

Board Approved July 2015

**DEPARTMENT:** Technology

**COURSE:** Computer Applications 6

<b>Week</b>	<b>Marking Period 1 / 3</b>
1	District AUP / Google Classroom
2	Safe Posture & Keyboarding
3	
4	Email Etiquette and Gmail
5	Performing Searches, Website Evaluation, and Using Databases
6	Internet Safety
7	
8	Google Drawings
9	Google Drive - Docs
10	
<b>Week</b>	<b>Marking Period 2 / 4</b>
11	Google Drive - Slides
12	
13	Google Drive - Sheets
14	
15	Google Forms
16	Google Sites
17	
18	Final Project
19	
20	Google Apps & Extensions

<b>Time Frame</b>	September/February (Demonstrated throughout the semester)
<b>Topic</b>	
Acceptable Use Policy	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are the consequences for unethical, unsafe behavior when using the computer?</li> <li>● What are my responsibilities for using technology?</li> <li>● How can misuse be prevented?</li> <li>● How will misuse affect not only me, but others?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Technology can have positive or negative impact on both users and those affected by their use.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyberbullying, cyber security, and cyber ethics, including appropriate use of social media.</li> <li>● 8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons intellectual property.</li> <li>● 8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Discuss the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.</li> <li>● Brainstorming and discussion of ideas based upon knowledge of the proper use of the computer/network while in school.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Identity need for Acceptable Use Policy</li> <li>● Discussion on the school’s Acceptable Use Policy</li> <li>● Describe consequences for misusing school computers/networks</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● AUP quiz on Google Classroom</li> <li>● Ongoing daily assessments</li> </ul>	

<b>21st Century Skills</b>						
	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	Collaboration
	Life & Career Skills	<b>X</b>	Information Literacy		Media Literacy	
<b>Interdisciplinary Connections</b>						
<ul style="list-style-type: none"> <li>• Language Arts</li> </ul>						

<b>Time Frame</b>	September/February (Demonstrated throughout the semester)						
<b>Topic</b>							
Google Classroom							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What are the benefits of a learning community?</li> <li>• What are the responsibilities for using technology?</li> </ul>							
<b>Enduring Understanding</b>							
<ul style="list-style-type: none"> <li>• Technology can be used in a variety of ways for learning and collaboration.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<ul style="list-style-type: none"> <li>• 8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.</li> <li>• 8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</li> </ul>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Discuss the purpose of an online learning community.</li> <li>• Navigate Google Classroom to find assignments and information needed, such as documents, submitting work, etc.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Discussion on uses of <a href="#">Google Classroom</a></li> <li>• Guided tour of Google Classroom</li> <li>• Scavenger hunt as to where things are located in Google Classroom</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Ongoing use of Google Classroom throughout semester.</li> </ul>							
<b>21st Century Skills</b>							
	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration

<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>● Language Arts</li> <li>● Mathematics</li> <li>● Science</li> <li>● Social Studies</li> </ul>							

<b>Time Frame</b>		September/February (Demonstrated throughout the semester)					
<b>Topic</b>							
Safe Posture							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What is safe posture while working at the computer?</li> </ul>							
<b>Enduring Understanding</b>							
<ul style="list-style-type: none"> <li>• Technology can have both positive or negative impacts on both users and those affected by their use.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<ul style="list-style-type: none"> <li>• 8.2.8.E.1 - Identify ways computers are used that have had an impact across the range human activity and within different careers where they are used.</li> </ul>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Recognize and prevent workplace-related injuries through safe posture: RSI.</li> <li>• Demonstrate safe posture when sitting at the computer.</li> <li>• Seat oneself properly in the work station.</li> <li>• Exercises used to reduce daily strain.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Discussion on safe posture.</li> <li>• Videos related to safe posture and RSI.</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Safe posture quiz on Google Classroom</li> <li>• Ongoing daily assessments</li> </ul>							
<b>21st Century Skills</b>							
	Creativity		Critical Thinking	X	Communication		Collaboration
	Life & Career Skills	X	Information Literacy		Media Literacy		

## **Interdisciplinary Connections**

- Language Arts
- Science

<b>Time Frame</b>	September/February (Demonstrated throughout the semester)						
<b>Topic</b>							
Keyboarding							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What is the correct way to type using the computer keyboarding?</li> </ul>							
<b>Enduring Understanding</b>							
<ul style="list-style-type: none"> <li>• Using correct keyboarding hand positioning can increase speed and efficiency when typing.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<ul style="list-style-type: none"> <li>• 8.2.8.E.1 - Identify ways computers are used that have had an impact across the range human activity and within different careers where they are used.</li> </ul>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Recognize home row.</li> <li>• Demonstrate proper keyboarding technique to increase typing speed and efficiency.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Typing games, such as <a href="#">Type Shark</a>.</li> <li>• Type in their notes throughout semester using proper hand positioning on keyboard.</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Typing speed test given throughout semester</li> </ul>							
<b>21st Century Skills</b>							
	Creativity		Critical Thinking	X	Communication		Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy		
<b>Interdisciplinary Connections</b>							



- Language Arts
- Science

<b>Time Frame</b>	October/March (Demonstrated throughout the semester)
<b>Topic</b>	
Email Etiquette & Gmail	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is etiquette and why is it important to communication?</li> <li>● How can you send an email to a classmate or teacher?</li> <li>● How do you add attachments to email?</li> <li>● What is spam (also known as junk mail)?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Email is a more formal means of communication. Proper etiquette should be used when sending an email to a recipient.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyberbullying, cyber security, and cyber ethics, including appropriate use of social media.</li> <li>● 8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.</li> <li>● 8.2.8.E.4 - Use appropriate terms in conversation.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Know how to log into school email.</li> <li>● Compose and send an email to a classmate and/or teacher.</li> <li>● Compose and send an email with an attachment.</li> <li>● Recognize spam and how to prevent it.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Discussion of different areas of email.</li> <li>● Discussion with examples of email etiquette.</li> <li>● Send an email to classmate or teacher.</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● Email sent to classmate using school email</li> <li>● Email sent to teacher using school email</li> </ul>	

<ul style="list-style-type: none"> <li>Ongoing use of email throughout semester</li> </ul>							
<b>21st Century Skills</b>							
<b>X</b>	Creativity		Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>Language Arts</li> </ul>							

<b>Time Frame</b>	October/March (Demonstrated throughout the semester)
<b>Topic</b>	
Performing Searches, Evaluating Websites, & Using Databases	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are different types of searches you can perform?</li> <li>● How do you know a website is reliable?</li> <li>● What is a database, and how can you use it for research?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● The Internet is a vast world of information that needs to be evaluated for reliable information.</li> <li>● Searches allow you to find information online, and they can be used to narrow the type of information you wish to find.</li> <li>● Databases are a more reliable source to find accurate information when researching a topic.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.8.D.2 - Demonstrate the application of appropriate citation to digital content.</li> <li>● 8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 - Assess the credibility and accuracy of digital content.</li> <li>● 8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</li> <li>● 8.2.8.E.4 - Use appropriate terms in conversation.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● How to use different types of searches to compile information on a topic.</li> <li>● Understand different types of searches can be used , but they might offer different results.</li> <li>● Evaluate various websites to see whether the information provided is relevant and accurate.</li> <li>● Understand the advantage of using a database when researching.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Search for various websites to locate and evaluate information provided.</li> <li>● Look up same information in different databases.</li> </ul>	

<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Search Engine and Website Evaluation Project</li> <li>• Ongoing use throughout semester</li> </ul>							
<b>21st Century Skills</b>							
	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication		Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>• Language Arts</li> </ul>							

<b>Time Frame</b>	October/March (Demonstrated throughout the semester)
<b>Topic</b>	
Internet Safety	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does technology affect our daily lives?</li> <li>● What is a cyberbully?</li> <li>● What is social media and how has it impacted society?</li> <li>● What is your online identity, and how can you protect it?</li> <li>● What information do you leave when you are online?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyberbullying, cyber security, and cyber ethics, including appropriate use of social media.</li> <li>● 8.1.8.D.4 - Assess the credibility and accuracy of digital content.</li> <li>● 8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.</li> <li>● 8.2.8.E.4 - Use appropriate terms in conversation.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Understand the benefits and drawbacks of the Internet and social media</li> <li>● Understand what cyber ethics</li> <li>● Recognize ways of avoiding cyberbullies</li> <li>● Discuss the different between facts, statistics, and opinion</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Research an Internet safety topic</li> <li>● Create a presentation, using websites such as <a href="#">Google Slides</a>, <a href="#">Prezi</a>, <a href="#">Glogster</a>, etc.</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● Internet safety presentation</li> </ul>	

<ul style="list-style-type: none"> <li>Ongoing use throughout semester</li> </ul>							
<b>21st Century Skills</b>							
<b>X</b>	Creativity		Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>Language Arts</li> </ul>							

<b>Time Frame</b>		October/March					
<b>Topic</b>							
Google Drawings							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>● How can I create my own drawings?</li> <li>● How else can I use Google Drawings?</li> </ul>							
<b>Enduring Understanding</b>							
<ul style="list-style-type: none"> <li>● Applications can be used to create unique and often specific graphics for documents and presentations.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> </ul>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>● Create unique graphics and illustrations that allows for specific information to be shared.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>● Create a image or graphic created using <a href="#">Google Drawings</a>.</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>● Image or graphic</li> <li>● Possible use within other units</li> </ul>							
<b>21st Century Skills</b>							
<b>X</b>	Creativity		Critical Thinking	<b>X</b>	Communication		Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		



## **Interdisciplinary Connections**

- Language Arts

<b>Time Frame</b>	November/April
<b>Topic</b>	
Google Drive - Slides	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can I use Google Slides?</li> <li>● How can I collaborate remotely to complete work?</li> <li>● What can I do to become a better public speaker?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Web-based applications, such as Google Slides, can be used to create and collaborate on presentations.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve real world problem or theory.</li> <li>● 8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</li> <li>● 8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</li> <li>● 8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.</li> <li>● 8.1.8.D.2 - Demonstrate the application of appropriate citation to digital content.</li> <li>● 8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 - Assess the credibility and accuracy of digital content.</li> <li>● 8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</li> <li>● 8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Presentation created in Google Slides</li> <li>● Sharing a presentation</li> <li>● Apply themes</li> <li>● Creating your own theme</li> <li>● Collaborating effectively on a presentation</li> </ul>	

<ul style="list-style-type: none"> <li>● Inserting elements</li> <li>● Formatting</li> <li>● Arranging elements</li> <li>● Hyperlinking</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>● Creating a presentation in <a href="#">Google Slides</a></li> <li>● Creating a works cited page in <a href="#">Google Docs</a> and hyperlinking to it</li> <li>● Working with partners remotely for research and creation of presentation</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>● Presentation with works cited page</li> </ul>							
<b>21st Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>● Language Arts</li> <li>● Science</li> <li>● Social Studies</li> </ul>							

<b>Time Frame</b>	November/April (Demonstrated throughout the semester)
<b>Topic</b>	
Google Drive - Docs	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can I use Google Docs?</li> <li>● How can I collaborate remotely to complete work?</li> <li>● What is the importance of a works cited page?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Web-based applications, such as Google Docs, can be used to create and collaborate on documents.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters, or flyers) using one or more digital applications to be critiqued by professionals for usability.</li> <li>● 8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.</li> <li>● 8.1.8.D.2 - Demonstrate the application of appropriate citation to digital content.</li> <li>● 8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.</li> <li>● 8.1.8.D.4 - Assess the credibility and accuracy of digital content.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Document creation</li> <li>● Making a copy of a document</li> <li>● Sharing a document</li> <li>● Making comments and suggestions</li> <li>● Revision history</li> <li>● Inerting and using tables</li> <li>● Inserting images</li> <li>● Formatting</li> <li>● Using tools and add-ons</li> <li>● MLA format and citations</li> </ul>	
<b>Learning Activities</b>	

- Creating and formatting a document using [Google Docs](#).
- Working with partners remotely for research and creating a document.
- Peer-editing within a document that has been shared for collaboration.
- Discussion on the importance of a works cited page to give credit to original source.
- Creating a works cited page using [Google Docs](#).

**Assessments**

- Document with works cited page
- Ongoing use throughout semester

**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

- Language Arts
- Science
- Social Studies

<b>Time Frame</b>	December/May
<b>Topic</b>	
Google Drive - Sheets	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can I use Google Sheets?</li> <li>● How do I create graphs and charts to display my data?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Web-based applications, such as Google Sheets, can be used to organize and display data.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.8.A.3 - Graph and calculate data within a spreadsheet and present a summary of results.</li> <li>● 8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Spreadsheet creation</li> <li>● Review sharing</li> <li>● Inserting charts and graphs</li> <li>● Formatting</li> <li>● Hyperlinking</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Discussion on the how data can be displayed effectively.</li> <li>● Creation of a spreadsheet using <a href="#">Google Sheets</a>.</li> <li>● Demonstration on how formatting spreadsheets affects how data is displayed.</li> <li>● Displaying of data through the use of charts and graphs.</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● Spreadsheet with chart or graph</li> <li>● Use with Google Forms as well</li> </ul>	

<b>21st Century Skills</b>							
	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication		Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>● Language Arts</li> <li>● Mathematics</li> <li>● Science</li> </ul>							

<b>Time Frame</b>	December/May
<b>Topic</b>	
Google Drive - Forms	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What can I use Google Forms for?</li> <li>• How do I create graphs and charts to display my data?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>• Web-based applications, such as Google Forms, can be used to collect data about a particular topic.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>• 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>• 8.1.8.A.3 - Graph and calculate data within a spreadsheet and present a summary of results.</li> <li>• 8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Using a survey to obtain data</li> <li>• Analyzing data</li> <li>• Using charts and/or graphs to display data</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Discussion on how to collect information via the Internet.</li> <li>• Creating a form for a survey with a related theme in <a href="#">Google Forms</a>.</li> <li>• Reviewing of data that is automatically put into a spreadsheet in <a href="#">Google Sheets</a>.</li> <li>• Reviewing of charts or graphs to display data.</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Survey or Poll</li> </ul>	
<b>21st Century Skills</b>	



	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication		Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

- Language Arts
- Mathematics
- Science

<b>Time Frame</b>	December-January/May-June						
<b>Topic</b>							
Google Sites							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>● What is the purpose of a website?</li> <li>● What types of websites are there?</li> </ul>							
<b>Enduring Understanding</b>							
<ul style="list-style-type: none"> <li>● Websites can be used to share information online, but putting too much information out there or putting the wrong kind of information out there can be detrimental.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex: telecollaborative project, blog, school web).</li> </ul>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>● Website creation</li> <li>● Design and layout</li> <li>● Incorporating key information</li> <li>● Displaying data</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>● Discussion on the advantages and disadvantages of website use.</li> <li>● Design of a website to display information.</li> <li>● Incorporate hyperlinks to provide further information.</li> <li>● Discussion on the importance of giving credit where credit is due.</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>● Website</li> </ul>							
<b>21st Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical	<b>X</b>	Communication	<b>X</b>	Collaboration

			Thinking				
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>● Language Arts</li> <li>● Mathematics</li> <li>● Science</li> <li>● Social Studies</li> </ul>							

<b>Time Frame</b>	January/June
<b>Topic</b>	
Google Apps & Extensions	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is an app?</li> <li>● What is a Chrome extension?</li> <li>● How can apps and extensions be used to streamline use within Chrome?</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Chrome Apps and Extensions can be used to making Internet use more seamless and efficient.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<ul style="list-style-type: none"> <li>● 8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</li> <li>● 8.1.P.B.1 - Create a story about a picture taken by the student on a digital camera or mobile device.</li> <li>● 8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.</li> <li>● 8.1.P.C.1 - Collaborate with peers by participating in interactive digital games or activities.</li> </ul>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Manage extensions and apps</li> <li>● Enable/disable extensions</li> <li>● Install/uninstall apps</li> <li>● Using apps and extensions</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Discussion on the difference between apps and extensions.</li> <li>● Demonstrate how to manage, install, and uninstall apps and extensions for home use.</li> <li>● Create a presentation using a one of the various apps pre-installed in Chrome.</li> <li>● Use pre-installed extensions to enhance use of the Internet.</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● Use of apps and extensions</li> <li>● Presentation created using apps</li> </ul>	

<ul style="list-style-type: none"> <li>Demonstrated throughout the semester</li> </ul>							
<b>21st Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication		Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
<ul style="list-style-type: none"> <li>Language Arts</li> </ul>							