Collaboration Resources
[ISTE Standards](#)   [Ohio Learning Standards for Technology](#)   [Google Applied Digital Skills](#)

STRAND: Information and Communications Technology	Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.	ICT-T1
The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.	Topic 2: Use digital learning tools and resources to locate, evaluate and use information.	ICT-T2
	Topic 3: Use digital learning tools and resources to construct knowledge.	ICT-T3
	Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.	ICT-T4
STRAND: Society and Technology	Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.	ST-T1
The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.	Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.	ST-T2
	Topic 3: Explain how technology, society and the individual impact one another.	ST-T3
STRAND: Design and Technology	Topic 1: Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.	DT-T1
Address the nature of technology to develop and improve products and systems over time to meet the human/societal needs and wants through design processes.	Topic 2: Identify a problem and use an engineering design process to solve the problem.	DT-T2
	Topic 3: Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.	DT-T3
	Topic 4: Evaluate designs using functional, aesthetic and creative elements.	DT-D4

Kindergarten-1st Technology Scope and Sequence

Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Topic	ICT-T1, ST-T1	ICT-T1	ICT-T3	DT-1
Content Standards	Develop basic skills for using digital learning tools and resources to accomplish a defined task. Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user.	With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.	With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.	Explain that systems have parts or components that work together to accomplish a goal Give examples of how resources such as tools and materials are things that help people get a job done.

Resources	CyberFive
	Internet Safety - Brainpop
	Computer Parts Coloring Page
		Mouse Skills
		Alphabetical Order
		   Connect Dots
		   Click and Drag
		Numerical Order
		Sight Word Bingo
			Word Cloud
			Storymaker
			All About Me
				Sid the Science Kid S2 Ep 23
				Amazing Computer Science Tool
				Magic School Bus Gets Programmed

2nd Grade Technology Scope and Sequence

Theme				
Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Topic	ICT-T1, ST-T1	ICT-T1, ICT-T3	ICT-T1, ICT-T3	**ST-T1, ST-T3, ICT-T1**
Content Standards	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user. Develop basic skills for using digital learning tools and resources to accomplish a defined task.	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user. Identify positive and negative impacts your use of technology can have on you and your family. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.

Resources	CyberFive
	Internet Safety - Brainpop
	Computer Parts Coloring Page
	Dance Mat Typing
	Typing Test
		Google Docs Project
		- Retell or Original Story with illustration
		- State Research Project
		  table feature
		  motto illustration
		  right mouse skills copy/paste
		
		ABCYA Paint
		State Symbols Source
			Google Docs Project
			- Retell or Original Story with illustration
			- State Research Project
			  table feature
			  motto illustration
			  right mouse skills copy/paste
			
			ABCYA Paint
			State Symbols Source
				Franklin and the Computer
				Paired Texts
				If You Give a Mouse a Cookie
				If You Give a Mouse an IPhone
				Story Circle
				  Sequence items
				  Sequence circle
				Story Maker
				5Ws
				Venn Diagram
				Cause Effect

3rd Grade Technology Scope and Sequence

Theme				
Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Topic	ICT-T1, ST-T1	ICT-T3	ICT-T3	ICT-T3
Content Standards	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user. Create artifacts using digital learning tools and resources to demonstrate in knowledge.	Create artifacts using digital learning tools and resources to demonstrate in knowledge. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Organize observations and data collected during student explorations to determine if patterns are present. Create artifacts using digital learning tools and resources to demonstrate in knowledge.	Create artifacts using digital learning tools and resources to demonstrate in knowledge.
Resources	CyberFive Safe Online Surfing Google Docs Project All About Me w/Rubric Typing Test	Word Cloud Word Search Crossword Puzzle Venn Diagram Chromebook vs Desktop	Google Sheets Project House, Average Temperature with charts, Pizza Survey	Google Slides Project My School Years

4th Grade Technology Scope and Sequence

Theme				
Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Topic	ST-T1, ICT-T3	ICT-T3	ICT-T3	ICT-T3, DT-T1
Content Standards	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user. Create artifacts using digital learning tools and resources to demonstrate in knowledge	Create artifacts using digital learning tools and resources to demonstrate in knowledge.	Create artifacts using digital learning tools and resources to demonstrate in knowledge.	Create artifacts using digital learning tools and resources to demonstrate in knowledge. Describe a process as a series of actions and how it is used to produce a result. ISTE 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
Resources	Internet Safety CyberFive Safe Online Surfing Google Docs Review Project All About Famous Person Typing Test	Google Slides Project What Do I Want To Be When I Grow Up	Google Sheets Project Age and Weight on Other Planets	Design Project Cartoon & Animation Cartoon Creator Make an Animation

5th Grade Technology Scope and Sequence

Theme				
Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Topic	ST-T1, ST-T2	ICT-T3	ICT-T3	ICT-T2. ICT-T3
Content Standards	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user. Identify the positive and negative impact the use of technology can have on relationships, communities and self.	Gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic. Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc. in digital learning tools and resources to clarify and add to knowledge. Create artifacts using digital learning tools and resources to demonstrate knowledge.	Create artifacts using digital learning tools and resources to demonstrate knowledge.	Create artifacts using digital learning tools and resources to demonstrate knowledge. Use appropriate search techniques to locate needed information using digital learning tools and resources. Explain basic ideas of plagiarism and copyright.
Resources	Internet Safety CyberFive Safe Online Surfing MLA format Typing Test	Career Research Project Build Your Future Career Cluster Survey US News Top 100 Careers	Google Sheets Project Area & Perimeter	STEM Project Green Technology

6th Grade Technology Scope and Sequence

Theme	Digital Citizenship			
Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Strand	ICT-T1, ICT-T2, ICT-4 ST-T1, ST-3	ICT-T1, ICT-T3, ICT-4, ST-T1	ICT-T1, ICT-T2, ICT-4 ST-T1, ST-3	ICT-T1, ICT-T3, ICT-4 ST-T1
Content Standards	ICT -T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT - T2 ● Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism. ICT - T4 ● Select and use a variety of media formats to communicate information to a target audience.	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT-T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps, graphs, infographics, videos, animations,	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT-T2 ● Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism. ICT -T4 ● Select and use a variety of media formats to communicate information to a target audience.	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT - T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc.) from multiple digital learning tools and resources.

	ST-T1 ● Advocate and exhibit ethical, legal and responsible practices when utilizing technology. ● Explore the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world. ST-3 ● Manage components of your digital identify and your digital footprint.	interactives, etc.) from multiple digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT -T4 ● Select and use a variety of media formats to communicate information to a target audience.	ST-T1 ● Advocate and exhibit ethical, legal and responsible practices when utilizing technology. ● Explore the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world. ST-3 ● Manage components of your digital identify and your digital footprint.	● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT -T4 ● Select and use a variety of media formats to communicate information to a target audience.
Resources	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi.com i-Ready Common Sense Media

7th Grade Technology Scope and Sequence Semester

Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Strand	ICT-T1, ICT-T2, ICT-T3, ICT-4 ST-T1, ST-3	ICT-T1, ICT-T3, ICT -T4, ST-1	ICT-T1, ICT-T2, ICT-T3, ICT-4 ST-T1, ST-3	ICT-T1, ICT-T3, ICT -T4, ST-1
Content Standards	ICT -T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT - T2 ● Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism. ICT-T3	ICT -T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT-T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from multiple digital learning tools and resources.	ICT -T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT - T2 ● Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism. ICT-T3 ● Analyze and integrate textual, visual, and	ICT -T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT-T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from multiple digital learning tools and resources.

	● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from multiple digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT-T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience.	● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT-T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences.	quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from multiple digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT-T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-T1 ● Advocate and exhibit ethical, legal and responsible practices	● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT-T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-T1 ● Advocate and exhibit ethical, legal and responsible practices when utilizing technology. ● Explore the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world. ● Review and demonstrate ethical considerations and legal requirements involved in the creation and use of digital technologies.

	● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-T1 ● Advocate and exhibit ethical, legal and responsible practices when utilizing technology. ● Explore the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world. ● Review and demonstrate ethical considerations and legal requirements involved in the creation and use of digital technologies. ST-3 ● Manage components of your digital identify and your digital footprint.		when utilizing technology. ● Explore the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world. ● Review and demonstrate ethical considerations and legal requirements involved in the creation and use of digital technologies. ST-T3 ● Manage components of your digital identify and your digital footprint.	

Resources	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi i-Ready Common Sense Media CS Discoveries	Typing.com Everfi.com i-Ready Common Sense Media

8th Grade Technology Scope and Sequence

Theme				
Spiraled Standard				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Strand	ICT-T1, ICT-T2, ICT-T3, ICT-4 ST-T1, ST-T2, and ST-3	ICT-T1, ICT-T3, ICT -T4, ST-3	ICT-T1, ICT-T2, ICT-T3, ICT-4 ST-T1, ST-T2, and ST-3	ICT-T1, ICT-T3, ICT -T4, ST-3
Content Standards	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT-T2 ● Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism. ICT - T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT - T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from multiple	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT-T2 ● Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism. ICT - T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics,	ICT-T1 ● Select and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. ● Evaluate the use of digital learning tools and resources to support learning and productivity. ICT - T3 ● Analyze and integrate textual, visual, and quantitative information (images, diagrams, maps graphs, infographics, videos, animations, interactives, etc.) from multiple digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT -T4

multiple digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT -T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-T1 ● Advocate and exhibit ethical, legal and responsible practices when utilizing technology. ● Explore the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world.	digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT -T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-3 ● Describe the impact of an individual's wants,	videos, animations, interactives, etc.) from multiple digital learning tools and resources. ● Create artifacts using digital learning tools and resources to demonstrate knowledge. ICT -T4 ● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-T1 ● Advocate and exhibit ethical, legal and responsible practices when utilizing technology. ● Explore the advantages and disadvantages of	● Use digital learning tools and resources to identify communication needs considering goals, audience and content. ● Select and use a variety of media formats to communicate information to a target audience. ● Evaluate the effectiveness of a digital tool to communicate information with multiple audiences. ST-3 ● Describe the impact of an individual's wants, values and interests on the development of new technologies. ● Manage components of your digital identify and your digital footprint.

	● Review and demonstrate ethical considerations and legal requirements involved in the creation and use of digital technologies. ST-T2 ● Investigate how social media impacts society and digital identities of individuals and organizations. ST-T3 ● Describe the impact of an individual's wants, values and interests on the development of new technologies. ● Manage components of your digital identify and your digital footprint.	values and interests on the development of new technologies. ● Manage components of your digital identify and your digital footprint.	widespread use, accessibility, and reliance on technology in your world. ● Review and demonstrate ethical considerations and legal requirements involved in the creation and use of digital technologies. ST-T2 ● Investigate how social media impacts society and digital identities of individuals and organizations. ST-T3 ● Describe the impact of an individual's wants, values and interests on the development of new technologies. ● Manage components of your digital identify and your digital footprint.	
Resources	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi.com i-Ready Common Sense Media	Typing.com Everfi.com i-Ready Common Sense Media	Common Sense Media CS Discoveries

9 to 12 Web Design Scope and Sequence Full Year

Web Design				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Year Long Content Standards	**ICT-T3** • Create artifacts using digital learning tools and resources to demonstrate knowledge. **ICT-T4** • Use digital learning tools to represent and model complex systems of information to a target audience. **ST-T1** • Interpret and practice ethical considerations and legal requirements involved in the creation, and use of digital technologies. **DT-T1** • Discuss how the design process builds on the core concepts of technology, including the relationship between systems. **DT-T2** • Implement, document and present the design process as applied to a particular product, process or problem. **DT-T4** • Critically evaluate a design solution at multiple points of the design process. Consider design requirements and adjust processes and outcomes as needed. **DT-T4** • Explain the interrelationship between technology, creativity and innovation.			
Topic	**ICT-T1, ST-T1, ST-T2, ST-T2**	**ICT-T1, ICT-T2,**	**ICT-T3, ICT-T4, ST-T3**	**ICT-T4, ST-T2, ST-T3, DT-T4**
Content Standards	• Develop strategies for using digital learning tools and resources to plan, implement and reflect upon a complex task. • Debate the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world, in the workplace and in global society. • Demonstrate an advocate effective collaboration strategies and techniques using technology.	• Based on project-specific requirements, develop criteria to select digital learning tools and resources to support the concurrent management of multiple projects. • Use advanced search and filtering techniques to locate needed information using digital learning tools and resources.	• Synthesize textual, visual, and quantitative research and data (images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc.) from a variety of digital learning tools and resources. • Integrate accessibility principles to effectively communicate to, and meet the needs of, multiple audiences. • Discuss how technological	• Use digital learning tools and resources to identify communication needs considering goals, audience, content, access to tools or devices, timing of communication (time zones), etc. • Describe and demonstrate professionalism and civility in communications and collaborative environments. • Analyze and influence your digital identity and digital footprint while considering past,

	• Analyze how social media impacts society, individuals and organizations.	• Apply principles of copyright, use digital citation tools and use strategies to avoid plagiarism when using the work of others as well as creating personal work.	innovation has resulted when ideas, knowledge or skills have been shared across multiple fields.	present, and future implications. • Evaluate project/product solutions and communicate observations of the entire design process results
Resources	Codehs Google Sites Google Applied Skills SOLE Field Trip and Speaker contacts	Khan Academy Scrum Boards for PBL Quizizz Kahoot	Code.org Hour of Code	

9 to 12 Technology Scope and Sequence Semester

Course: Info Tech				
	Quarter 1/3		**Quarter 2/4**	
Topic	ICT-T1		ICT-T2, ICT-T1	
Semester Long Content Standards	ICT-T3 • Create artifacts using digital learning tools and resources to demonstrate knowledge.			
Content Standards	• Develop strategies for using digital learning tools and resources to plan, implement and reflect upon a complex task.		• Independently construct an evaluative process for information sources chosen for learning task. • Analyze and evaluate the ease of use and effectiveness of available features of selected digital learning tools and resources.	
Resources	Microsoft Office typing.com	Microsoft Learning	GoSkills	Kahn Academy

Ohio's Learning Standards for Technology Grade 9 to 12

STRAND: Information and Communications Technology The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.

Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task
• Develop strategies for using digital learning tools and resources to plan, implement and reflect upon a complex task. • Based on project-specific requirements, develop criteria to select digital learning tools and resources to support the concurrent management of multiple projects. • Analyze and evaluate the ease of use and effectiveness of the available features of selected digital learning tools and resources.
Topic 2: Use digital learning tools and resources to locate, evaluate and use information.
• Use advanced search and filtering techniques to locate needed information using digital learning tools and resources. • Independently construct an evaluative process for information sources chosen for learning task. • Analyze the complexities and discrepancies found in digital- information to make informed decisions. • Apply principles of copyright, use digital citation tools and use
Topic 3: Use digital learning tools and resources to construct knowledge.
• Synthesize textual, visual, and quantitative research and data (images, diagrams, maps, graphs, infographics, videos, animations, interactive, etc.) from a variety of digital learning tools and resources. • Analyze relationships and forecast outcomes using data collected by students or retrieved from a variety of digital learning tools and resources. • Create artifacts using digital learning tools and resources to demonstrate knowledge.
Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

• Use digital learning tools and resources to identify communication needs considering goals, audience, content, access to tools or devices, timing of communication (time zones), etc.
• Based on communication needs, develop, implement and evaluate a communication plan to disseminate information to multiple audiences.
• Integrate accessibility principles to effectively communicate to, and meet the needs of, multiple audiences.
• Use digital learning tools to represent and model complex systems of information to a target audience.

STRAND: Society and Technology
The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.

Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.

• Interpret and practice ethical considerations and legal requirements involved in the creation, and use of digital technologies.

• Debate the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world, in the workplace and in global society.

• Select a technology and analyze its global impact across multiple disciplines.

Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.

• Demonstrate an advocate effective collaboration strategies and techniques using technology.

• Describe and demonstrate professionalism and civility in communications and collaborative environments.

• Analyze how social media impacts society, individuals and organizations.

• Manage and adjust appropriate interactions and digital etiquette in varying contexts in digital, physical and cultural environments.

Topic 3: Explain how technology, society and the individual impact one another.

• Debate how demand for technology and innovation have reshaped the social, cultural, political and/or economic landscape, citing references and examples.

• Discuss how technological innovation has resulted when ideas, knowledge or skills have been shared across multiple fields.

• Forecast the need to review, adapt, and innovate laws and policies applied to copyrights, patents, trademarks and speech.

• Predict changes in society and intentional and unintentional consequences resulting from continued technological progress and defend the

rationale within a given context.
• Analyze and influence your digital identity and digital footprint while considering past, present, and future implications.

STRAND: Design and Technology

Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
• Interpret and practice ethical considerations and legal requirements involved in the creation, and use of digital technologies.
• Debate the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world, in the workplace and in global society.
• Select a technology and analyze its global impact across multiple disciplines.

Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.
• Demonstrate an advocate effective collaboration strategies and techniques using technology.
• Describe and demonstrate professionalism and civility in communications and collaborative environments.
• Analyze how social media impacts society, individuals and organizations.
• Manage and adjust appropriate interactions and digital etiquette in varying contexts in digital, physical and cultural environments.

Topic 3: Explain how technology, society and the individual impact one another.
• Debate how demand for technology and innovation have reshaped the social, cultural, political and/or economic landscape, citing references and examples.
• Discuss how technological innovation has resulted when ideas, knowledge or skills have been shared across multiple fields.
• Forecast the need to review, adapt, and innovate laws and policies applied to copyrights, patents, trademarks and speech.
• Predict changes in society and intentional and unintentional consequences resulting from continued technological progress and defend the

rationale within a given context.

• Analyze and influence your digital identity and digital footprint while considering past, present, and future implications.

STRAND: Design and Technology
Address the nature of technology to develop and improve products and systems over time to meet the human/societal needs and wants through design processes. Grade 6-8 Grade 9-12

Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.

• Interpret and practice ethical considerations and legal requirements involved in the creation, and use of digital technologies.

• Debate the advantages and disadvantages of widespread use, accessibility, and reliance on technology in your world, in the workplace and in global society.

• Select a technology and analyze its global impact across multiple disciplines.

Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.

• Demonstrate an advocate effective collaboration strategies and techniques using technology.

• Describe and demonstrate professionalism and civility in communications and collaborative environments.

• Analyze how social media impacts society, individuals and organizations.

• Manage and adjust appropriate interactions and digital etiquette in varying contexts in digital, physical and cultural environments.

Topic 3: Explain how technology, society and the individual impact one another.

• Debate how demand for technology and innovation have reshaped the social, cultural, political and/or economic landscape, citing references and examples.

• Discuss how technological innovation has resulted when ideas, knowledge or skills have been shared across multiple fields.

• Forecast the need to review, adapt, and innovate laws and policies applied to copyrights, patents, trademarks and speech.

• Predict changes in society and intentional and unintentional consequences resulting from continued technological progress and defend the rationale within a given context.

• Analyze and influence your digital identity and digital footprint while considering past, present, and future implications.

STEAM Fair Projects

Beginning in 7th grade students will create a portfolio using Google Sites to show their work throughout the year. This will be shared at the STEAM Fair on Chromebooks. In the class, students will practice their presentation skills when displaying their final work.

Grade	Class	Expectations
7	Computers	- Voki (link to Google Site), Introduction of your portfolio - Prezi (link to Google Site), Include a project from 1st semester / 2nd semester - Presentation Slide (link to Google Site), Include a project from 1st semester / 2nd semester - Student Pictures or school - Paragraph - details on portfolio - Video
8	Computers	- Voki (link to Google Site), Introduction of your portfolio - Prezi (link to Google Site), Include a project from 1st semester / 2nd semester - Presentation Slide (link to Google Site), Include a project from 1st semester / 2nd semester - Student pictures or school - Paragraph - details on portfolio - Video
9 to 12	Web Design	- Home Page meets criteria for design and ease of navigation - Personal Web Page - 1 SOLE Slide Show - 1 Slide Presentation from at least 3 of their classes. - Display their Doceri or Screen-Cast that has them teaching a lesson about what they are learning.

Technology Skills Mastered by Secondary Grade Level and class

B – Beginning   D – Developing   S - Secure   IT- Info Tech   WD-Web Design

Basic Operations & Concepts	6	7	8	9	10	11	12	IT	WD	Recommended Class
Use a mouse or trackpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bars.	S	S	S	S	S	S	S	X	X	
Use desktop icons, windows and menus to open and close applications and documents; understand the difference between closing and quitting applications.	D	S	S	S	S	S	S	X	X	
Use shortcuts to operate the computer (i.e., Command P; Command C; Command V)	D	S	S	S	S	S	S	X	X	
Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two sided	D	D	S	S	S	S	S	X		
Use basic troubleshooting steps to solve technical problems independently	D	S	S	S	S	S	S	X	X	
Apply prior technical knowledge and experiences to figure out how new technologies or applications work	D	S	S	S	S	S	S	X	X	
Logins File Management	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**IT**	**WD**	**Recommended Class**
Name documents with appropriate file names and understand where files are being saved	D	D	S	S	S	S	S	X	X	

Create, save, edit, copy and rename files and folders to organize documents and materials	D	D	S	S	S	S	S	X	X	
Retrieve previous file revisions/ access revision history for documents located in cloud services	D	D	S	S	S	S	S		X	
Download, upload, attach and zip files and folders via email or cloud services	D	D	S	S	S	S	S	X	X	
Use search tools to locate files and applications	S	S	S	S	S	S	S	X	X	
Can associate document extensions with appropriate file types	D	S	S	S	S	S	S	X	X	
Understand how cloud computing is different from using software applications	D	S	S	S	S	S	S	X	X	
Is able to upload/download/retrieve files to and from the cloud	D	S	S	S	S	S	S	X	X	
Personal Data Management	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**IT**	**WD**	**Recommended Class**
Protect accounts by logging out of shared equipment	D	S	S	S	S	S	S	X	X	
Keep passwords confidential, and be proactive if they are compromised	D	S	S	S	S	S	S	X	X	
Use passcodes/passwords to secure individual devices.	S	S	S	S	S	S	S	X	X	
Create robust passwords and effectively manage password privacy	S	S	S	S	S	S	S		X	
Online Safety	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**IT**	**WD**	**Recommended Class**

Use technology independently and with peers responsibly, and make safe choices	S	S	S	S	S	S	S	X	X	
Understand how to be safe online and in a digital world D	D	D	D	D	D	S	S	X	X	
Understand the importance of not sharing personal information online	D	D	D	S	S	S	S	X	X	
Understand how to practice safe internet searches	D	D	D	D	D	S	S	X	X	
Evaluate whether sources/websites are safe to conduct research	D	D	D	D	D	S	S			English, Social Studies
Understand the positive and negative effects social media sites can have on one's life	B	D	D	D	D	S	S		X	
Digital Identity	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**IT**	**WD**	District Programming
Recognize how overuse of technology can impact one's mental, physical and emotional health	D	D	D	D	D	D	D			Health, Science, PE
Set appropriate profile pictures and other profile content across social media, web pages, blogs, etc.	B	B	B	B	D	D	S		X	District Programming
Understand that digital content is permanent and cannot be deleted	B	D	D	D	D	D	D	X	X	
Build a positive digital footprint reputation	B	D	D	D	D	D	D	X	X	
Recognize the difference between active and passive data collection when using the internet and social media site	B	B	D	D	D	D	D			Business

Understand how browser settings such as cookies track personal information	B	B	D	D	D	D	D			
Keyboarding	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**IT**	**WD**	
Use proper posture and ergonomics	S	S	S	S	S	S	S			Health
Locate and use letter and number keys with correct left and right hand placement (home row)	D	S	S	S	S	S	S			
Locate and correct finger/hand for space bar, return/enter and shift key	S	S	S	S	S	S	S			
Gain proficiency and speed in touch typing	D	S	S	S	S	S	S		X	
Learn to use special characters as needed (i.e., accents, tilda)	D	D	S	S	S	S	S	X	X	