Sept. Grade 6 Unit 2: Applied Technology

Content Area:

Technology

Course(s): Time Period: Length:

Status:

September 6-8 Weeks Published

Unit Overview

Introduction to the design process.

Enduring Understandings

The students will begin to learn the design process.

The students will solve problems presented as creatively as possible.

The students will troubleshoot technology issues.

Essential Questions

What is the steps we use when turning on the computer?

What are the steps in the design process?

Instructional Strategies & Learning Activities

Objective: Students will create a number cube to certain specifications for use in the kindergarten class.

Differentiation:

Students will work at own pace

Assessment:

Observe students working accurately while demonstrating effort on each activity

Objective: Students will create a personalized idtag for their chrombook case.

Differentiation:

Students choose the item to create and work at their own pace.

Assessment:

Printed tags

Objective: The students will create a lesson for the kindergarten class and a manipulative to go with it.

The student will be able to use various resources (current standards, classroom textbooks, and class observation) to research information about 3 topics related to the kindergarten curriculum and create a lesson and design a manipulative.

Differentiation:

Students choose the lesson and work in groups

Assessment:

Delivery of lesson to kindergarten class

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.Cl.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.Cl.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.GCA	Global and Cultural Awareness

TECH.9.4.8.GCA.1 TECH.9.4.8.GCA.2 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Multiple solutions often exist to solve a problem.

Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Early planning can provide more options to pay for post-secondary training and employment.

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Technology and Design Integration

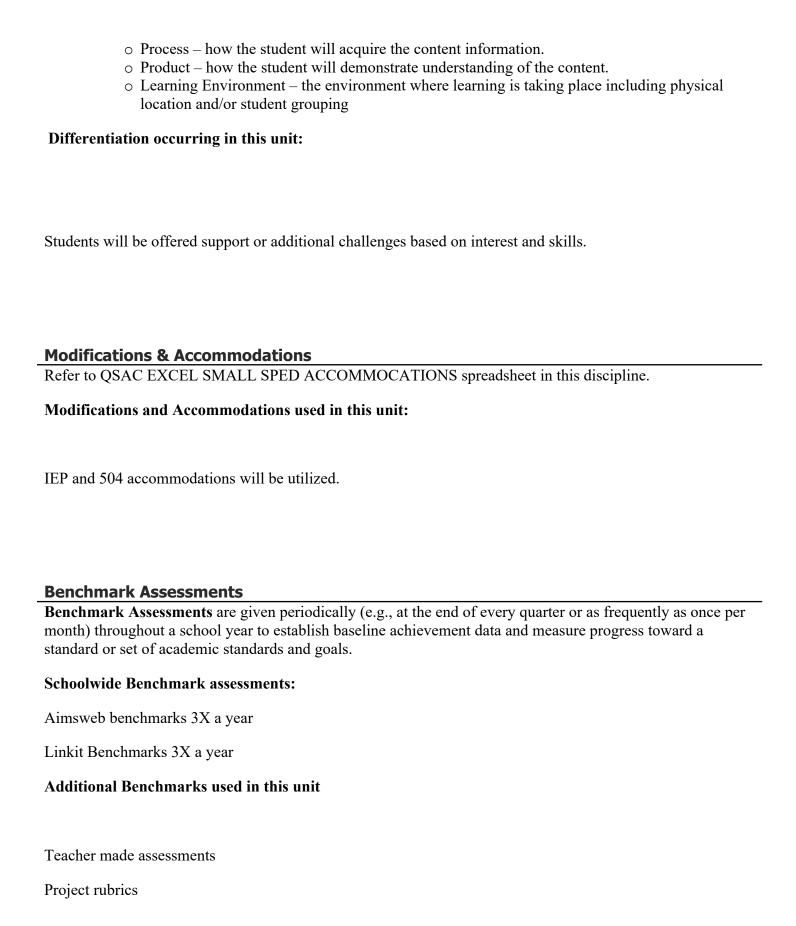
See activities above and standards below.

Interdisciplinary Connections

Core content areas addressed as students do write ups, research, and analysis if products created.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Definitions of Differentiation Components:
 - o Content the specific information that is to be taught in the lesson/unit/course of instruction.



Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

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Formative Assessments used in this unit:
Discussion
Teacher observation
projects
Summative Assessments
Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:
Projects
Assessments listed above

Instructional Materials

Surface Pro (laptop)

Caliper

3D printer

Standards

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.