

Shrewsbury Borough School District
Technology Curriculum Guide
2016

Unit 1 Overview

Unit Title: **Computer Parts & Self Portraits**

Marking Period: 1

Grade Level: Fourth Grade

Recommended Pacing: Three Classes

Unit Summary:

- Show an understanding of computer terms and parts.
- Demonstrate ability to glue picture in Pixie.
- Understand how to create a non-realistic portrait using colors that represent one's self.
- Gains knowledge of dividing negative space in a creative way.

NJCCSS:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● Does the student have an understanding of computer parts and terms? ● How can digital tools be used for creating original and innovative works, ideas, and solutions? 	<ul style="list-style-type: none"> ● Students will watch a Brain Pop video of history of self-portraits ● Students will take a picture of their face in Pixie and glue it down. ● Create their own self-portrait using unrealistic colors but portraying their personalities.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- SMART Board
- Pixie
- Webcam
- Colored Printer

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

Unit 2 Overview
Unit Title: Internet Safety/Cyberbullying Marking Period: 1
Grade Level: Fourth Grade
Recommended Pacing: One Class
Unit Summary: <ul style="list-style-type: none">• Understand the positive and negatives to the internet.

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- Demonstrate ability to know how to surf the web safely.
- Know the importance of having a parent/guardian know what sites they are going to.
- Understand the signs to be concerned with when online.
- Review definition of Cyberbullying.
- Play an interactive internet safety game.

NJCCSS:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.2.B.4: Identify how the ways people live and work has changed because of technology.

8.2.5.B.1: Examine ethical considerations in the development and production of a product through its life cycle.

Unit Essential Questions:

Unit Enduring Understandings:

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Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, how should students stay proactive in the fight against internet crimes? ● Why is it important to teach internet safety and about cyberbullying to the students? 	<ul style="list-style-type: none"> ● Students will have a group discussion with teacher about internet safety and cyberbullying. ● They will understand what to do if they feel unsafe using the internet and what to do if someone bullies them through an electronic device. ● Review how the internet is a way people use to get information about them. ● They understand the definition of cyberbullying. ● Students can discuss what they like to do online and teacher will explain how to make sure they are being safe. ● Questions will be answered about the subject. ● Students will then play an interactive internet safety game on the SMART Board. http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Classroom Participation/ Acknowledgement

Equipment Needed:

- Internet Connection
- SMART Board
- Website: Pirate Game

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 3 Overview
Unit Title: Nutrition Graph Marking Period: 1
Grade Level: Fourth Grade
Recommended Pacing: Two Classes
Unit Summary: <ul style="list-style-type: none">● Understand how and why to use the program, Microsoft Excel.● Demonstrate ability to collect data and input it into a spreadsheet.● Demonstrate ability on how to create a colorful pie graph.● Gain knowledge on the nutrition facts of eating fast food items.
NJCCSS: <u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u>

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8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4: Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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- In a world of constant change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How has the use of digital tools improved opportunities for communication and collaboration?

- Students will collect review Excel and go over using search engines to find specific information using the SMART Board.
- They will review the terminology used in Excel.
- Students will research and record caloric intake of 10 fast food items.
- Students will open a blank spreadsheet in Microsoft Excel.
- Students will input the data of calories of their fast food items.
- Create a pie graph.
- Change colors of graph, insert title, and percent labels.
- Remind students about how to use correct spacing, capital letters, and formatting.
- Discuss graphs data results.

Evidence of Learning

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Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Microsoft Excel
- SMART Board
- Internet Connection
- Calories Worksheet

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 4 Overview

Unit Title: **A Look Into Ocean Life Movie**

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Marking Period: 2
Grade Level: Fourth Grade
Recommended Pacing: Six Classes
Unit Summary: <ul style="list-style-type: none">● Create movie of specific underwater animal.● Demonstrate ability on how to export Pixie files as JPEG.● Demonstrate how to find legit information using the internet.● Create a drawing of their underwater animal with their face on it.● Create a script on what they will say when they record their voice.● Gain knowledge on how to record their voice in iMovie.● Learn how to use the Ken Burns Effect in iMovie.● Demonstrate how to change their clip timing to go along with voice.● Demonstrate how to export a movie to a .mov Format.
NJCCSS: <u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u> 8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and media.
8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.F.1: Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● Why is the evaluation and appropriate use of accurate information more important than ever in the technological age? 	<ul style="list-style-type: none"> ● Pick an underwater animal and research specific things about it on search engines. ● Put information in a graphic organizer created on an index card. ● Using information type a creative script on the animal. ● Create a detailed picture in Pixie using their face as the animal's face. ● Learn how to put picture in iMovie and record their voices over the picture. ● Learn about the Ken Burns Effect and how to change the timing of their clips.

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	<ul style="list-style-type: none">• Movies will be exported as a .mov
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Evidence of Learning
<p>Formative Assessments:</p> <ul style="list-style-type: none">• Teacher Observation• Project Based Assessment• Classroom Participation
<p>Equipment Needed:</p> <ul style="list-style-type: none">• Pixie• iMovie• Headphones

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- Microphone
- Web Cam
- Colored Printer
- Large Index Card
- Pencil
- Safari (Internet Connection)
- Word

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 5 Overview

Unit Title: **Coding: Course 2: Lessons 1-6**

Marking Period: **2-4**

Grade Level: **Fourth Grade**

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Recommended Pacing: *Continuous Program

Unit Summary:

- Go to code.org account using a username and a passcode
- Navigate through the website to each lesson in Course 2.
- Lesson 1: Graph Paper Programming
- Lesson 2: Real-Life Algorithms
- Lesson 3: Maze: Sequence
- Lesson 4: Artist: Sequence
- Lesson 5: Getting Loopy
- Lesson 6: Maze: Loops

NJCCSS:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.2.E.2: Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3: Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4: Debug an algorithm (i.e., correct an error).

8.2.2.E.5: Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

8.2.5.A.5: Identify how improvement in the understanding of materials science impacts technologies.

8.2.5.E.1: Identify how computer programming impacts our everyday lives.

8.2.5.E.2: Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3: Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4: Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

Unit Essential Questions:

Unit Enduring Understandings:

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Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● Can the students communicate ideas using codes and symbols? ● Can the student express movement as a series of commands? ● Can the students create a program to complete an image using sequential steps? 	<ul style="list-style-type: none"> ● Students will sign into their code.org account. ● Create a program to draw a shape using sequential steps. ● Compare and contrast squares and rectangles by their number of sides and side lengths. ● Represent an algorithm as a computer program. ● Convert a series of multiple actions into a single loop. ● Employ a combination of sequential and looped commands to reach the end of a maze. ● Create a program that draws complex shapes by repeating simple sequences. ● Compose two-dimensional shapes to create a composite shape. ● Convert a series of multiple actions into a single loop.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Skilled Based Assessment
- Lessons Completed: Teacher can see student progress through their specific accounts
- Classroom Participation

Equipment Needed:

- Safari
- Internet Connection
- Headphones
- Code.org user names and passwords

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 6 Overview

Unit Title: **Keyboarding**

Marking Period: **2-4**

Grade Level: Fourth Grade

Recommended Pacing: Continuous

Unit Summary:

- Gain knowledge of the keyboard.
- Review the “home row” keys, upper row, lower row, numbers, and symbols.
- Demonstrate ability to sit correctly and position fingers on the keyboard.
- Familiarize self with the keyboard without looking.
- Using the programs: Typing Instructor & Typing Club
- Navigate through a website or program.

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<p>NJCCSS:</p> <p><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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<ul style="list-style-type: none">● In a world of constant change, what skills should we learn?● Can the student navigate through a website?● Can students navigate through a program?	<ul style="list-style-type: none">● Learn how to sit and hold hands correctly when typing.● Students will practice putting their hands on the home row.● Students will type a series of letters and punctuation on command.● They will then go to Typing Club Keyboarding (web based) and complete specific levels till they are comfortable and familiar with the keyboard.● Students will also have accounts on Typing Instructor where they can complete specific levels at their own pace.
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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none">● Teacher Observation

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- Skilled Based Assessment through the Typing Club program
- Classroom Participation

Equipment Needed:

- Safari
- Internet Connection
- Typing Club username and password
- Typing Instructor Keyboarding Software
- Headphones

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 7 Overview

Unit Title: **Population Graph**

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Marking Period: 3
Grade Level: Fourth Grade
Recommended Pacing: Two Classes
Unit Summary: <ul style="list-style-type: none">● Understand how and why to use the program, Microsoft Excel.● Demonstrate ability to collect data and input it into a spreadsheet.● Demonstrate ability on how to create a colorful pie graph.● Gain knowledge on population of various US states.
<p>NJCCSS:</p> <p><u>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4: Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p>

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Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● How do I choose which technological tools to use and when it is appropriate to use them? ● How has the use of digital tools improved opportunities for communication and collaboration? 	<ul style="list-style-type: none"> ● Students will collect review Excel and go over using search engines to find specific information using the SMART Board. ● They will review the terminology used in Excel. ● Students will research and record the population of 10 states in the US. ● Students will open a blank spreadsheet in Microsoft Excel. ● Students will input the data of states population. ● Create a pie graph. ● Change colors of graph, insert title, and percent labels. ● Remind students about how to use correct spacing, capital letters, and formatting. ●

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Microsoft Excel
- SMART Board
- Internet Connection
- Population Worksheet

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Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 8 Overview

Unit Title: **All About Me Power Point**

Marking Period: **3-4**

Grade Level: Fourth Grade

Recommended Pacing: Seven Classes

Unit Summary:

- Demonstrate how to create PowerPoint presentation.
- Demonstrate ability to create a background, text boxes, inserting clip art, custom animation, and slide transitions.
- Learn how to navigate through Google Maps
- Learn how to screen shot an area.

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NJCCSS:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.

8.1.5.D.1: Understand the need for and use of copyrights.

8.1.5.D.2: Analyze the resource citations in online materials for proper use.

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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- In a world of constant change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?

- Each student will create a Power Point presentation.
- They will write specific information about themselves on correct slide.
- Slides will be: Who they are, family members, things they love, favorite place in the world, and something I wouldn't know about them
- Remind students about how to use correct spacing, capital letters, and formatting when typing their information.
- Demonstrate how to create creative backgrounds.
- Demonstrate how to change text box colors, to insert clip art, insert sound, and complete slide transitions.
- Learn how to properly find free images on the internet.
- Learn how to use Google maps, find student's home, and learn to screen shot a picture and insert it into their slide.
- Learn how to input custom animation.
- Students will present their Power Points to the class using the SMART Board.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Microsoft Power Point
- SMART Board
- Safari (internet connection)
- Microsoft Word
- Headphones
- Photobooth

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 9 Overview

Unit Title: **Toys Spreadsheet**

Marking Period: **4**

Grade Level: **Fourth Grade**

Recommended Pacing: **Two Classes**

Unit Summary:

- Understand the program: Microsoft Excel.
- Demonstrate ability to collect data and input it into a spreadsheet.
- Demonstrate ability on how to use Microsoft Excel to complete addition using formulas.
- Gain knowledge on another aspect of Excel.

NJCCSS:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.4: Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

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8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● How do I choose which technological tools to use and when it is appropriate to use them? 	<ul style="list-style-type: none"> ● Students will watch a short video from www.teachertube.com on using formulas in Excel. ● They will review the terminology used in Excel. ● Students will research toys they would want to buy with a spending limit of \$1,000. ● They have to use Excel to add their items and try to get the closest to 1,000 without going over.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Microsoft Excel
- SMART Board
- Internet Connection

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

Unit 10 Overview
Unit Title: Hyperlinking Marking Period: 4
Grade Level: Fourth Grade
Recommended Pacing: One Class

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Unit Summary:

- Learn how to insert hyperlink words to a website.
- Review how to use two different applications at once.
- Demonstrate how to use correct punctuation and grammar when writing a paragraph.

NJCCSS:

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8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets	Unit Learning Targets

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<i>Students will know...</i>	<i>Students will do...</i>
<ul style="list-style-type: none">● How can I transfer what I know to new technological situations/experiences?● Can I hyperlink words to a specific websites?	<ul style="list-style-type: none">● Open Word and type a paragraph of favorite websites that they enjoy going on and why.● Hyperlink the word of the website to the actual website address.● Make sure when you double click the hyper link the website actually works and pops up.● Students can change font size and style.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Microsoft Word
- Safari (Internet Connection)

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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