

# Information Technology: Technology

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to identify technology in order to solve problems.</li> <li>Students will demonstrate the ability to use technology in order to create and publish real world products.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u> ISTE - International Society for Technology in Education</p> <ul style="list-style-type: none"> <li><u>ISTE Standard 4:</u> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</li> <li><u>ISTE Standard 5:</u> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</li> <li><u>ISTE Standard 6:</u> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to <b>communicate and problem solve personal/professional information using technology.</b></i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>technology offers many platforms for communication and sharing information.</li> <li>skilled use of technology systems allows for increased efficiency and productivity.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How do you know which technology is the right one to solve the problem?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that there is an effective application of IT for communication.</li> <li>that there are limitations of IT.</li> <li>that there are a variety of platforms and purposes for information sharing.</li> <li>that proper utilization of technology systems can increase efficiency.</li> </ul> <p><u>vocabulary:</u> information technology, operating system, word processor, graphics, spreadsheet, database, presentation</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>selecting and using digital tools to plan and manage a design process that considers design constraints and calculated risks.</li> <li>collecting data or identifying relevant data sets, using digital tools to analyze them, and representing data in various ways to facilitate problem-solving and decision-making.</li> <li>creating original works or responsibly repurposing or remixing digital resources into new creations.</li> </ul>	
<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
<p>CCSS.ELA-LITERACY.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li><i>Reason effectively</i></li> <li><i>Solve problems</i></li> <li><i>Think creatively</i></li> <li><i>Work creatively with others</i></li> <li><i>Communicate clearly</i></li> <li><i>Create media products</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Apply technology effectively</i></li> <li>• <i>Be self-directed learners</i></li> <li>• <i>Interact effectively with others</i></li> </ul>
--	--

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<b>Stage 3 – Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<b><i>Language Arts Integration</i></b>	<b><i>Mathematics Integration</i></b>
<ul style="list-style-type: none"> <li>• 1.OA.1 Use</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.1 Use</li> </ul>
<b><i>Technology Integration</i></b>	<b><i>District Materials</i></b>
<ul style="list-style-type: none"> <li>• 1.OA.1 Use</li> </ul>	