

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Unit 1 Overview

Unit Title: **Introduction to 7<sup>th</sup> Grade Tech & Internet Safety/ Cyberbullying**  
Each Marking Period

Grade Level: Seventh Grade

Recommended Pacing: One Class

Unit Summary:

- Understand the positive and negatives to the internet.
- Demonstrate ability to know how to surf the web safely.
- Understand the signs to be concerned with when online.
- Review definition of Cyberbullying.
- Watch a video clip from [Netsmartz.org](http://Netsmartz.org).

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

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.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

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

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

**8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.2:** Demonstrate the application of appropriate citations to digital content.

**8.1.8.D.3:** Demonstrate an understanding of fair use and Creative Commons to intellectual property.

**8.1.8.D.4:** Assess the credibility and accuracy of digital content.

**8.1.8.D.5:** Understand appropriate uses for social media and the negative consequences of misuse.

**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.**

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

**8.2.8.B.2:** Identify the desired and undesired consequences from the use of a product or system.

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

Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

- In a world of constant change, how should students stay proactive in the fight against internet crimes?
- Why is it important to teach about cyberbullying to the students?

- Students will have a group discussion with teacher about internet safety and cyberbullying.
- 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.
- Watch video clip about “Cyberbullying” at <http://www.netsmartz.org/TeensTalkBack/Cyberbullying>

Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

Evidence of Learning

Formative Assessments:

- Teacher Observation
- Classroom Participation/Acknowledgement

Equipment Needed:

- Internet Connection
- SMART Board
- Website- NSTeens on Netsmartz.org

Teacher Resources:

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

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Unit 2 Overview
Unit Title: <b>Word Cloud</b> Each Marking Period
Grade Level: Seventh Grade
Recommended Pacing: Three Classes
Unit Summary: <ul style="list-style-type: none"><li>● Demonstrate ability to use Google to find specific sites.</li><li>● Demonstrate ability create a word cloud.</li><li>● Compose a Word document of all words that describe you following Word Cloud format.</li><li>● Learn how to screenshot.</li></ul>
NJCCSS: <b><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></b> <b>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.</b>

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
 2016

**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.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

**8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

- How can digital tools be used for creating original and innovative works, ideas, and solutions?
- In a world of constant change, what skills should we learn?
- How can I transfer what I know to new technological situations/ experiences?

- Students will learn how to create a word cloud by seeing directions and examples on the SMARTBoard.
- Review how to copy and paste the information about themselves from Word to the internet.
- Their first name has to be the largest word on the word cloud, so it must be typed the most about of times.
- They will save their words that describe themselves or things they love in Word.
- Create a Word cloud using different colors, styles, and formats.
- The students will screen shot their word cloud and print it out after re-naming it in their folder.
- This is a brainstorming activity for their visual essays.



Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Class Work Grade/ Use of Class Time

Equipment Needed:

- Internet Connection
- Microsoft Word
- Colored Printer
- Website Choices

Teacher Resources:

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

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Unit 3 Overview

Unit Title: **Visual Essay**  
Each Marking Period

Grade Level: Seventh Grade

Recommended Pacing: Two Classes

Unit Summary:

- Students will create, take, and find pictures that represent their personalities.
- Demonstrate ability to use different layers and effects to portray oneself.
- Compose a visual essay in Imageblender.

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.

**8.1.8.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.

**8.1.8.A.4:** Use a graphic organizer to organize information about problem or issue.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
 2016

- 8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2:** Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3:** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4:** Assess the credibility and accuracy of digital content.
- 8.1.8.D.5:** Understand appropriate uses for social media and the negative consequences of misuse.

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

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

- How can digital tools be used for creating original and innovative works, ideas, and solutions?
- In a world of constant change, what skills should we learn?
- How can I transfer what I know to new technological situations/ experiences?

- Students will find pictures that represent what they love and who they are.
- Then students will take a picture of themselves possibly using effects.
- They will review how to put different images/layers on their canvas.
- Use the effects tab to create different effects to each picture.
- Create their visual essay on Imageblender.
- Can use text or Graffiti Creator to write their names.
- Students will save and print.

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Class Work Grade/ Use of Class Time

Equipment Needed:

- Internet Connection
- Imageblender
- Colored Printer

Teacher Resources:

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

Unit 4 Overview

Unit Title: **Coding: Course 2**

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Each Marking Period
Grade Level: Seventh Grade
Recommended Pacing: *Continuous Program
Unit Summary: <ul style="list-style-type: none"><li>● Go to code.org account using a username and a passcode</li><li>● Navigate throughout the website to each lesson in Course 2.</li></ul>
NJCCSS: <b><u>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</u></b> <b><u>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.</u></b> <b>8.2.8.E.1:</b> Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used. <b>8.2.8.E.2:</b> Demonstrate an understanding of the relationship between hardware and software. <b>8.2.8.E.3:</b> Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution. <b>8.2.8.E.4:</b> Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
 2016

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

Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

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



Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

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

Unit 5 Overview
Unit Title: <b>Business Card</b> Each Marking Period
Grade Level: Seventh Grade
Recommended Pacing: Two Classes
Unit Summary: <ul style="list-style-type: none"><li>● Students will learn how to create their own business card.</li><li>● Show ability to find images of specific subject on the internet and use it to create their own picture.</li><li>● Create business card in Print Shop.</li><li>● Understand the importance and purpose for business cards.</li></ul>

Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

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.**

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

**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.

**D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.***

**8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.2:** Demonstrate the application of appropriate citations to digital content.

**8.1.8.D.3:** Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Unit Essential Questions:

Unit Enduring Understandings:

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"><li>• How can digital tools be used for creating original and innovative works, ideas, and solutions?</li><li>• In a world of constant change, what skills should we learn?</li><li>• How can I transfer what I know to new technological situations/ experiences?</li></ul>	<ul style="list-style-type: none"><li>• Students will come up with a futuristic invention.</li><li>• They will choose a style of format for their business card in Print Shop.</li><li>• The students will type their information where they want each part of their information.</li><li>• They will include their name, a job title, phone number, fax number, icon, quote, address, and contact information.</li><li>• They can create a logo or icon that represents their company/invention.</li></ul>

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Class Work Grade/ Use of Class Time

Equipment Needed:

- Print Shop
- Imageblender
- Internet Connection
- Pixie
- Colored Printer
- Laminator

Teacher Resources:

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

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Unit 6 Overview

Unit Title: **Futuristic Invention Commercial**  
Each Marking Period

Grade Level: Seventh Grade

Recommended Pacing: Eight Classes

Unit Summary:

- Students will use all applications previously taught to create a commercial trying to sell their invention.
- Demonstrate knowledge of iMovie and how to import clips, pictures, videos, ect.
- Write a persuasive script, trying to convince audience to buy product.
- Demonstrate ability to record their own voice in iMovie using voice over techniques.
- Be able to create pictures in other applications and export to use in iMovie.
- Demonstrate ability how to use the Ken Burns Effect, transitions, and importing music in iMovie.
- Demonstrate how to change their clip timing to go along with voice.
- Create music in Garageband, share to iTunes, and import into iMovie or use sound effects/jingles in iMovie.
- Demonstrate how to export a movie to a .mov Format.

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

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.**

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

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

**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.

**8.1.8.A.4:** Use a graphic organizer to organize information about problem or issue.

**D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.***

**8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.2:** Demonstrate the application of appropriate citations to digital content.

**8.1.8.D.3:** Demonstrate an understanding of fair use and Creative Commons to intellectual property.

**8.1.8.D.4:** Assess the credibility and accuracy of digital content.

Shrewsbury Borough School District  
*Technology* Curriculum Guide  
2016

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

Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

<ul style="list-style-type: none"><li>• How can digital tools be used for creating original and innovative works, ideas, and solutions?</li><li>• In a world of constant change, what skills should we learn?</li><li>• How can I transfer what I know to new technological situations/experiences?</li><li>• How will I create my commercial to grab my audience's attention?</li><li>• How will I persuade my audience to want to purchase this product?</li></ul>	<ul style="list-style-type: none"><li>• Students will write script of commercial trying to be persuasive.</li><li>• They will create all slides/video in Pixie, Imageblender, PhotoBooth, and us the internet. .</li><li>• They will have to figure out a way to represent each point of why their invention should be bought.</li><li>• Input music: They will create music in Garageband or use pre-made jingles in iMovie.</li><li>• Students will export movie when finished.</li></ul>
--	---

Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Project Based Assessment</li><li>• Class Work Grade/ Use of Class Time</li></ul>



Shrewsbury Borough School District  
*Technology Curriculum Guide*  
2016

Equipment Needed:

- Microsoft Word
- Pencils/Paper if needed
- iMovie
- Photobooth
- Print Shop
- Imageblender
- Pixie
- Internet Connection
- Headphones
- Microphones
- Garageband
- iTunes

Teacher Resources:

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