automate 8.2 process and increase efficiency</p> <p>DCT- Use common importing, exporting, and printing 8.3 functions</p> <p>DCT- Demonstrate common file-management</p>			

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		8.4 functions DCT- Apply and adapt file-management best 8.5 practices			

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Unbound Report		<p>Reading Standards for Literacy in Technical Subjects 9-10 The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.</p> <p>Key Ideas and Details</p> <p>9-10.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.</p> <p>9-10.RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>9-10.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions</p>			
Process Research Paper 5 days					
Continued					

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		<p>defined in the text.</p> <p>Craft and Structure</p> <p>9-10.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to <i>grades 9-10 texts and topics</i>.</p> <p>9-10.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p> <p>9-10.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>Integration of Knowledge and Idea</p> <p>9-10.RT.7 Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.</p> <p>9-10.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>			

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Continued		<p>Range of Reading and Level of Text Complexity</p> <p>9- By the end of grade 10, read and</p> <p>10.RT.10 comprehend technical texts in the grades 9-10 text complexity band independently and proficiently</p> <p>Writing Standards for Literacy in Technical Subjects 9-10</p> <p>The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.</p> <p>Text Types and Purposes</p> <p>9- Write arguments focused on <i>discipline-</i></p> <p>10.WT.1 <i>specific content.</i></p> <p>9- Write informative/explanatory texts,</p> <p>10.WT.2 including technical processes.</p> <p>9- Students will not write narratives in technical</p> <p>10.WT.3 subjects. <i>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.</i></p> <p>Production and Distribution of Writing</p>			

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Continued		<p>9-10.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Research to Build and Present Knowledge</p> <p>9-10.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>			

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		9-10.WT.9 Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing 9-10.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			