Grade 8 Technology
Technology 8

Communication and Collaboration

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

9. Understand that grace is a participation in the life of God (CCC 1997).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Speaking & Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. digital media/environments
2. visual displays/drawings
3. Internet usage
4. productivity tools (word processing, spreadsheets, presentations)
5. distance learning/virtual field trips
6. social networking
7. cultural understanding
8. email

Skills

1. Use a variety of digital media.
2. Interact and collaborate with others.
3. Produce and publish writing.
4. Create visual displays and drawings.
5. Contribute to group projects.
6. Solve problems.
7. Participate in cultural experiences through virtual field trips.
8. Develop cultural awareness via distance learning opportunities.
9. Use email to communicate with others.

Essential Questions

1. To what extent can students communicate information to varied audiences through different media formats?
2. To what extent can students use technology tools to develop cultural understanding and global awareness ?

Standards Vocabulary

1. collaborate
2. interact
3. global awareness
4. cultural understanding

Resources

Stage 2: Assessment Evidence

Blog Commentary

Formative: Interactive Media

The students will be required to comment and participate in a teacher's online message board, blog, or Google Classroom. The teacher will post a question for the student, and the student must respond to that question as well as constructively comment on another student's response.

Collaborative WebQuest

Summative: Technology Project

The students will work cooperatively in small groups to create a WebQuest on a given topic. The students will then give the WebQuest to a different grade level to complete.

Peer to Peer

Formative: Peer Assessment

Students will review and edit bibliography, resume, presentation, or writing assignment of another student. They will check that all copyright information is properly credited.

Around the World Brochure

Formative: Project

Students will digitally travel around the world to visit places of interest. From their findings, they will create a brochure from a template.

Stage 3: Learning Plan

Learning Experiences

1. **Peer Partner Learning**: Students will teach younger students or other teachers and staff how to troubleshoot technology errors or basic operations (check website address, reload page, copy/paste, etc.).
2. **Cooperative Learning Group**: Students will discuss tools used to communicate with friends vs. tools to communicate with parents or teachers.
3. **Cooperative Learning Group**: Students will review and edit bibliography, resume, presentation, or writing assignment of another student. They will check that all copyright information is properly credited.
4. **Online Learning Activity**: Students will Skype with experts/mystery readers.
5. **Virtual Field Trips**: Students will digitally travel around the world to visit places of interest. From their findings, they will create a brochure from a template.
6. **Pen Pals:** Students write via email other students across the country or world to learn about other cultures and communicate effectively. <http://www.epals.com/#!/main>
7. **WebQuest Creation**: The students will work cooperatively in small groups to create a WebQuest on a given topic. The students will then give the WebQuest to a different grade level to complete.
8. **Interactive Media**: The students will be required to comment and participate in a teacher's online message board, blog, or Google Classroom. The teacher will post a question for the student, and the student must respond to that question as well as constructively comment on another student's response.
9. **Collaborative Science Projects:** Students will participate in a global collaboration project from the CIESE Website <http://ciese.org/materials/k12/>.

Resources

* ePals - pen pal site (<http://www.epals.com/#!/main>)

Resources

**Multimedia Presentations**

1. Prezi - <http://www.prezi.com>
2. Kaywa - <https://qrcode.kaywa.com/>
3. QR Code

**Video**

1. iMovie
2. Movie Maker
3. Animoto - <https://animoto.com>

**Create Websites**

1. Google Sites
2. Office
3. Weebly <http://www.weebly.com/>

**Blogging**

1. Edublog  <https://edublogs.org/>
2. Tumbler  <https://www.tumblr.com/>

**Create/Publish Documents**

1. Club Academia
2. iBooks Author
3. Itunes U

**Virtual Field Trips**

1. <http://www.areavibes.com/library/online-field-trips-for-students/>
2. <http://www.theteachersguide.com/virtualtours.html>
3. <http://www.eschoolnews.com/2013/04/07/ten-of-the-best-virtual-field-trips/>

**Citations**

1. <http://www.easybib.com>
2. <http://www.bibme.org>

Resources

* <http://www.readwritethink.org/>

Grade 8 Technology
Technology 8

Computer Science (Critical Thinking)

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Content

1. coding
2. forms and databases
3. computational thinking
4. digital tools
5. troubleshooting
6. network basics
7. innovative technologies
8. computer careers

Skills

**Coding**

1. Continue to assess and analyze a situation. Code to solve the problem using various programming languages such as Scratch, Java, HTML, CSS (see list below).
2. Continue to expand troubleshooting, critiquing, and modifying their own or others' code (steps).
3. Continue to analyze code using the principles of cause and effect to make adjustments to code.
4. Design a webpage including elements such as a survey/poll, embedded video, and/or hyperlinks. Manipulate the code behind the web page.
5. Continue to understand that binary is a base 2 number system used at the machine level and is the code that underlies all other programming languages.
6. Determine a need and design an app to meet that need.
7. Understand and use the terms bits, bytes, kilobytes, etc. properly.

**Forms & Databases**

1. Continue to use forms and databases to facilitate learning in other academic areas.
2. Continue to utilize effective search strategies, including Boolean operators, to find information within a database.

**Troubleshooting**

1. Continue to practice good problem-solving skills including:

analysis of error messages, connectivity issues, performance issues.

use of task manager.

lookup of possible solutions online for computer problems.

**Networking**

1. Continue to effectively use various data storage types and locations.
2. Continue to utilize proper networking terms (including connectivity terms) when speaking.

**Computer Careers/Innovative Technologies**

1. Evaluate innovative technology and its usefulness in our lives.
2. Continue to predict how future technologies will affect our lives.

Resources

Essential Questions

1. Why is coding important in the world around me?
2. What do I do if there is a problem with my computer?
3. To what extent is technology involved in my life?

Standards Vocabulary

1. cause and effect
2. predict
3. compare
4. identify
5. observe
6. critique
7. problem/solution
8. troubleshoot
9. analyze
10. modify

Additional Vocabulary

**Emerging Vocabulary**

1. app

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Self-Guided Online Tutorial: Hour of Code

Summative: Online Learning

Set a goal for what level your students should achieve within the app/website being used. Determine which skills they should master. Focus on using the least amount of code possible.

Resume-Individual Research/Presentation

Summative: Research Project

Using a rubric, evaluate students' resumes on their ability to incorporate elements of good design and additional components, such as links, QR code, etc.

Exploratory Learning: 3D Design and Printing

Summative: Oral Assessment

After creating a 3D design, students will be given a rubric or list of questions that they must reflect on and then present to the class. (ex. What did you design? Why did you design it? What problem does it solve? What improvements would you make? What problems did you encounter? etc.) Grade students on the process, not on the product.

App/Game Design

Formative: Technology Project

Students will design and create an app to solve that problem using YouthDigital (paid), AppMakr, Hopscotch, Code.org (under make your own apps/games), Programmr, Kodu, Kodea, etc. OR create a contest where students in groups would be given an assigned problem and they need to create an app to solve the problem. Create a form for younger students, teachers, etc., who will vote on the best app.

Stage 3: Learning Plan

Learning Experiences

**Coding**

1. **"Unplugged" Simulation:** Students can use [code.org](https://code.org/) for suggestions on "unplugged" computer science activities.
2. **Self-Guided Online Tutorial**: Students can participate in the Hour of Code (see [code.org](https://code.org/)) in December. They should be reminded that good programmers use the least amount of code possible to achieve their goal. (Advanced students can be challenged with Code Academy or Khan Academy.)
3. **Problem-Based Learning: App/Game Design:** After identifying a problem, students can research good design, using Apple, Google, etc. They can then design and create an app to solve that problem using YouthDigital (paid), AppMakr, Hopscotch, Code.org (under Make Your own Apps/Games), Programmr, Kodu, Kodea, etc. OR students in groups would be given an assigned problem and they need to create an app to solve the problem. The class can run a contest for the best solution. Students can create a form for younger students, teachers, etc. who would vote on the best app.
4. **Exploratory Learning:** If possible, the class can purchase a simple robot (such as Lego robotics or Hummingbird Duo kits <http://www.hummingbirdkit.com/>). In small collaborative groups, the students can create and program a robot. They can venture into advanced programming with sound and light sensors, etc. If using Hummingbird, students can create robots related to a character in history or a book they have read. They might consider attending local robotics competitions.
5. **Exploratory Learning:** Celebrate National Robotics Week in April (see link below).

**Website Design**

1. **Self-Guided Online Learning:** Using Khan Academy or Code Academy, students can build basic web pages from scratch using HTML and Javascript. They can include interactive component such as a poll, app/game, video, etc.
2. **Project Based Learning:** Eighth graders can critique content and layout of websites designed when they were in 7th grade. They can research good design and assess components of good design. Students can make improvements to their own page pages and add additional components, such as hyperlinks (sport results, newspaper articles, etc), videos, podcasts, etc. Students should be instructed on how to make their webpages private so that the pages are not searchable. This can be done a number of different ways. For Google Sites: <https://support.google.com/sites/answer/1290889?hl=en.>

**Networking & Troubleshooting**

1. **Problem Solving:** Students can look up computer problems on the Internet (ex. in Google, YouTube) to find solutions. They should be reminded to evaluate the websites they are using to ensure that they are trusted and reliable.
2. **Problem Solving:** Students can review files types and have a class discussion on how different files work on different platforms. They can convert files to be used on a different platform. (<https://cloudconvert.com/>)

**Careers/Innovative Technology**

1. **Guest Speakers**: Students can invite IT professionals to class to discuss what they do and how they got there.
2. **Individual Research/Presentation: Resume:** Working with the grade 8 English teacher, students can create a high school application resume, including a technology component. What are technology skills that students wish to highlight? Students should include links to created websites and Fakebook page links and/or QR code that directs audience to a video on a student webpage.
3. **Homework/Lab Assignment:** Students can go to an electronics store and look for emerging technology. They can "play" with the technology at the store. When they return to school, they can evaluate the technology. What is it? How does it work? How might they use this? Would they want to buy it now, or would they want to wait? Why? (Students share answers in either a typed opinion or persuasive paragraph in conjunction with the English teacher or in the form of a presentation).
4. **Exploratory Learning:** Students should continue to explore innovative technology such as drones or 3D printing into the classroom. A 3D printer is not needed in order to teach students how to design items using Blender, SketchUp or Tinkercad. Also, they can order items they have designed to be printed through the vendor and shipped to them. Some sites offer course content as well, such as <http://www.youthdigital.com/courses.html> or [http://www.inventorcloud.net/.](http://www.inventorcloud.net/) The use of the 3D printer can be incorporated into science fair projects or STEM challenges such as Destination Imagination.
5. **Exploratory Learning:** Students might consider starting an elective or after school club that explores more advanced applications of technology such as 3D printing, webpage design, programming/coding, network/computer maintenance, broadcasting, drones, etc. The club is also a great place to pilot programs that can in the future be implemented in the classroom. The club also creates student experts who can help teachers and other students.

Resources

**Coding**

1. <http://hourofcode.com/us>
2. <https://www.khanacademy.org/>
3. <http://www.codecademy.com/>
4. <https://code.org/>
5. <https://www.tynker.com/>
6. <http://www.kodugamelab.com/>
7. <http://edu.symbaloo.com/mix/codeprogramsites>
8. <http://www.symbaloo.com/mix/coding-coding-coding>
9. <https://scratch.mit.edu/>
10. <http://www.stencyl.com/>
11. <http://gamestarmechanic.com/>
12. <http://www.candystand.com/play/electric-box>
13. <https://www.madewithcode.com/>
14. Apps

Lightbot Programming Puzzles

HopScotch

Cato's Hike: A Programming and Logic Odyssey

**Website Creation**

1. <http://www.weebly.com/>
2. <http://kidswebsitecreator.com/>
3. How to make a Google Site Private <https://support.google.com/sites/answer/1290889?hl=en>

**Game Creation**

1. <http://www.purposegames.com/>
2. Code Maven or Code Monster <http://www.crunchzilla.com/>
3. Codea App <https://www.youtube.com/watch?v=gTuzcgf_NyA>

**App Creation**

1. <http://appsineducation.blogspot.com/2011/10/app-building-tools-for-teachers-and.html>
2. <http://www.fractuslearning.com/2013/04/25/students-creating-apps/>
3. <http://www.youthdigital.com/courses.html>
4. Hopscotch App
5. <http://www.programmr.com/>
6. <http://appinventor.mit.edu/explore/front.html>
7. <http://www.appmakr.com/>

**Forms & Databases**

1. <http://www.socrative.com/>
2. <https://www.infohio.org/> (Site needs a password. Username **infohio** and password **Power.**)

**Robotics/STEM**

1. <https://education.lego.com/en-us/lesi/middle-school>
2. <http://robotics.nasa.gov/edu/6-8.php>
3. <http://robotics.usc.edu/~agents/k-12/index.php>
4. <http://www.stemfinity.com/Robotics/Middle-School-Robotic-Kits>
5. <https://mymakedo.com/>
6. <http://www.makeymakey.com/>
7. <https://www.bing.com/explore/conversationsworthsharing> (Albert Manero)

**Networking**

1. <http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

**Troubleshooting**

1. <http://science.opposingviews.com/troubleshoot-computers-kids-11420.html>
2. <http://www.slideshare.net/Yfandes/troubleshooting-16626396>

**3D Printing**

1. <http://www.youthdigital.com/courses.html>
2. <http://www.blender.org/>
3. <http://www.sketchup.com/>
4. <https://www.tinkercad.com/>
5. <http://www.inventorcloud.net/>

**Careers/Innovative Technology**

1. <http://www.engineergirl.org/>
2. <http://iwaswondering.org/>
3. <http://www.futureintech.org.nz/>
4. <http://mocomi.com/learn/science/technology/>
5. <http://www.cnet.com/topics/sci-tech/>
6. <http://www.livescience.com/technology/>

Grade 8 Technology
Technology 8

Creativity and Innovation

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. multimedia sources
2. augmented reality
3. desktop publishing
4. video tools
5. audio tools (podcast, screencast)
6. photography tools
7. website creation
8. animation
9. QR resources
10. drawing/illustrator tools
11. cartoon creation
12. visual displays
13. presentation tools
14. graphics
15. formatting
16. citation etiquette

Skills

1. Express information using a variety of digital media.
2. Enhance understanding of learning concepts by presenting information.
3. Produce original works to allow creativity and ownership.
4. Publish individual and group work.
5. Interact with peers and adults to collaborate in learning experiences.
6. Create audio/visual components of projects to enhance learning objectives.
7. Organize information in a logical sequence.
8. Cite evidence by linking URLs and documents to authenticate information.
9. Create QR resources to learn more about a given topic.
10. Create augmented reality programs to enhance learning objectives.

Essential Questions

1. How can technology tools advance my learning?
2. How can technology be used effectively to communicate information?
3. To what extent can I communicate information to varied audiences through different media formats?
4. To what extent can I select and use appropriate multimedia sources for a defined need?

Standards Vocabulary

1. digital media
2. visual displays
3. presentations
4. Internet
5. collaboration
6. digital tools
7. audio recordings
8. URL

Additional Vocabulary

1. QR
2. augmented reality
3. podcast
4. screencast
5. animation
6. multimedia

Stage 2: Assessment Evidence

Stop Motion Animation Movie

Summative: Technology Project

Students create stop motion animation video using "Movie Maker" program and an iPad. They will be assessed on completion, creativity, and innovation.

Graduation Presentation

Summative: Visual Arts Project

Students create a presentation using any mode (PowerPoint, Prezi, Google slides, etc.) to encompass favorite elementary school moments and future endeavors. Students can present in classroom or at graduation to their peers or other stakeholders.

Buyer's Guide

Formative: Project

Students will pretend they are buying a new car. They will research miles per gallon, cost, practical applications, etc. Then they will put that information into a visually appealing "buyer's guide" for their choice in car.

High School Selection

Formative: Comparative Study

Students will create a presentation using software of choice comparing and contrasting two local high schools.

Digital Art

Formative: Visual Presentation

Students design an album cover for their favorite band or a band in the school.

Resources

Stage 3: Learning Plan

Learning Experiences

1. **Simulation**: Students will pretend they are buying a new car. They will research miles per gallon, cost, practical applications, etc. Then they will put that information into a visually appealing "buyer's guide" for their choice in car.
2. **Compare and Contrast**: Students will create a presentation using software of choice comparing and contrasting two local high schools.
3. **Learning Activity**: Students create a "student resume" highlighting achievements and accolades of elementary school and extra-curricular activities to be sent in with their high school application.
4. **Digital Art**: Students design an album cover for their favorite band or a band in the school.
5. **Observations:** Students create a presentation using any mode (PowerPoint, Prezi, Google slides, etc.) to encompass favorite elementary school moments and future endeavors. Students can present it in the classroom or at graduation to their peers or other stakeholders.
6. **Digital Movie Making**: Students create stop motion animation video using "Movie Maker" program and an iPad. They will be assessed on completion, creativity, and innovation.
7. **Independent Learning:** Students will research and take notes on a teacher-assigned topic. Using a QR creator they will turn their notes into a study guide to share with a classmate.

Resources

**Slideshows**

1. Prezi <http://www.prezi.com>

**Create Videos**

1. iMovie
2. Movie Maker
3. Animoto <https://animoto.com>

**Create Websites**

1. Google sites
2. Office
3. Weebly <http://www.weebly.com/>

**Blogging**

1. Edublog <https://edublogs.org/>
2. Tumblr <https://www.tumblr.com/>

**Create/Publish Documents**

1. Club Academia
2. iBooks Author
3. Itunes
4. Google Docs
5. Word
6. Pages
7. iTunes U
8. Narrable <http://www.narrable.com/>
9. ZooBurst <http://www.zooburst.com/>
10. Glogster <https://www.glogster.com/#one>
11. Canva <https://www.canva.com/>
12. Create a Graph <http://nces.ed.gov/nceskids/createagraph/>
13. Scholastic Story Starter [www.scholastic.com/teachers/story-starters/](http://www.scholastic.com/teachers/story-starters/)

**Drawing**

1. Sketch Lot  [www.sketchlot.com](http://www.sketchlot.com)

**Citations**

1. <http://www.easybib.com>
2. <http://www.bibme.org/>

**Augmented Reality**

1. Aurasma App
2. Elements 4D
3. Google Translate
4. Amazing Space Journey
5. Layar
6. Word Lens
7. AR Basketball

**QR Code Resources**

1. <http://www.qr-code-generator.com/>
2. <http://goqr.me/>
3. <http://qrcode.kaywa.com/>
4. webqr.com
5. Quick Scan App
6. QR Reader for iPhone/iPad/Android

**Screencasting**

1. Camtasia <https://www.techsmith.com/camtasia.html>
2. Vimeo <https://vimeo.com>
3. Learn Zillion <https://learnzillion.com/>
4. Screencast-o-matic <http://www.screencast-o-matic.com/>
5. [screencast.com](http://www.screencast.com/)

Grade 8 Technology
Technology 8

Digital Citizenship

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

13. Show special regard for the poor (CCC 2443).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

2. Understand that God blessed all living beings (CCC 1080).

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Writing

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Resources

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Resources

Content

1. **Digital Rights and Responsibilities:** the privileges, freedoms and behavioral expectations extended to all digital technology users
2. **Digital Communication:** the exchange of electronic information
3. **Digital Access:** full participation in the digital society
4. **Digital Etiquette:** the standards of conduct
5. **Digital Security:** precautions taken to guarantee personal safety and the security of networks
6. **Digital Literacy:** the knowledge of digital technology and knowing when and how to use it
7. **Digital Law:** the legal rights and restrictions governing the use of technology
8. **Digital Health and Wellness:** the elements of physical and psychological well-being related to digital technology use
9. **Digital Commerce:** the buying and selling of goods online

Resources

Skills

1. Explain and follow procedures relating to Internet safety.
2. Exchange information online.
3. Participate in digital society.
4. Demonstrate digital etiquette.
5. Know precautions for personal safety and a secure network.
6. Know what constitutes appropriate and inappropriate use of hardware and software.
7. Recognize legal rights and restrictions governing technology.
8. Apply concepts of buying and selling goods and services online.

Resources

Essential Questions

1. Why are the rules, laws and accepted behaviors in society also necessary in the digital world?
2. What is the digital divide, and why should we strive for universal access to the digital world?
3. What are the best ways to use digital technologies to maximize educational opportunities?
4. How does the use of digital technologies affect others?
5. How am I legally accountable in the use of digital technologies?
6. How are the rights of others infringed upon by inappropriate digital behavior?
7. How do I judge the intentions and impact of people's words and actions online?

Standards Vocabulary

1. copyright
2. digital access
3. digital etiquette
4. digital commerce
5. digital communication
6. digital citizenship
7. plagiarism

Additional Vocabulary

**Emerging Vocabulary**

1. computer ergonomics
2. digital dirt road divide
3. technology and the disabled
4. technology disaster protection
5. PSA (Public Service Announcement)
6. technology and credit issues
7. technology and minority groups
8. technology copyright laws

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

What is A Digital Footprint?

Formative: Interactive Media

Student self-evaluates knowledge of online privacy and digital footprints. Website: <https://assessments.commonsensemedia.org/> (6th to 8th grade, Unit 3)

Design Digital Footprint

Summative: Project

Students design paper footprints that contain the kind of information they would want to appear in their digital footprint 10 years from now. Students fill out the My Digital Footprint Student Handout. The information they put in the handout could consist of stories about their success in online newspapers, a popular sports blog that they write, or photos of them running for a high governmental position.

Phishing and Viruses

Formative: Cooperative Group Work

Working in pairs, students wil look at/read different examples of phishing and viruses to compare and contrast which examples are legitimate and which are not and why.

Resources

* Student Packet (<https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/6-8-unit3-studentpacket.pdf>)

Stage 3: Learning Plan

Learning Experiences

1. **Demonstrating:** Students will create and evaluate social networking profiles.
2. **Media Project:** Students create a PSA about the importance of being a good digital citizen, incorporating one or more of the nine elements of digital citizenship.
3. **Guest Speaker:** Students can listen to a local authority who is invited into school to talk about sexual predators, cyberbullying and Internet safety.
4. **Computer-Assisted Instruction:** Students will explore strategies for avoiding instances of phishing and types of email/Internet viruses.
5. **Personal Reflection:**Students design paper footprints that contain the kind of information they would want to appear in their digital footprint 10 years from now. Students fill out the My Digital Footprint Student Handout. The information they put in the handout could consist of stories about their success in online newspapers, a popular sports blog that they write, or photos of them running for a high governmental position.

Resources

The Nine Elements of Digital Citizenship <http://www.digitalcitizenship.net/Nine_Elements.html>

Common Sense Media for Educators <https://www.commonsensemedia.org/educators>

"Lol–Omg!: What Every Student Needs to Know about Online Reputation Management, Digital Citizenship, and Cyberbullying" by Matt Ivester. Serra Knight Pub, 2011.

**Avatars (promoting digital privacy)**

1. Lego Avatar <http://www.reasonablyclever.com/mini/kidsafe.htm>
2. Make Me a Hero Avatar <http://cpbherofactory.com/>
3. Avatar Voki <http://voki.com/>

**Cyberbullying**

1. Bullying <http://www.pacerkidsagainstbullying.org/kab/>
2. Cyberbullying <https://www.commonsensemedia.org/cyberbullying>
3. Cyberbullying BrainPop (requires log in) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>
4. Cyberbullying <http://www.stopbullying.gov/cyberbullying/what-is-it/index.html>
5. Think Time: How Does Cyberbullying Affect You? [https://www.youtube.com/watch?v=0oGFh0mwrjM&lr=1](https://www.youtube.com/watch?v=0oGFh0mwrjM&amp;lr=1)

**Digital Citizenship**

1. On Guard Online <http://www.onguardonline.gov/media>
2. Net Safe Videos for Parents <http://www.netsafeutah.org/parents/parent_videos.html>
3. NSTeens <http://www.nsteens.org/>
4. Brain Pop Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
5. Generation Safe-Quick Tips Videos <https://www.youtube.com/playlist?list=PLcCI70ryDObamcsmHveyCTsOcuHREC3v0>
6. Teaching Channel: Digital Citizenship Video Playlist <https://www.teachingchannel.org/blog/2013/10/18/digital-citizens-video-playlist/>
7. Digital Citizenship Websites by Ask a Tech Teacher <http://askatechteacher.com/great-kids-websites/digital-citizenship/>
8. "Are you a Responsible DIGital citIZEN?" <http://www.digizen.org/resources/digizen-game.aspx>
9. Digital Presence<https://www.youtube.com/watch?v=gi7EDNFI_w0>
10. O2 Keeping Kids Safe <http://www.o2.co.uk/help/everything-else/digital-family>
11. CommonCraft videos <https://www.commoncraft.com/videolist?qt-cc_video_quicktab=0#qt-cc_video_quicktab>

**Digital Communications**

1. Facebook, YouTube, Texting: Rules of the Road for Kids [https://www.youtube.com/watch?v=Gd520wZZGDE&feature=relmfu](https://www.youtube.com/watch?v=Gd520wZZGDE&amp;feature=relmfu)

**Digital Footprint**

1. Digital Footprints <http://www.kidsmart.org.uk/digitalfootprints/>
2. Protecting Online Reputations <https://www.commoncraft.com/video/protecting-reputations-online>
3. What's a Digital Dossier? [https://www.youtube.com/watch?v=79IYZVYIVLA&feature=player\_embedded](https://www.youtube.com/watch?v=79IYZVYIVLA&amp;feature=player_embedded)
4. Hijacking Your Digital Footprint <https://docs.google.com/presentation/d/1SU8iBSX-pitDkHCWlYa_9VxChS0rAvEtLEAunB8vIKI/edit#slide=id.g77af60346_036>

**Digital Law**

1. Copyrights BrainPop (login required) <https://www.brainpop.com/english/writing/copyright/preview.weml>
2. Copyright and Fair Use Common Sense Media Video [https://www.youtube.com/watch?v=suMza6Q8J08&list=TL0OM\_K6i\_7wY6V35BIjapD44wkpRCwmWl&utm\_content=buffer407a7&utm\_medium=social&utm\_source=twitter.com&utm\_campaign=buffer](https://www.youtube.com/watch?v=suMza6Q8J08&amp;list=TL0OM_K6i_7wY6V35BIjapD44wkpRCwmWl&amp;utm_content=buffer407a7&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer)
3. Copyright Law Explained <https://www.youtube.com/watch?v=tk862BbjWx4>
4. Copyright Law Curriculum <http://www.teachingcopyright.org/>
5. Videos on Licensing, Copyrights, and More (from Creative Commons) <https://creativecommons.org/videos/>

**Digital Privacy**

1. Post to be Private (NSTeens) <http://www.nsteens.org/Videos/Post-to-bePrivate>
2. Privacy on the Internet (Common Sense Media) [https://www.youtube.com/watch?v=44me3yq-qq0&feature=youtu.be](https://www.youtube.com/watch?v=44me3yq-qq0&amp;feature=youtu.be)

**Digital Rights and Responsibilities**

1. Digital Passport <https://www.digitalpassport.org/educator-registration>
2. Digital Passport: Earn One <http://www.mightyplay.com/product/digital-passport/>
3. Digital Rights Sharing Info [https://www.youtube.com/watch?v=qiP79vYsfbo&feature=youtu.be](https://www.youtube.com/watch?v=qiP79vYsfbo&amp;feature=youtu.be)

**Digital Search/Research**

1. Basic Search Tips from Google <https://support.google.com/websearch/answer/134479?hl=en>
2. BrainPop Internet Sources <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
3. Citation Machine <http://www.citationmachine.net/>
4. Google Course on Searching Internet <https://www.google.com/search/about/>
5. Power Search <http://www.powersearchingwithgoogle.com/course/ps/course.html>
6. Websites: How to Evaluate Sources <http://library.acadiau.ca/tutorials/webevaluation/>
7. Plagiarism Check turnitin.com
8. Plagiarism Check <http://www.plagtracker.com/>

**Fair Use/Public domain**

1. A Fair(y) Use Tale [https://www.youtube.com/watch?v=CJn\_jC4FNDo&feature=youtu.be](https://www.youtube.com/watch?v=CJn_jC4FNDo&amp;feature=youtu.be)

**Image Copyright**

1. Google Images Reverse Image Search (drop an image onto the page and search) <https://images.google.com/?gws_rd=ssl>
2. Image Edit Exposure Tool <http://www.fourandsix.com/>
3. Image Edited? Check Here <http://imageedited.com/>
4. Is This Picture Real? <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
5. Everything Is a Remix [https://www.youtube.com/watch?feature=player\_embedded&v=UP468k1u\_Mk](https://www.youtube.com/watch?feature=player_embedded&amp;v=UP468k1u_Mk)
6. Tineye Reverse Image Search <http://www.tineye.com/>

**Images (free)**

1. Free Photo <http://www.freefoto.com/index.jsp>
2. Open Photo <http://openphoto.net/>
3. Smithsonian Wild <http://siwild.si.edu/>
4. Wiki Images <https://commons.wikimedia.org/wiki/Main_Page>

**Internet Hoaxes**

1. Fake Baseball Blog <http://bottomofthefourth.blogspot.com/2011/06/target-field-collapses-due-to-resonant.html>
2. Hoax or Not? <http://www.kidsnetsoft.com/webquest/html/index.html>
3. Save the Tree Octopus <http://zapatopi.net/treeoctopus/>

**Internet Safety**

1. Digital Safety Informational Guide (staying safe online, search engine safety, scams, and identity theft) <https://www.budgetdirect.com.au/blog/2015/01/digital_safety_staying_safe_online.html>
2. Internet Safety Quiz <http://www.safekids.com/quiz/q1.htm>
3. Internet Safety Video: Day in Digit's Life [https://www.youtube.com/watch?v=89eCHtFs0XM&feature=youtu.be](https://www.youtube.com/watch?v=89eCHtFs0XM&amp;feature=youtu.be)
4. Internet Safety Videos <http://www.ikeepsafe.org/videos/?vid=fauxpaw_video>
5. iSafe (a helpful resource completely centered around E-Safety Technology and Education)
6. Mirror Image (free download about answering an online modeling job 7/8th grade) <http://www.ophea.net/product/cybercops-grade-7-mirror-image-teacher-resource#.VYg7TRNViko>
7. My Online Neighborhood Video by CommonSense Media https://www.youtube.com/watch?v=vUO7t92k4Xg
8. NSTeens <http://www.nsteens.org/>
9. Online Safety Quiz <http://www.iol.ie/~dromore/safety/quiz/quiz.htm#quest1>
10. Online Safety Quiz II <http://www.safekids.com/quiz/q1.htm>
11. Online Safety Video <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/preview.weml>

**Netiquette**

1. You Can't Take it Back <http://www.netsmartz.org/RealLifeStories/CantTakeItBack>

**Online Ads**

1. Admongo (explore, discover and learn about online ads while playing a game) <http://www.admongo.gov/>

**Online Plagiarism**

1. Plagiarism Video <https://www.commoncraft.com/video/plagiarism>

**Passwords**

1. Tips for Strong Passwords <http://www.connectsafely.org/tips-to-create-and-manage-strong-passwords/>
2. Broken Friendship <http://www.netsmartz.org/RealLifeStories/BrokenFriendship>
3. Password Creator: 3 Steps <http://passcreator.com/>
4. Passwords: How Secure Is Yours? <https://howsecureismypassword.net/>

**Social Media**

1. #Hashtag You're It [https://www.youtube.com/watch?v=abgRCmkm6No&feature=youtu.be](https://www.youtube.com/watch?v=abgRCmkm6No&amp;feature=youtu.be)
2. Look up: Don't Let Social Media Take Over Your Life [https://www.youtube.com/watch?v=Z7dLU6fk9QY&feature=player\_embedded](https://www.youtube.com/watch?v=Z7dLU6fk9QY&amp;feature=player_embedded)
3. Email and IM Video <https://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>
4. Social Media Revolution Video [https://www.youtube.com/watch?v=sIFYPQjYhv8&feature=youtu.be](https://www.youtube.com/watch?v=sIFYPQjYhv8&amp;feature=youtu.be)

**Texting**

1. Texting: Chicken Road YouTube <https://www.youtube.com/watch?v=aWT-BDKPKsY>

**Extras (classroom visual aids, tips and more)**

1. Nine Pillars Poster <http://www.fractuslearning.com/wp-content/uploads/2014/09/digital_citizenship_1280-740x523.png>
2. Digital Safety Word Cloud Example <http://www.kings.k12.ca.us/VideoConferencing/FrontPageImages/digital%20cit%20wordle.png>
3. Plagiarism Cartoon <http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/404/cartoon.jpg>
4. Password Poster <http://4.bp.blogspot.com/-pD360uCuS1c/VH8bwOOp_kI/AAAAAAAAJlA/2qW1x3cI8DU/s1600/WorstPasswords-2013.jpg>
5. Digital Law Poster <https://www.guidancesoftware.com/PublishingImages/Solutions/iStock_000019902035XSmall.jpg>
6. Digital Commerce Poster <http://cdn2.business2community.com/wp-content/uploads/2014/01/Digital-Commerce-and-Online-Spending.jpg>
7. Digital Commerce Poster 2 <http://www.sabreairlinesolutions.com/blog/wp/wp-content/uploads/E-Commerce.jpg>
8. Digital Communication Summary <http://image.slidesharecdn.com/digitalcommunication-130325142615-phpapp01/95/digital-communication-3-638.jpg?cb=1364221615>
9. Digital Access Poster <http://digitalcitenzenshipdennis.weebly.com/uploads/1/9/6/6/19666485/9803370_orig.jpg>
10. Digital Health and Wellness Cartoon [http://4.bp.blogspot.com/-8OsYPd-5G0o/UjN7Saq3w3I/AAAAAAAAAAM/UCrNKGw93cs/s1600/digital+wellness.jpg](http://4.bp.blogspot.com/-8OsYPd-5G0o/UjN7Saq3w3I/AAAAAAAAAAM/UCrNKGw93cs/s1600/digital%2Bwellness.jpg)
11. Digital Health and Wellness <https://lh5.googleusercontent.com/zvfEku8NVDCfhme9xtrUYtUsIku_SHKOThZwxiI1gp3SmkdqYX-YApKQqLeZRtXOIycxMoiJG0G_Een2A0RmLVmjaP0WDKCVZwnEpsauALo6zN0-2KU>
12. Digital Rights <http://763599703245015737.weebly.com/uploads/2/3/6/5/23654578/1382197966.jpg>
13. Digital Security Image <http://crystallakeoralsurgery.com/wp-content/uploads/2013/01/security-digital.jpg>
14. Personal Information Graphic <https://d3nsxkvkfprphq.cloudfront.net/blog/wp-content/uploads/2013/09/acxiom-1.png?e835a1>
15. Digital Etiquette Poster <http://areyouadigitalcitizen.weebly.com/uploads/6/8/9/9/6899478/5538654_orig.jpg>
16. Digital Literacy Cartoon <https://kristinconradi.files.wordpress.com/2013/05/cartoon_newliteracies.jpg>
17. Digital Literacy Pyramid <http://blogs.reading.ac.uk/digitallyready/files/2012/10/Work_placements.jpg>
18. Definition of Digital Citizenship [http://www.teachthought.com/technology/the-definition-of-digital-citizenship/?crlt.pid=camp.tkYSuE8oJHju](http://www.teachthought.com/technology/the-definition-of-digital-citzenship/?crlt.pid=camp.tkYSuE8oJHju)
19. Copyright Flowchart: Can I Use It? Yes? No? If This, Then <http://langwitches.org/blog/2014/06/10/copyright-flowchart-can-i-use-it-yes-no-if-this-then/>
20. Classroom Resources for Digital Citizenship <http://www.educatorstechnology.com/2014/08/classroom-posters-and-resources-for.html>
21. Don't Just Copy, Do the Right Thing <http://venspired.com/dont-just-copy-do-the-right-thing/>
22. Edutopia <http://www.edutopia.org/blog/pbl-pilot-formative-assessment-pbl-matt-weyers-jen-dole>
23. Digital Health and Wellness <http://sealadycb.edu.glogster.com/digital-health-and-wellness/>
24. Digital Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Resources

Grade 8 Technology
Technology 8

Research and Information Fluency

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Call to Family, Community, and Participation

The Rights of Children

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. relevant information
2. multiple digital sources/tools
3. credibility and accuracy
4. plagiarism
5. organization of data/results
6. searching techniques
7. hyperlinks
8. citations

Skills

1. Gather information from the Internet using searching techniques.
2. Evaluate the credibility of print and digital sources.
3. Recall the definition of plagiarism and utilize their understanding of plagiarism in creating original works.
4. Take notes by summarizing, paraphrasing, and quoting information.
5. Organize information for use.
6. Use strategies such as definition, classification, comparison/contrast, and cause/effect in writing.
7. Interact and collaborate with others.
8. Create hyperlinks within their written document.
9. Use online tools to create bibliographic information for sources.
10. Produce and publish results using digital tools.

Essential Questions

1. How can I utilize the research process model to become an information literate learner?
2. Why is it important to identify, access and evaluate the quality and appropriateness of digital resources?
3. What is the importance of academic integrity?

Standards Vocabulary

1. plagiarism
2. credibility
3. accuracy
4. data
5. summarizing
6. paraphrasing
7. quoting
8. definition
9. classification
10. compare/contrast
11. cause/effect

Additional Vocabulary

**Emerging Vocabulary**

1. blog
2. works cited page
3. search techniques see links below

**Mastered Vocabulary**

1. See attached document

Resources

* <https://owl.english.purdue.edu/owl/resource/558/01/>

Stage 2: Assessment Evidence

WebQuest for Research Papers

Formative: Online Learning

Students will complete a WebQuest on writing research papers. <http://webserver.stjoe.k12.il.us/7c/Researchwebquest.html>

Peer Assessment

Formative: Peer Assessment

Students will work with a partner to assess one another's writing using a teacher-created assessment rubric.

Research Project

Summative: Research Project

Student will produce and publish a written report on a topic including images, graphs, and/or tables, and a works cited page.

Concept Map

Formative: Graphic Organizer

Students will organize information gathered from websites to create a concept map on a teacher-assigned topic.

Digital Drawing

Formative: Posters

Students will communicate the information learned in the form of a drawing or poster.

Stage 3: Learning Plan

Learning Experiences

1. **Concept Map**: Students will organize information gathered from websites to create a concept map on a teacher-assigned topic.
2. **Writing Product**: Students will create an organizational outline.
3. **Digital Drawing**: Students will communicate the information learned in the form of a drawing or poster.
4. **Think, Pair, Share**: Students work together to share searching strategies, websites, and information with others.
5. **Website Exploration**: Students will visit websites and assess their credibility and accuracy as well as gather information.
6. **Independent Learning**: Students will complete a WebQuest on writing research papers. http://webserver.stjoe.k12.il.us/7c/Researchwebquest.html
7. **Independent Work**: Students will evaluate credibility of sources and take notes.
8. **Research Project**: Students will complete a research project on a particular topic including a works cited page. Students will publish the final product.

Resources

**Mapping/Drawing**

1. Google Draw
2. Paint
3. Glogster <https://www.glogster.com/#one>
4. Kidspiration
5. Inspiration
6. <https://www.mindmup.com/#m:new>
7. <http://eduplace.com/graphicorganizer/>

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Pages

**Publishing Tools**

1. Google Docs
2. Edublog <https://edublogs.org/>
3. Kidblog <http://kidblog.org/home/>
4. Blogger
5. Weebly <http://www.weebly.com/>
6. TikaTok <https://www.tikatok.com/>

**Presentation Tools**

1. Microsoft PowerPoint
2. Google Slides
3. Keynote
4. Prezi <http://www.prezi.com>

**Citation Maker**

1. <https://owl.english.purdue.edu/owl/>
2. <http://www.easybib.com/>
3. <http://www.citationmachine.net/>
4. <http://www.bibme.org/>

**Plagiarism Checker**

1. turnitin.com
2. <http://www.plagtracker.com/>

**Search Tips**

1. <http://www.noodletools.com>
2. <http://askatechteacher.com/great-kids-websites/research/>
3. <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

**Information Resources**

1. <https://www.infohio.org/> (Needs a username and password. Your school may have its own username and password or it can use statewide username **infohio** password **power**.)
2. <http://www.worldbookonline.com/student/home>
3. <http://webserver.stjoe.k12.il.us/7c/Researchwebquest.html>

Grade 8 Technology
Technology 8

Technology Operations and Concepts

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 8 OH: English Language Arts 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Speaking & Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

**History/Advancing Technologies**

**Hardware/Peripherals**

**Software/Operating Systems**

1. file management
2. productivity/digital tools

text to speech

word processing

spreadsheets

presentations

drawing/illustrator

**Troubleshooting**

**Keyboarding**

**Internet**

1. streaming

Skills

**History/Advancing Technologies**

1. Identify emerging technology and how this technology can change culture.

**Hardware/Peripherals**

**Software/Operating Systems**

1. Save files in appropriate locations on devices or server.
2. Navigate file-folder structure.
3. Create folders and subfolders to organize files.
4. Utilize productivity/digital tools/apps.

Text-to-Speech

Utilize a text-to-speech program or app to assist in production of product.

Presentations

Combine all skills learned from previous years into a research project. Students will include word processing, drawing, and presentation skills as the project progresses.

Spreadsheet and Forms

Create basic formulas in a spreadsheet program.

Analyze and manipulate data including charts and graphs from an online survey.

 Illustrator

﻿Create a stop motion animation.

**Troubleshooting**

1. Identify an error message and be able to problem solve in order to resolve or help resolve the issue.
2. Assist younger students and/or classroom teachers in basic troubleshooting solutions.

**Keyboarding**

1. Identify WPM (words per minute).
2. Type without viewing keyboard.
3. Type a minimum of three pages in a single sitting.

**Internet**

1. Define "streaming" and explain what it is and how it has affected society.

Essential Questions

1. How has technology evolved over time and how will it continue to change?
2. How do all the different parts of technology work together?
3. What skills will help me become efficient in technology?

Standards Vocabulary

1. digital media/digital tools
2. applications
3. presentation
4. technology
5. Internet
6. collaborate
7. keyboarding
8. formatting
9. chart

Additional Vocabulary

**Master Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Writing Evaluation Sheets

Summative: Written Assessment

Students will be able to use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Student Self-Evaluation

Formative: Self Assessment

Students will be able to use technology, including the Internet, to self-assess their own work.

Stage 3: Learning Plan

Learning Experiences

**History/Advancing Technologies**

1. **Research:** Students will research an emerging technology. They should identify and explain what it is and how it may change culture. They can also explore if it has emerged from an older technology, and if it has, they can explain how it has changed and how it will continue to evolve.

**Software/Operating Systems**

Productivity Tools

Word Processing

**Research Project:** On an assigned curricular topic, students will complete a research project. Students will use a word processing program for notes, concept map, or outline when gathering research. Information will be produced as a document. They will add illustrations in the project using some type of drawing/illustration tool. Students must include a bibliography or works cited page. Finally students will create a presentation of their choice.

**Innovative Technology**: Students will use text-to-speech software to create a document on an assigned topic by the teacher.

Spreadsheet and Forms

**Independent Learning**: Within a spreadsheet, students will create and use basic formulas.

**Data Analysis:** Students will create an online survey and analyze/communicate the results to appropriate audience.

Presentation

**Interdisciplinary Approach**: Students can create a presentation on an assigned curricular topic. They will present or share the presentation with classmates or other students in the school.

Drawing/Illustration

**Cooperative Learning Group**: In small group, students will collaboratively write and illustrate a teacher-assigned topic.

**Trouble Shooting**

1. **Peer to Peer:**Students will teach younger students or other teachers and staff how to troubleshoot technology errors or basic operations (check website address, reload page, copy/paste, etc.).

**Keyboarding**

1. **Drill and Practice**: Students practice timed keying exercises. <http://www.typingclub.com/typing-qwerty-en.html>
2. **Drill and Practice:**Students practice keyboarding skills by using typing website. <http://www.typingtest.com/games/numpadgame.html>

**Internet**

1. **Peer Partner:** Students will explore streaming with a partner.

Resources

**Productivity Tools**

1. Text to Speech Tools <http://elearningindustry.com/18-free-text-to-speech-tools-educators-tts-teachers>
2. How to Make a Book Trailer Website <http://thewritelife.com/free-apps-for-book-trailer/>
3. 5 Free Productivity Tools <https://www.mawista.com/blog/en/free-productivity-tools-for-students/>
4. Productivity Apps <http://www.technologyguide.com/feature/back-to-school-the-top-apps-to-keep-any-student-productive/>
5. Spreadsheet Templates <http://www.vertex42.com/ExcelTemplates/education.html>
6. iPad Apps for Stop Motion <http://www.educatorstechnology.com/2013/03/8-great-ipad-apps-for-creating-stop.html>
7. Android/Google Apps for Stop Motion [https://play.google.com/store/apps/details?id=tv.picpac&hl=en](https://play.google.com/store/apps/details?id=tv.picpac&amp;hl=en)

**Keyboarding**

1. Type Master <http://www.typingmaster.com/>
2. <http://www.powertyping.com/>
3. <http://www.typingtest.com/>