

**FAIRFIELD TOWNSHIP SCHOOL  
TECHNOLOGY LITERACY CURRICULUM**

**SEVENTH GRADE**

**MARKING PERIOD**

**Lesson Title:** TECH SKILLS

**Subject:** Tech Literacy

**Grade Level/Course:** 7/1

**Overview of Unit:** Students will create word processing documents and multimedia presentations with advanced features. Students will also exhibit appropriate online behavior both on the internet and using resources found on the internet. Students will be able to analyze information based on the source.

**Interdisciplinary Connections:**  Language Arts  Social Studies  Science  PE  Art  
Technology  Music  Other

**Learning Targets**

**BIG IDEA(S): Standard(s): 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 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.**

**8.1.8.A.3 Create a multimedia presentation including sound and images.**

**8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.**

**8.1.8.B.1 Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).**

**8.1.8.C.1 Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.**

**8.1.8.D.1 Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.**

**8.1.8.D.3 Demonstrate how information on a controversial issue may be biased.**

**8.1.8.F.1 Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.**

**ESSENTIAL QUESTIONS**

- 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?

**ENDURING UNDERSTANDINGS**

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and /or career needs assessment.

<ul style="list-style-type: none"> <li>• How can I transfer what I know to new technological situations/experiences?</li> <li>• How can digital tools be used for creating original and innovative works, ideas, and solutions?</li> <li>• How has the use of digital tools improved opportunities for communication and collaboration?</li> <li>• What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented?</li> </ul>	<ul style="list-style-type: none"> <li>• A tool is only as good as the person using it.</li> <li>• Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.</li> <li>• Digital tools allow for communication and collaboration anytime/anyplace worldwide.</li> <li>• Technology use can have positive or negative impact on both users and those affected by their use.</li> </ul>
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**UNIT LEARNING TARGETS:**

*Students will be able to...*

- Participate in an online learning community
- Use a variety of digital tools for research
- Use advanced features of PowerPoint
- Critique information based on its source
- Utilize a web-based service for collaboration

**ASSESSMENT**

**PERFORMANCE TASKS:**

- Blog Posts
- Keyboarding Scores
- Projects
- Presentations
- Artifacts
- Oral assessment

**OTHER EVIDENCE:**

- Teacher observation of acceptable behaviors

**LEARNING PLAN - ACTIVITIES**

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| <ul style="list-style-type: none"> <li>• World Issue Research Activity</li> <li>• Blogging</li> <li>• Presentation Activity</li> <li>• Keyboarding Practice</li> </ul> | <ul style="list-style-type: none"> <li>• NYTimes.com</li> <li>• TypingMaster.com</li> <li>• Google Groups</li> <li>• Research websites</li> </ul> |
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