

<b>Advisory Curriculum Council</b>	
<b>You must present to BAC before you present to ACC</b>	
<b>STAGE I: INITIATION/RESEARCH</b>	
Stage I completion due May 1 to the Curriculum Office	
Attach the following to this Stage I document:(tabs are located below)	
<input type="checkbox"/> Pilot costs (including materials & training)	<input type="checkbox"/> Curriculum guide with the following components completed:
<input type="checkbox"/> Sign-in sheets from committee work	◆ Course understandings
<input type="checkbox"/> Committee meeting minutes	◆ Course essential questions
	◆ Curriculum standards
	◆ Essential Vocabulary
<b>Date:</b>	<b>7/21/2015</b>
<b>Course Name:</b>	<b>Technology Explorations</b>
<b>Course Number:</b>	<b>Elementary Elective</b>
<b>Level:</b>	Elementary Elective (1st-5th) grade
<b>Committee Facilitator:</b>	Jenna Houser
<b>Committee Members:</b>	Elizabeth Amato, Rolanda Barcome, Karen Cormany, Lori Garner, Amy Reyher

**e upcoming curriculum study, please complete the following sections on the Curriculum Guide: (curriculum guide is a separate color)**

- \* Curriculum Standards: (identify—standards will be organized in stage III) (column D)
- \* Enduring Understandings & Essential Questions (Match to standard(s)) (column E)
- \* Essential Vocabulary (match to standard and understandings/questions) (column G)

<b>Review of District Assessment data:</b> A few summarizing statements that link this course work to assessments and the trends and finding.	<b>Best Practice/current research for course curriculum and instructional strategies</b> (Summarize here and cite sources) You can place a more detail version of Best Practices below by scrolling down in this same worksheet.
After a review of the 2013-14 Grand Blanc Elementary Math and Science 5 year MEAP trend scores while above the County and State averages are still below 80% and 50% respectively of students proficient. We believe by strengthening the time and varied STEM experiences allowed to students that students' interest and perceived success will increase.	"Students need critical thinking, creativity, communication, and collaboration. It is no longer sufficient for students to have less access to technological tools than the teacher, nor is it enough for any one suite of software to serve as the zenith for technology mastery. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation"- Nancy Blair NAESP

**Identify Existing Materials: List materials you are currently using here.**  
Chrome Book Cart and 32 Chromebooks that are currently shared with the buildings during MSTEP testing. We are using free online curriculum materials.

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<b>Technology requirements for piloting -Obtain Herb Wansitler's approval (attach e-mail) before submitting this document to the</b>		
<b>Course Technology:</b>	<b>Indicate Yes/No (Explain)</b>	<b>ology</b>
Technology is needed to run course	Most curriculum is online and technology device (Chromebook) dependent	Yes
Is it currently available in district?	No	Yes
If it needs to be purchased, is it compatible with current systems? If not, what needs to be done?	Yes	Yes 9/11/15
Timeline for installation:	none needed	Yes
Funding source: technology or ACC budgets	ACC/Technology	Yes

<b>Curriculum Research Plan:</b> <b>Summarize the steps your group will take to research the curriculum for your course</b>	<b>Pilot Plan:</b> <b>This is usually filled in towards the end of Stage 1 -Once you have identified the materials to pilot and you have devised your piloting plan.</b>
<i>Our group sees the need for both an engineering and computer science component within the class. We are interested in working with programmable, coding robots as well as Lego Mindstorm systems. We will look into elementary curriculum that provides engineering experiences.</i>	Each grade level will have 3 different programmable robotics experiences. The Robotics Unit will be 10-20 class sessions. Students will rotate through each of the robots completing tasks that focus on grade level standards and complex problem solving. Each school will have an engineering unit that will span the grade levels. We will use EiE curriculum (Engineering in Education by Boston Museum of Science) There will be one experience each year for a 5 year rotation to stretch allocation of funds.
<b>Additional Best Practice Information</b>	
Technology education involves more than just incorporating computer literacy into the curriculum.	

Student Robotics in the K-12 Curriculum <http://www.edutopia.org/blog/student-robotics-k-12-curriculum-mark-gura>

STUDY COSTS

Course:

Technology Explorations

Level:

Elementary 1st-5th

PILOT COSTS				IMPLEMENTATION COSTS			
<b>STAGE 1 - Curr Dev Time</b>				<b>STAGE 2 - Curr Dev Time</b>			
Number of People	6	Days	\$546.00	Number of People		Days	\$0.00
		(1 day = \$91)				(1 day = \$91)	
<b>Texts/Workbooks/Resources</b>							
Item	Quan	Price	Total	Item	Quan	Price	Total
BeeBot Primary Robot Classroom B	1 x	\$499.99	\$499.99		x		\$0.00
Ozobot Classroom Kit(18 bots, skins, chargers, markers)	1 x	\$1,000.00	\$1,000.00		x		\$0.00
Little Bits STEAM kit	4 x	\$284.95	\$1,139.80		x		\$0.00
Gizmos and Gadgets	2 x	\$189.95	\$379.90		x		\$0.00
Wonder Pilot Pack (set of 3 Dash and Dot)	2 x	\$1,000.00	\$2,000.00		x		\$0.00
Shipping (approx. 10%)			\$501.97	Shipping (approx. 10%)			\$0.00
Software (see technology section)							
	x		\$0.00		x		\$0.00
	x		\$0.00		x		\$0.00
	x		\$0.00		x		\$0.00
	x		\$0.00		x		\$0.00
Shipping (approx. 10%)			\$0.00	Shipping (approx. 10%)			\$0.00
<b>Hardware (see technology section)</b>							
Ipad mini 16G	5 x	\$379.00	\$1,895.00		x		\$0.00
Ipad mini case	5 x	\$47.00	\$235.00		x		\$0.00
Samsung Galaxy Tab 4.7 7"	3 x	\$172.52	\$517.56		x		\$0.00
Shipping (approx. 10%)			\$264.76	Shipping (approx. 10%)			\$0.00
<b>Audio-Visual</b>							
Samsung Galaxy Tab 4.7 7" case	3 x	\$47.00	\$141.00		x		\$0.00
Samsung Galaxy 5.2 10"	2 x	\$319.59	\$639.18		x		\$0.00
Samsung Galaxy 5.2 10" case	2 x	\$67.00	\$134.00		x		\$0.00
Shipping (approx. 10%)			\$91.42	Shipping (approx. 10%)			\$0.00
<b>Other</b>							
Ollie Ultimate Pack	4 x	\$156.99	\$627.96		x		\$0.00
Ultimate Sphero Accessory Pack	4 x	\$59.99	\$239.96		x		\$0.00
Sphero Sprk Edition	4 x	\$129.99	\$519.96		x		\$0.00
Engineering Adventures Bubble Wa	1 x	\$350.00	\$350.00		x		\$0.00
EiE Designing Plant Package	1 x	\$200.00	\$200.00		x		\$0.00
Shipping (approx. 10%)			\$193.79	Shipping (approx. 10%)			\$0.00
<b>STAGE 1 SUBTOTAL</b>				<b>STAGE 2 SUBTOTAL</b>			
			\$12,117.24				\$0.00
<b>STAGES 1 &amp; 2 SUBTOTAL</b>				<b>STAGES 1 &amp; 2 SUBTOTAL</b>			
							\$12,117.24
<b>STAGE 3 - Curr Dev Time</b>				<b>STAGE 3 - Curr Dev Time</b>			
Number of People		Days	\$0.00	Number of People		Days	\$0.00
<b>STAGES 1 - 3 SUBTOTAL</b>				<b>STAGES 1 - 3 SUBTOTAL</b>			
			\$12,117.24				\$12,117.24
<b>STAGE 4 - Curr Dev Time</b>				<b>STAGE 4 - Curr Dev Time</b>			
Number of People		Days	\$0.00	Number of People		Days	\$0.00
<b>NUMBER OF STUDENTS AFFECTED/COST PER STUDENT:</b>				<b>NUMBER OF STUDENTS AFFECTED/COST PER STUDENT:</b>			
					4000		\$0.00
<b>TOTAL: (Curriculum Work/Pilot/Implementation)</b>				<b>TOTAL: (Curriculum Work/Pilot/Implementation)</b>			



GBCS Curriculum Guide			GRADE: 1-5		SUBJECT: Tech Ex-Robotics			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Robotics	10-20 sessions	Grade 1	ISTE 1,2,4&6	Students will recognize situations where they can complete programs to complete tasks by giving movement commands as steps to a program.	1. Students will use Robots to estimate distance 2. Students will use Robots to sequence events 3. Students will use Robots to solve problems	program, North, South, East, West, right turn, left turn, first, second, third, distance, close, far, sequence, run, enter	BeeBot, Sphero, Ozobot	Students will complete a participation rubric
Robotics	10-20 sessions	Grade 2	ISTE 1,2,4&6	Students will create programs with loops, events, and conditionals, and write algorithms for everyday tasks	1. Students will use Robots to estimate distance 2. Students will use Robots to sequence events 3. Students will use Robots to solve problems	program, North, South, East, West, right turn, left turn, first, second, third, distance, close, far, sequence, run, enter	BeeBot, Sphero, Ozobot	Students will complete a participation rubric
Robotics	20 sessions	Grade 3	ISTE 1,2,4&6	Students will create programs with loops, events, and conditionals, and write algorithms for everyday tasks	1. Students will use Robots to create programs 2. Students will use Robots to loop and create conditionals 3. Students will use Robots to solve complex geometry problems	algorithm, program,loop, debug, conditionals, binary,event	Ozobot, Dash and Dot, Little Bits	Students will complete a participation rubric
Robotics	20 sessions	Grade 4	ISTE 1,2,4&7	Students will create programs with loops, events, and conditionals, and write algorithms for everyday tasks	1. Students will use Robots to create programs 2. Students will use Robots to loop and create conditionals 3. Students will use Robots to solve complex geometry problems 4. Students will create conditionals withing their program	algorithm, program,loop, debug, conditionals, binary,event	Ozobot, Dash and Dot, Little Bits	Students will complete a participation rubric

Robotics	21 sessions	Grade 5	ISTE 1,2,4&7	Students will build complex programs with loops, conditions, and functions. Students will investigate internet transmission methods.	1. Students will use Robots to create programs 2. Students will use Robots to loop and create conditionals 3. Students will use Robots to solve complex geometry problems 4. Students will create conditionals within their program	decompose, pattern matching, abstraction, algorithm, function, variable, function	Ozobot, Little Bits, Sphero, Dash and Dot	Students will complete a participation rubric
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GBCS Curriculum Guide			GRADE: 1-5		SUBJECT: Tech Ex-Robotics			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Materials Engineering	4 sessions	Bubble Bonanza	3-5 ETS1-1, 3-5 ETS1-2, 3-5 ETS1-3	What is Engineering?	Students will plan and design a tower mader from limited materials.	engineering	Cardstock, tape	Students will complete a participation rubric
Materials Engineering	2 sessions	Bubble Bonanza	ISTE 1,2,4&6	What is Technology? Tech Detective	Students will determine the relationship between engineering and technology.	technology	Tech cards	
Materials Engineering	4 sessions	Bubble Bonanza	3-5 ETS1-1	How can using the ASK step of the Engineering Design Process make our design stronger?	Students will learn what bubbles can and cannot do	Engineer Design Process	cup, bubble solution, bubble wands	Students will complete a participation rubric
Materials Engineering	2 sessions	Bubble Bonanza	3-5 ETS1-1, 3-5 ETS1-2, ETS1-3	How do different materials increase or decrease the life of a bubble?	Students will test several different materials for the bubbles to land on to determine which is most bubble friendly.	Solution, Material	sandpaper, hairbrush, cotton, leaf, table, newsprint, bubble solution, bubble wand	Students will complete a participation rubric
Materials Engineering	6 sessions	Bubble Bonanza	3-5 ETS1-1, 3-5 ETS1-2, ETS1-3	Do the shape of bubble wands result in different shaped bubbles?	Students will create several shaped wands using several different materials		wire, rubber bands, string, twist ties, pipe cleaners, paper towel tubes	Students will complete a participation rubric
Materials Engineering	2 sessions	Bubble Bonanza	3-5 ETS1-1, 3-5 ETS1-2, ETS1-3	Which materials create bubbles that achieve bubble goals?	Students will choose 3 bubble goals cards and create wands that can achieve each goal.		wire, rubber bands, string, twist ties, pipe cleaners, paper towel tubes, bubble goal cards	Students will complete a participation rubric
Packaging Engineering	4 sessions	Thinking Inside the Box, Designing Plant Boxes	ITEEA 1B,4B,6A,8C,8D,9A	What materials can be used as the base for solving and engineering problem?	Students will identify serveral functions for a package	Criteria, Design, Engineer, Engineer Design Process	Fadil's Gift	Student participation rubric Lesson 1

Packaging Engineering	2 sessions	Thinking Inside the Box, Designing Plant Boxes	ITEEA 5A, 2D, 5B,6A,6C, 10A, 19B	What functions are required of packaging engineers?	Students will analyze the function of a package and determine the consumer needs	Function, Product, Consumer	Assorted packaging container	Student participation rubric Lesson 2
Packaging Engineering	4 sessions	Thinking Inside the Box, Designing Plant Boxes	ITEEA 2D, 2J, 5A, 5B, 6A, 8A, 11D	How do we determine the properties of the materials that make ideal for plant packaging?	Students will explain the needs of the product and the consumer. Students will evaluate materials for function to provide the requirements of the product and the consumer.	Goal, Material, Source Reduction, Structure	Packing materials, Plants	Student participation rubric Lesson 3
Packaging Engineering	8 sessions	Thinking Inside the Box, Designing Plant Boxes	ITEEA 2D, 2E, 5A, 6A, 8A, 8B,8C,8D,9B,9C,9D,9E,11B,11F, 11G	How will using the Engineering Design Process build a plant box that fits the function and needs of consumer?	Students will plan, create, and improve on a plant package	Redesign, Ask, Plan, Create, Improve	Packaging materials from kit	Student participation rubric Lesson 4

GBCS Curriculum Guide			GRADE: 1st		SUBJECT: Digital Literacy & Citizenship (Technology Explorations)			
Topic	Pacing	Unit	Standards	Understandings & Essential	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Going Places Safely	3 days	1	grade 1: W.5, W.7, W.8, L.6 Nets: 3a, 3b, 5a, 5b, 6a	Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.	<ul style="list-style-type: none"> <li>Discover that the Internet can be used to visit far-away places and learn new things.</li> <li>Compare how staying safe online is similar to staying safe in real world.</li> </ul>	online: connected to the Internet website: a place you can visit on the Internet	Common Sense Media: <a href="https://www.common Sense Media.org/educators/lesson/">https://www.common Sense Media.org/educators/lesson/</a>	
A-B-C Searching	3 days	2	grade 1: RL.1, RL.3, RL.4, RI.1, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L6 NETS•S: 1a, 1d, 2d, 3d, 4a-c grade K: W.5, W.7, W.8, W.10, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6	Students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetically listings offer one way to find things on the Internet. How can you use the alphabet to find things online?	<ul style="list-style-type: none"> <li>Learn how to search online by using the alphabet</li> <li>Understand how to search for a specific letter of the alphabet on a children's directory site.</li> <li>Apply the results of their alphabet search to create a picture dictionary.</li> </ul>	dictionary: a book or website that has words arranged according to the alphabet and explains what each word means. search(verb)-to look for something on the internet	Common Sense Media: <a href="https://www.common Sense Media.org/educators/lesson/">https://www.common Sense Media.org/educators/lesson/</a>	
Keep It Private	3 days	3	grade 1: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6 NETS•S: 2a, 5a, 5d	Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests. What kinds of information should I keep to myself when I use the Internet?	<ul style="list-style-type: none"> <li>Recognize the kind of information that is private.</li> <li>Understand that should never give out private information on the Internet.</li> <li>Learn to create effective user names that protect their private information.</li> </ul>	private--something that you should keep to yourself or share only with people you trust. username--a name you make up so that you can see or do things on a website; sometimes called screen name.	Common Sense Media: <a href="https://www.common Sense Media.org/educators/lesson/">https://www.common Sense Media.org/educators/lesson/</a>	
My Creative Work	3 days	4	grade 1: RL.1, RL.4, RI.1, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L6 NETS•S: 3a-d, 4a-c, 6a	Students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce. How can you give credit to your own creative work?	<ul style="list-style-type: none"> <li>Define key vocabulary term credit.</li> <li>List some reasons why credit is important for an artist.</li> <li>Give themselves proper credit on their own work.</li> </ul>	credit--public acknowledgement or praise given to a person. time capsule--a container filled with items intended to communicate information about the present time when discovered by people in the future. original--a piece of work that is new and created first hand. publish--to present a finished piece of work to the public.	Common Sense Media: <a href="https://www.common Sense Media.org/educators/lesson/">https://www.common Sense Media.org/educators/lesson/</a>	

Sending Email	3 days	5	<p>•grade 1: RL.1, RL.4, RI.1, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6</p> <p>NETS•S: 3a-d, 4c, 5a, 5b</p>	<p>Students explore how they can use email to communicate with real people within their schools, families, and communities.</p> <p>How do you connect with others through email?</p>	<ul style="list-style-type: none"> <li>• Understand that the Internet provides a means of communicating with real people.</li> <li>• Describe how email messages are sent and received.</li> <li>• Demonstrate and appreciation of how really people send messages to one another on the Internet through a role playing activity.</li> </ul>	<p>message--something you want to tell to another person.</p> <p>email--and electronic message; a letter you send through the Internet</p> <p>Internet: an electronic system that connects billions of people using computers, phones and other devices and allows them to communicate with one another.</p>	Overall Unit Assessment given online	Overall Unit Assessment given online
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GBCS Curriculum Guide			GRADE: 2nd		SUBJECT: Digital Literacy & Citizenship (TechEx)			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Staying Safe Online	3 days	1	*grade 2: W.7, W.8, L.6 SL 1a, SL1b, SL1c, SL3, SL6 NETS: 1a, 4a, 4d, 5a-c, 6a, 6b	Students understand that they should stay safe online by choosing websites that are good for them to visit, and avoiding sites that are not appropriate for them.  How do we keep ourselves safe online?	<ul style="list-style-type: none"> <li>•Understand that being safe when they visit websites is similar to staying safe in real life.</li> <li>•Learn to recognize websites that are good for them to visit.</li> <li>•Recognize if they should ask an adult they trust before they visit a particular website.</li> <li>•Understand that being safe when they visit websites is similar to staying safe in real life.</li> <li>•Learn to recognize websites that are good for them to visit.</li> <li>•Recognize if they should ask an adult they trust before they visit a particular website.</li> </ul>	<p>safe: free from danger or harm</p> <p>caution: to be careful</p> <p>right: something that's appropriate and fitting</p>	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2">https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</a>	
Follow the Digital	3 days	2	*grade 1: RL.1, RL.3, RL.4, RI.4, RI.10, RF.4a,W2, W.5, W.7, W.8, L6 SL1a, SL1b, SL1c, SL3, SL6 NETS:S: 1a, 1d, 2d, 3d, 4a-c	Students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.  How do I manage my digital footprint with care?	<ul style="list-style-type: none"> <li>•Learn that the information they put online leaves a digital footprint or "trail."</li> <li>•Explore what information is appropriate to be put online.</li> <li>*Judge the nature of different types of digital footprints by following the information trails of two fictional animals.</li> </ul>	<p>trail: a path or track</p> <p>digital footprint: the information about you on the Internet</p> <p>permanent: there forever</p>	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2">https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</a>	
Screen Out the Me	3 days	3	*grade 2: RL.1, RL.2, RL.3, RI6, RI.10, RF.4a, W.2, W.7, W.8, L.6 SL1a, SL1b, SL1c, SL2, SL3 NETS:S: 2a, 5a, 5d	Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it  How can I stop cyberbullying for myself and others?	<ul style="list-style-type: none"> <li>•Analyze online behaviors that could be considered cyberbullying.</li> <li>•Explain how to deal with a cyberbullying situation.</li> <li>•Recognize the importance of engaging a trusted adult when they experience cyberbullying.</li> </ul>	<p>online: connected to people on the Internet</p> <p>cyberbullying: doing something on the Internet, usually again and again, to make another person feel angry, sad, or scared</p>	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2">https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</a>	

Using Keywords	3 days	4	<p>•grade 2: RL.1, RL.4, RI.10, RF.4a, W.2, W.7, W.8, L6 SL.1a, SL1b, SL1c, SL3, SL6 NETS•S: 3a-d, 4a-c, 6a</p>	<p>Students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.</p>	<p>•Understand the function of keywords and keyword searches.</p> <p>•Learn a step-by-step procedure for selecting suitable keywords.</p> <p>•Apply their chosen keywords to find the information they are looking for on the Internet.</p>	<p>search: to look for information on the Internet</p> <p>keywords: the words you use to search for information about a topic</p>	<p>Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2">https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</a></p>	
Sites I Like	3 days	5	<p>•grade 2: RL.1, RI.4, RI.10, RF.4a, W.4, W.7, W.8, L.6 SL 1a-c, SL3, SL6 NETS•S: 3a-d, 4c, 5a, 5b</p>	<p>Students explore and evaluate an informational website for children.</p>	<p>•Identify and explore different features of an informational website.</p> <p>•Understand that not everyone will rate a website the same way.</p> <p>•Evaluate whether they like or dislike features of a site.</p>	<p>subject: the topic that something (a website) is about</p> <p>link (noun): something you can click on to go to another part of the site</p> <p>rate: to judge how good or valuable something is</p>	<p>Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2">https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</a></p>	Grade 2 Unit Assessment Online

GBCS Curriculum Guide			GRADE: 3rd		SUBJECT: Digital Literacy & Citizenship (SAIL)			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Powerful Passwords	3 days	1	grade 3: R1, R4, R10, SL3.1a-d, SL3.3, SL3.6 L6, Nets: 2a, 5a, 5b	Students explore why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. Students learn passwords tips, test their existing passwords with an interactive game, and create new passwords using guidelines. Essential Question: How do you create a secure passwords	<ul style="list-style-type: none"> <li>•Understand the function of passwords.</li> <li>•Identify strategies for creating and protecting secure passwords.</li> <li>•Create my own secure passwords using the lesson guidelines.</li> </ul>	Password: A secret word or phrase that some websites require you to type in if you want to visit them.  Protect: To keep safe.  Symbol: A shape or a sign that stands for something else.  Secure: Safe and protected	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson">https://www.commonsensemedia.org/educators/lesson</a>	
Online Community	3 days	2	grade 3: R1, R4, R10, SL3.1a-d, SL3.3, SL3.6 L6, Nets: 5b, 6a	Students explore the concept that people can connect with one another through the Internet. Students discuss the nature of the Internet, and understand that it is made up of real people. Essential Question: How does the Internet connect you to others.	<ul style="list-style-type: none"> <li>•Consider what it means to go online and using the Internet.</li> <li>•Compare and Contrast how I am connected to different people and places, in person, and on the Internet.</li> <li>*Demonstrate an understanding of how people can connect on the Internet by drawing a map of my online community.</li> </ul>	Online: Connected to the Internet.  Internet: An electronic system that connects billions of people using computers, phones, or other devices and allows them to communicate with one another.  Community: People who share a common neighborhood, background, and interests.	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson">https://www.commonsensemedia.org/educators/lesson</a>	
Things for Sale	3 days	3	grade 3: R1, R4, R10, SL3.1a-d, SL3.3, SL3.6 L6, Nets: 1b, 1c, 3a-d, 4c, 5a	Students examine websites that are designed around a product for sale. Students learn to recognize the varied methods used to promote and sell products on these sites. Essential Question: How do some websites try to get you to buy things.	<ul style="list-style-type: none"> <li>•Understand that the main purpose of products sites is to encourage viewers to buy the product..</li> <li>•Recognize how a sites fun and interesting features help sells the product.</li> <li>•Create my own product site homepage with features designed to be my product.</li> </ul>	Purpose: The reason something exists;what it is meant to do  Product: Something that is made and sold.  Advertise: To draw attention for something that is for sale, and to try to get people to buy it.	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2">https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2</a>	
Show Respect Online	3 days	4	grade 3: R1, R4, R10, SL3.1a-d, SL3.3, SL3.6 L6, Nets: 5a, 5d	Students explore the similarities and difference between in-person and online communitties, and then learn how to write clear and respectful emails. Essential Question: How can I make sure that my emails are clear and respectful.	<ul style="list-style-type: none"> <li>•Understand how to show respect in social situations.</li> <li>•Recognize the importance of tone in both face to face and online communications.</li> <li>•Learn rules for writing clear and respectful emails by editing an email message.</li> </ul>	Respectful: In a way that shows you care about another person's feelings  Tone: The way something sounds and the feelings it expresses.  Edit (verb): To change something that is written to make it better.	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson">https://www.commonsensemedia.org/educators/lesson</a>	
Writing Good Emails	3 days	5	*grade 3: R1, R4, R10, SL3.1a-d, SL3.3, SL3.6  NETS-S: 2b, 5a, 5b, 5d	Students explore the components of a well-written email. Students learn that such emails have a 5 part structure that is similar to tradition letters. Essential Question: How is writing an email similar to or different from writing a letter.	<ul style="list-style-type: none"> <li>•Identify the 5 main parts of letter/email writing.</li> <li>•Compare and Contrast the format of letter writing to the writing of emails.</li> <li>•Proofread a draft of an email.</li> </ul>	Email: Electronic email sent through the Internet  Header: Information at the top of a message that contains the senders address and the date.  Greeting: The opening or salutation.  Body: The main part of the message	Common Sense Media: <a href="https://www.commonsensemedia.org/educators/lesson">https://www.commonsensemedia.org/educators/lesson</a>	3rd Grade unit Assessment online

GBCS Curriculum Guide			GRADE: 4th		SUBJECT: Digital Literacy & Citizenship (SAIL)			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Rings of Responsibility	3 days	1	grade 4: RL.3, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6  Nets: 3a, 3b, 5a, 5b, 6a	Students explore what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens. Students sit in circles, which depict the "Rings of Responsibility," in order to explore the responsibilities they have to themselves, friends and family, and larger communities, both offline and online.	<ul style="list-style-type: none"> <li>•Reflect upon my offline responsibilities..</li> <li>•Examine my online responsibilities.</li> <li>•Learn that good digital citizens are responsible and respectful in the digital world (and beyond).</li> </ul>	<p>Responsibility: an obligation or duty you have to yourself or others</p> <p>Community: a group of people with a common background or shared interests</p> <p>Digital citizen: a member of a worldwide community linked</p>	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	
Private and Personal Information	3 days	2	*grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6  NETS:S: 1b, 5a, 5b	As students visit sites that request information about their identity, they learn to adopt a critical inquiry process that empowers them to protect themselves and their families from identity theft. In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online.  How can you protect yourself from online identity theft?	<ul style="list-style-type: none"> <li>*Learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information.</li> <li>*Understand what type of information can put them at risk for identity theft and other scams.</li> <li>*Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.</li> </ul>	<p>Register (online): to enter your information in order to sign up and get access to a website</p> <p>Personal information: information that can't be used to identify you, such as your age, gender, how many siblings you have, your favorite food, etc.</p> <p>Private information: information that can be used to identify you, such as your Social Security number, street address, email, phone number, etc.</p> <p>Identity theft: when a thief</p>	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	
The Power of Words	3 days	3	*grade 4: RL.3, RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.9b, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6  NETS:S: 2b, 5a, 5d	Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online. Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' name website, and explore both the similarities and differences.	<ul style="list-style-type: none"> <li>•Empathize with those who have received mean and hurtful messages.</li> <li>•Judge what it means to cross the line from harmless to harmful communication online.</li> <li>•Generate solutions for dealing with cyberbullying.</li> </ul>	<p>Frustrated: irritated at not being able to do what you want</p> <p>Cyberbully (verb): using technology tools such as the Internet and cell phones to deliberately upset someone else</p> <p>Ethics: ideas about how people should act and behave</p>	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	
The Key to Keywords	3 days	4	*grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.7, W.10, W.1a, W.1b, W.1c, W.1d, W.4, W.6, L.3a, L.6  NETS:S: 3b, 3c, 3d	Students learn strategies to increase the accuracy of their keyword searches. They compare the number and kinds of sites obtained and make inferences about the effectiveness of the strategies.  Which keywords will give you the best search results?	<ul style="list-style-type: none"> <li>•Experiment with different keyword searches and compare their results.</li> <li>•Refine their searches by using multiple words, synonyms, and alternative words and phrases.</li> <li>•Draw inferences to explain their search results.</li> </ul>	<p>Keywords: the most important words related to a subject, which you type into a search engine to find the information you want</p> <p>Precise: clear and exact results page: the screen showing what a search site found in response to your keyword search</p> <p>Synonyms: two or more words</p>	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	

Whose Is It, Anyway?	3 days	5	<p>•grade 4: RL.10, RI.1, RI.3, RI.4, RI.7, RI.10, RF.4a, W.2d, W.4, W.6, W.7, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.4, SL.5, L.3a, L.6</p> <p>NETS•S: 5a, 5b</p>	<p>Students learn that although the Internet makes it very easy, copying the work of others and presenting it as one's own is called plagiarism. They also learn about circumstances in which it is permissible to use the work of others.</p> <p>How can I show respect for people's work?</p>	<p>•Define plagiarism and describe its consequences.</p> <p>•Explain how giving credit is a sign of respect for people's work .</p> <p>•Articulate when it is acceptable to use people's work, and how to write a citation.</p>	<p>Plagiarism: using some or all of somebody's work or idea, and saying that you created it .</p> <p>Citation: a formal note of credit to an author that includes their name, date published, and where you found the information</p> <p>Respect: a way of showing that you admire and value something</p>	<p>Common Sense Media:  <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a></p>	<p>End of Unit Assessment  Online</p>
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GBCS Curriculum Guide			GRADE: 5th		SUBJECT: Digital Literacy & Citizenship (TechEx)			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Strong Passwords	3 days	1	Grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6  NETS*S: 2a,2b,3b,5a,5b	Students learn how to create secure passwords in order to protect their private information and accounts online.  Students explore scenarios in which two characters choose passwords and use the tips they have learned to create new secure passwords.  Essential Question: How can a secure password help you protect your private information?	Identify the characteristics of strong passwords  Apply characteristics of strong passwords to create new passwords.  Create secure passwords with their family members.	Password Protection: the requirement that visitors use a password when they access a website so that only certain people can view the site and participate in its online activities.  Random: Having no pattern  Security: Freedom from danger; online, "security" refers to protecting one's private information and protecting a computer from viruses or "malware"  Screen Name: the online name you choose to log in with or to post on a website.	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	
Digital Citizenship Pledge	3 days	2	Grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6  NETS*S: 1a, 1b, 2a, 2b, 2d, 3a-d, 4a-c, 5a-d, 6a, 6b, 6d	Students will establish group norms to create a positive online community that promotes responsible and respectful digital behavior within their classroom.  Students collaborate in creating a digital citizenship pledge outlining their collective social norms for exploring in and interacting with the digital world.  Essential Question: How do you create a positive online community?	Establish expectations and norms for the group related to appropriate online behavior.  Participate responsibly and respectfully in an online community.  Collaborate on a classroom motto about digital citizenship.	Community: a group of people with a common background or shared interests.  Expectation: Something one looks forward to or assumes will occur.  Digital citizen: a member of a worldwide community linked by the Internet  Pledge: a promise, an oath, or a commitment  Motto: a phrase that summarizes an organization or group's purpose or guiding principles.	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	
How to Cite a Site	3 days	3	Grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6  NET*S: 3b, 3c, 3d	Students reflect on the importance of citing all sources when they do research. They then learn how to write citations for two different types of online sources in MLA style and practice doing so.  Essential Question: How do I cite different types of online sources?	Explain the value of giving proper citations.  Name the components of an MLA style citation for different types of websites.  Create MLA style citations for online articles and professional sites.	Source: a reference work or firsthand document.  Citation: Key information about a source used for a report or other research project, including its author, title, publisher, and date of publication  Bibliography: a list of the sources used for a report or other research project, including books, articles, videos, and websites.  Update: to revise a website to include the most recent information.	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	
You've Won a Prize	3 days	4	Grade 5: RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.9b, SL.1a-d, SL.4, SL.5, SL.6, L.a  NETS*S: 2b,5a, 5b	Students learn what spam is, the form it takes, and then identify strategies for dealing with it.  Essential Question: What is spam and what can you do about it?	Define what spam is?  Explore strategies for safely managing unwanted strategies  Identify several forms of spam	Junk Mail: Unwanted mail that no one sent away for in the first place.  Spam: Unwanted email messages or IM's that the recipient didn't ask for.  Computer Virus: A software program that can damage other programs on the computer.	Common Sense Media: <a href="https://www.commonensemedia.org/educators/lesson">https://www.commonensemedia.org/educators/lesson</a>	

Picture Perfect	3 days	5	<p>grade 5: RI4, RI7, RI10, SL1a-d, SL6, L3a, L6</p> <p>NETS-S:1a-c, 2a-b, 2b, 3a-d, 4a-d, 5a-d, 6a-b, 6d</p>	<p>Students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration as well as its power to distort our perceptions of beauty and health.</p> <p>How can photos be changed on the computer, and how can that affect our feelings about the way we look?</p>	<ul style="list-style-type: none"> <li>• Recognize that photos can be altered digitally, and consider the upsides and downsides of this practice.</li> <li>• Discuss how photo alteration can distort our perceptions and affect our self-image.</li> <li>• Analyze how advertising uses photo alteration to help sell products.</li> </ul>	<p>Alter: To change the way something looks.</p> <p>Product: Something that a company advertises and sells.</p>	<p>Common Sense Media:  <a href="https://www.commonsensemedia.org/educators/lesson">https://www.commonsensemedia.org/educators/lesson</a></p>	<p>End of Unit Assessment Online</p>
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GBCS Curriculum Guide			GRADE: All Grades		SUBJECT: Digital Literacy & Citizenship (TechEx)			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
What is Cyberbullying?	3 days	3-5 Unit 3		<p>Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.</p> <p>What should you do when someone uses mean or scary language on the Internet?</p>	<ul style="list-style-type: none"> <li>*Empathize with those who have received mean and hurtful messages.</li> <li>*Judge what it means to cross the line from harmless to harmful communication online.</li> <li>*Generate solutions for dealing with cyberbullying.</li> </ul>	<p>Frustrated: irritated at not being able to do what you want</p> <p>Cyberbully (verb): using technology tools such as the Internet and cell phones to deliberately upset someone else</p> <p>Ethics: ideas about how people should act and behave</p>	<p>Common Sense Media:  <a href="https://www.common-sensemedia.org/educators/lesson/">https://www.common-sensemedia.org/educators/lesson/</a></p>	
Screen Out The Mean		K-2 Unit 2	<p>grade K: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6</p> <p>grade 1: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6</p> <p>grade 2: RL.1, RL.2, RL.3, RI.4, RI.6, RI.10, W.2, W.7, W.8</p>	<p>Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>What can you do when someone is mean to you online?</p>	<ul style="list-style-type: none"> <li>*Analyze online behaviors that could be considered cyberbullying.</li> <li>*Explain how to deal with a cyberbullying situation.</li> <li>*Recognize the importance of engaging a trusted adult when they experience cyberbullying.</li> </ul>	<p>Online: connected to people on the Internet</p> <p>Cyberbullying: doing something on the Internet, usually again and again, to make another person feel angry, Family Resources sad, or scared</p>	<p>Common Sense Media:  <a href="https://www.common-sensemedia.org/educators/lesson/">https://www.common-sensemedia.org/educators/lesson/</a></p>	
Screen Out The Mean		K-2 Unit 2	<p>grade K: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6</p> <p>grade 1: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6</p> <p>grade 2: RL.1, RL.2, RL.3, RI.4, RI.6, RI.10, W.2, W.7, W.8</p>	<p>Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>What can you do when someone is mean to you online?</p>	<ul style="list-style-type: none"> <li>*Analyze online behaviors that could be considered cyberbullying.</li> <li>*Explain how to deal with a cyberbullying situation.</li> <li>*Recognize the importance of engaging a trusted adult when they experience cyberbullying.</li> </ul>	<p>Online: connected to people on the Internet</p> <p>Cyberbullying: doing something on the Internet, usually again and again, to make another person feel angry, Family Resources sad, or scared</p>	<p>Common Sense Media:  <a href="https://www.common-sensemedia.org/educators/lesson/">https://www.common-sensemedia.org/educators/lesson/</a></p>	

Power of Words	3 days	3-5 Unit 1		<p>Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.</p> <p>What should you do when someone uses mean or scary language on the Internet?</p>	<p>•Empathize with those who have received mean and hurtful messages.</p> <p>•Judge what it means to cross the line from harmless to harmful communication online.</p> <p>•Generate solutions for dealing with cyberbullying.</p>	<p>Frustrated: irritated at not being able to do what you want</p> <p>Cyberbully (verb): using technology tools such as the Internet and cell phones to deliberately upset someone else</p> <p>Ethics: ideas about how people should act and behave</p>	<p>Common Sense Media:  <a href="https://www.common-sensemedia.org/educators/lesson/">https://www.common-sensemedia.org/educators/lesson/</a></p>	
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GBCS Curriculum Guide			GRADE: TechEx class with 1st-5th grades		SUBJECT: Keyboarding			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Keyboard Reading	1 week	Pre	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth	In what ways can keyboarding enhance expression and communication.	Students will exhibit proper keyboarding posture. Students will locate and position fingers on home row. Students will locate all letter keys on the keyboard. Students will plug-in external keyboards into the correct USB port. Students will learn license ID, User Name, and Password. Students will successfully access the site with both the address bar and the icon	Posture, Home Row, Keyboard, USB port, Address bar, License ID, User Name, Password, Cursor, Mouse, Touch Pad, Laptop, Monitor, Left click, Right Click, Tab, Window, Maximize, Minimize, Navigate	Computers, paper keyboard, color coding materials, anchor charts	Paper Keyboard assessment, Visual checks for posture.
Unit 1	18 lessons	Unit 1	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth	In what ways can keyboarding enhance expression and communication.	Students will learn middle row keys		Computers and steady internet service	Pretest Unit 1 Middle Row Timed Writings 15 seconds. *1st Grade End of Unit Assessment: 30 seconds Middle Row Phrases
Unit 2	14 lessons	Unit 2	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth		Students will learn Top Row			Pretest: Unit 2 Top Row 15 seconds Top Row Words *2nd Grade End of Unit Assessment 30 seconds More Top Row Words
Unit 3	13 lessons	Unit 3	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth		Students will learn Bottom Row. Students will learn comma and period.	comma, period		Unit 3 Bottom Row Timed Writing 15 seconds
Unit 4	7 lessons	Unit 4	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth		Students will review all keys learned (a-z)			Unit 4 Typing Words with all Rows Timed Writing 15 seconds, *post-test

Unit 5	12 lessons	Unit 5	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth		Students will keyboard capital letters using the SHIFT key	Caps Lock, Shift Key		Unit 5 timed writing Typing Capital Letters 15 seconds, *post-test
Unit 6	5 lessons	Unit 6	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth		Students will type in complete sentences			Unit 6 Typing Complete Sentences Timed Writing 15 seconds, *post-test
Unit 7	12 lessons	Unit 7	W.1-5.6 With Guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with oth		Students will keyboard top row numbers	Number Lock		Unit 7 Top Row Numbers Timed Writing 15 seconds, *post-test

GBCS Curriculum Guide			GRADE: TechEx class with 1st-5th grades		SUBJECT: Cloud Based Platform/Learning Management (Google Drive)			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Computing Readiness	1 week	1. Your Digital Tatoo	ISTE 6 a-d	Why is it important to know your personal information?	Students will demonstrate knowledge of home address, email address, teacher's name, class number, phone number, 8-digital birthday and can manage my passwords and username	personal, private, username, password, secure,	Google Drive	Students will demonstrate accessing Google Drive, Edutyping, Code.org without the use of reminder cards
Chromebook Usage	1 week	2. Device Management	ISTE 6 a-d	In what ways can your digital device enhance expression and communication?	Students will learn parts of the Chromebook, functions of Chrome Omni Bar, parts of a webpage, functions of the Chrome Trackpad	tabs, omni box, toggle bar, settings box, shelf, menu scroll, click, right click, hover, volume control, on/off, backspace, enter, trackpad, space bar, tab	Computers	Google Forms Pre/Post Test
Google Docs	5-10 sessions	3. Using Google Docs/Engineering	ISTE 6 a-d	In what ways can Google Docs enhance expression and communication?	Students will learn how to create, use, and share documents	File, Edit, View, Insert	Computers	Students will create documents and share
Google Slides	5-10 sessions	4. Using Google Slides/Engineering	ISTE 6 a-d	In what ways can Google Slides enhance expression and communication?	Students will learn how to create, use, and share Slides	File, Edit, View, Insert	Computers	Students will create slides and share
Google Forms 4/5th Grade	5-10 sessions	5. Using Google Forms/Engineering	ISTE 6 a-d ISTE 2 a-d	In what ways can Google Forms enhance expression and communication?	Students will create a set of questions, create a individual or group form, use sheets to sort results	File, Edit, View, Insert	Computers	Students will create and send Forms, use Sheets to analyze data
MSTEP 3rd-5th	8 sessions	Digital Testing Readiness	ISTE 6 a-d	In what ways can digital testing knowledge enhance my test taking skills?	Students will practice online testing platforms MSTEP to become proficient digital test takers	MSTEP Online Tools,	Computers	Socrative/Kahoot Formative Assessment