



| Developmental Kindergarten | | |
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| Week | Weekly Lesson Summary | Learning Objectives/ Reporting Categories (TEKS SEs) |
| First Quarter | <p>Week 1: Intro to Computers. Learn Vocab, uses for computers. BrainpopJr</p> <p>Week 2: Computer Safety. Strangers. Websites. BrainpopJr.</p> <p>Week 3: What is typing? What is clicking? How to properly hold a mouse to click. (https://www.abcmouse.com/email/mouse-and-pointer)</p> <p>Week 4: Using the touchscreen.</p> <p>Week 5: Turn on a computer. Turn off a computer.</p> <p>Week 6: Typing your name. Typing what is on the teacher’s screen.</p> <p>Week 7: Input and output. Mouse, keyboard, speakers, printer, monitor.</p> <p>Week 8: What is an icon, practice finding icon shown on teacher screen.</p> <p>Week 9: Review for test.</p> <p>Week 10: Test</p> | <ul style="list-style-type: none"> • What are computers? <ul style="list-style-type: none"> ○ What do we use them for? ○ What types of computers are there? • What are computer parts? (i.e. keyboard, monitor, mouse, etc.) <ul style="list-style-type: none"> ○ Using models, animations, flash cards, and activities that invite interaction between students and computer parts. Level appropriate connection building. • How to use a computer? <ul style="list-style-type: none"> ○ Turning a computer on and off properly. ○ How to input data (typing, clicking, or touchscreen) |
| Second Quarter | <p>Week 1: What is an icon? What icons should we know? How to find an icon on the desktop.</p> <p>Week 2: Intro to Starfall.com (word families at - ig)</p> <p>Week 3: Continue with Starfall (word families ip- ug)</p> <p>Week 4: Intro to typingclub.com assigned as homework.</p> <p>Week 5: Intro to MS Word (How to locate MS Word)</p> <p>Week 6: Learn to open MS Word. Home Tab tools.</p> <p>Week 7: Typing spelling words</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | <p>Knowledge and skills.</p> <ul style="list-style-type: none"> • Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: <ol style="list-style-type: none"> a. apply prior knowledge to develop new ideas, products, and processes; b. create original products using a variety of resources; c. explore virtual environments, simulations, models, and programming languages to enhance learning; d. create and execute steps to accomplish a task; and e. Evaluate and modify steps to accomplish a task. <p>Students will develop logic skills via coding games that will create a foundation for further learning and mastery of coding</p> |
| Third Quarter | <p>Week 1: Intro to MS Paint</p> <p>Week 2: Paint tools. Click and drag.</p> <p>Week 3: Continue with MS Paint</p> <p>Week 4: Intro to ie.</p> <p>Week 5: Navigate to abcy.com</p> <p>Week 6: Continue abcy.com</p> <p>Week 7: Intro to Kahoot</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | |
| Fourth Quarter | <p>Week 1: Intro to tynker.com</p> <p>Week 2: Continue with tynker.com</p> <p>Week 3: Tynker quiz</p> <p>Week 4: Intro to ie.</p> <p>Week 5: Navigate to abcy.com</p> <p>Week 6: Continue abcy.com</p> <p>Week 7: Intro to Kahoot</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | <p>www.tynker.com</p> <p>This will help students create the logic skills needed and build the foundation for further learning of coding languages</p> |



| KG- Grade 2 | | |
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| Week | Unit/Lesson | Learning Objectives/ Reporting Categories (TEKS SEs) |
| First Quarter | <p>Week 1: Introduction to Computer class. Reviewing basic computer knowledge. Identify simple computer parts using correct terms (e.g., mouse, keyboard, monitor, printer, CD-ROM) https://jr.brainpop.com/artsandtechnology/technology/partsofacomputer/</p> <p>Week 2: Digital Citizenship and Internet Safety. https://jr.brainpop.com/artsandtechnology/technology/internetsafety/</p> <p>Week 3: Turn the computer on and off. What is an icon? Launch new programs</p> <p>Week 4: Open a new or saved document.</p> <p>Week 5: Use the window scroll bar to effectively move through the application screen Use point and click and drag techniques (eg. click, left click, right click, double click, triple click, drag) (mouse/touch pad/touch point).</p> <p>Week 6: Intro to MS Word. Format presentation using appropriate text and images (e.g., text consists of main idea, images enhance text, sounds and transitions support text) Align graphics, text, and sound with content.</p> <p>Week 7: Saving files to a specific location. Saving files to a new location.</p> <p>Week 8: Use keyboard shortcuts (eg. print, save, new document, copy/paste, exit, document navigation)</p> <p>Week 9: Review for Test</p> <p>Week 10: Test</p> | <p>(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply prior knowledge to develop new ideas, products, and processes; (B) create original products using a variety of resources; (C) explore virtual environments, simulations, models, and programming languages to enhance learning; (D) create and execute steps to accomplish a task; and (E) Evaluate and modify steps to accomplish a task. <p>(2) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:</p> <ul style="list-style-type: none"> (A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment; (B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and (C) Practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video. <p>Introduce level appropriate logic skills for coding via www.Tynker.com What is coding, how computer language is used, introduce gamification of coding via site.</p> |
| Second Quarter | <p>Week 1: Review icons. Intro to internet explorer.</p> <p>Week 2: Maneuver within web-based resources (e.g., navigate, use links, forward, back Enter address/URL</p> <p>Week 3 : Navigate to typingclub.com (assign as homework)</p> <p>Week 4: Continue with introduction to typingclub.com</p> <p>Week 5: Navigate to ABCYA.com (level appropriate)</p> <p>Week 6: Navigate to Google.com Search Activity.</p> <p>Week 7: Review search activity. Learn to copy/paste pictures/text from the internet. Learn to bookmark website, and save pictures to desktop.</p> <p>Week 8: Review for test</p> <p>Week 9: Test</p> | <p>(3) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:</p> <ul style="list-style-type: none"> (A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally; (B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures; (C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and (D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments. <p>(4) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:</p> <ul style="list-style-type: none"> (A) use search strategies to access information to guide inquiry; (B) use research skills to build a knowledge base regarding a topic, task, or assignment; and (C) evaluate the usefulness of acquired digital content. |
| Third Quarter | <p>Week 1: Review MS Word. Intro to MS Word project (Review highlighting or selecting text. (Click & drag; double click selects word; triple click selects line; etc.) Students open and save the Text Formatting.</p> <p>Week 2: Present MS Word Project.</p> <p>Week 3: Intro to MS Powerpoint. Intro to MS Powerpoint project.</p> <p>Week 4: Present Powerpoint Project</p> <p>Week 5: Intro to MS Paint. Intro MS Paint project. (Use painting and drawing tools (e.g., text, line, shapes, eraser, brush, spray can, paint bucket, rotate, resize, gradients)</p> <p>Week 6: Present MS Paint projects</p> <p>Week 7: Intro to Kahoot</p> <p>Week 8: Review for test</p> <p>Week 9: Test</p> | <p>(5) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem; (B) evaluate the appropriateness of a digital tool to achieve the desired product; (C) evaluate products prior to final submission; and (D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages <p>Continue coding fluency, begin testing for level appropriate mastery.</p> |



| KG- Grade 2 | | |
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| Week | Unit/Lesson | Learning Objectives/ Reporting Categories (TEKS SEs) |
| Fourth Quarter | <p>Week 1: Intro to Tynker. Send letter to parents explaining how to access at home.</p> <p>Week 2: Tynker Lesson One</p> <p>Week 3: Tynker Lesson Two</p> <p>Week 4: Tynker Lesson Three</p> <p>Week 5: Typing Diagnostic</p> <p>Week 6: Typing Competition</p> <p>Week 7: Quizlet: End of Term</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | <p>(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:</p> <ul style="list-style-type: none"> (A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies; (B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems; (C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files; (D) use a variety of input, output, and storage devices; (E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning; (F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and (G) Use the help feature online and in applications. <p>Review coding logic and understanding and preview skills to be built and tested for the upcoming year.</p> |



| 3 rd – 5 th Grade | | |
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| Week | Unit/Lesson | Learning Objectives/ Reporting Categories (TEKS SEs) |
| First Quarter | <p>Week 1: Introduction to Computer class. Reviewing basic computer knowledge</p> <p>Week 2: Digital Citizenship and Internet Safety. Make ethical and legal decisions when confronting with usage dilemmas while using technology, networks, and digital media.</p> <p>Week 3: Introduction to Learn.aeseductaion.com assign as homework</p> <p>Week 4: Introduce MS Word to students: Icon, Menu bar, Toolbar, Pointer, Insertion Point, Task Pane, and Scroll Bars. (Grade appropriate)</p> <p>Week 5: Review with students the correct names for different areas of an MS Word window (Grade appropriate)</p> <p>Week 6: Assignments on MS Word (Grade appropriate)</p> <p>Week 7: Introduction to MS PowerPoint (grade appropriate)</p> <p>Week 8: MS PowerPoint Assignments (Grade Appropriate)</p> <p>Week 9: Review for Test</p> <p>Week 10: Test</p> | <p>(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:</p> <ul style="list-style-type: none"> (A) create original products using a variety of resources; (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and (C) use virtual environments to explore systems and issues. <p>Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:</p> <ul style="list-style-type: none"> (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment; (B) respect the intellectual property of others; (C) abide by copyright law and the Fair Use Guidelines for Educational Multimedia; (D) protect and honor the individual privacy of oneself and others; (E) follow the rules of digital etiquette; (F) practice safe, legal, and responsible use of information and technology; (G) comply with fair use guidelines and digital safety rules. |
| Second Quarter | <p>Week 1: Intro to ie (Connection to wifi etc)</p> <p>Week 2: Maneuver within web-based resources (e.g. use links, forward, back)</p> <p>Week 3: Enter address/URL, learn use a variety of multimedia resources on the web</p> <p>Week 4: Bookmark web sites, save pictures from the web</p> <p>Week 5: Complete online searches by keyword, subject, title, and author</p> <p>Week 6: Search using basic browser features and strategies</p> <p>Week 7: Complete advanced online search strategies to access information</p> <p>Week 8: Review for test</p> <p>Week 9: Test</p> | <p>(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:</p> <ul style="list-style-type: none"> (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print; (C) collaborate effectively through personal learning communities and social environments; (D) select and use appropriate collaboration tools; (E) evaluate the product for relevance to the assignment or task; and (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. <p>(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:</p> |
| Third Quarter | <p>Week 1: Introduction to intermediate keyboard shortcuts</p> <p>Week 2: Use keyboard shortcuts (eg. print, save, new document, copy/paste, exit, document navigation)</p> <p>Week 3: Introduction to MS Excel (In-Class assignment)</p> <p>Week 4: Introduction to media editing</p> <p>Week 5: Apply editing techniques (e.g., spell check, thesaurus, find/change, copy/cut/paste)</p> <p>Week 6: Apply formatting techniques (e.g., alignment, paragraph indentions tabs, fonts, styles, spacing, setting tabs, fonts, styles, spacing, columns, tables, section and page breaks, text boxes)</p> <p>Week 7: Edit and manipulate graphics (e.g., move, resize, cropping, rotating, changing file size, changing file type)</p> <p>Week 8: Test Insert clip art from a variety of sources into documents/projects (e.g., CD, Internet, camera, scanner)</p> <p>Week 9: Intro to MS Word Project Manipulate text layout and design for newsletter, magazine, flyer or presentation layout</p> | <ul style="list-style-type: none"> (D) acquire information appropriate to specific tasks. <p>(4) Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to:</p> <ul style="list-style-type: none"> (A) Identify information regarding a problem and explain the steps toward the solution; (B) Collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) Evaluate student-created products through self and peer review for relevance to the assignment or task; and (D) Evaluate technology tools applicable for solving problems. <p>Independent assignments for simple code using multiple resources via wordpad and excel will be introduced and tested for mastery.</p> |



| 3 rd – 5 th Grade | | |
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| Week | Unit/Lesson | Learning Objectives/ Reporting Categories (TEKS SEs) |
| Fourth Quarter | Week 1: Introduction to Coding. What is coding? What are languages? What is it used for? Common recent examples. | (5) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions; (C) navigate systems and applications accessing peripherals both locally and remotely; (D) troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases; and (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes. What is coding? Use examples to show simple code (ie change screen from green to blue) and create an understanding of the use of codes in software and other aspects of practical use. Introduce Tynker as resource and begin level appropriate gamified learning |
| | Week 2: Tynker Lesson One (assigned student accounts) | |
| | Week 3: Tynker Lesson Two | |
| | Week 4: Tynker Lesson Three | |
| | Week 5: Tynker Quiz | |
| | Week 6: Typing diagnostic | |
| | Week 7: Use proper keyboard position (e.g., hand orientation, space bar, and shift, return) to improve words per minute. Keyboard at 15 words per minute (wpm) with 93% accuracy | |
| | Week 8: Typing competition | |
| | Week 9: Review for Test | |
| | Week 10: Test | |



| 6 th – 8 th Grade | | |
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| Week | Unit/Lesson | Learning Objectives/ Reporting Categories (TEKS SEs) |
| First Quarter | <p>Week 1: Reviewing basic computer knowledge. Digital Citizenship and Internet Safety. Make ethical and legal decisions when confronting with usage dilemmas while using technology, networks, and digital media. Observe copyright laws, intellectual property rights, and responsibilities (e.g., cite sources, obtain permission to use others' works to refrain from plagiarism) (3 BrainPop & Worksheets)</p> <p>Week 2: Introduce Learn.aeseducation.com for homework assignments</p> <p>Week 3: Introduction to ie, dropbox, and online resources to be used for the year</p> <p>Week 4: Beginning of the year typing diagnostic</p> <p>Week 5: Introduction to MS Word (Tabs, Tools, etc) & learn.aes MS Word Unit Apply editing techniques (e.g., spell check, thesaurus, find/change, copy/cut/paste) Apply formatting techniques (e.g., alignment, paragraph indentions tabs, fonts, styles, spacing, setting tabs, fonts, styles, spacing, columns, tables, section and page breaks, text boxes)</p> <p>Week 6: In depth unit on internet usage and tools (Maneuver within web-based resources (e.g., navigate, use links, forward, back)Enter address/URL. Bookmark web sites.</p> <p>Week 7: Use a variety of multimedia resources. Complete online searches by keyword, subject, title, and author. Search using basic browser features and strategies. Complete advanced online search strategies to access information). Learn.aeseducation Web Search Unit.</p> <p>Week 8: MS Word project</p> <p>Week 9: Review for Test</p> <p>Week 10: Test</p> | <p>(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files; (B) create and present original works as a means of personal or group expression; (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and (D) discuss trends and make predictions. <p>Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:</p> <ul style="list-style-type: none"> (A) understand and practice copyright principles, including current fair use guidelines, creative commons, open source, and public domain; (B) practice ethical acquisition of information and standard methods for citing sources; (C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media. <p>(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:</p> <ul style="list-style-type: none"> (A) create personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; (B) communicate effectively with multiple audiences using a variety of media and formats; and (C) create products using technical writing strategies. |
| Second Quarter | <p>Week 1: Introduction MS Powerpoint. Manipulate text layout and design for presentation layouts. Insert clip art from a variety of sources into documents/projects (e.g., CD, Internet, camera, scanner). Edit and manipulate graphics (e.g., move, resize, cropping, rotating, changing file size, changing file type)</p> <p>Week 2: MS Powerpoint Project</p> <p>Week 3: Introduction MS Excel</p> <p>Week 4: MS Excel Project</p> <p>Week 5: Media Bias, Opinion and Fact Unit Differentiate between fact and opinion. Recognize propaganda and the presence of bias and prejudice.</p> <p>Week 6: Analyze and evaluate resources in terms of date, author, source, and point of view. Recognize the significance of the URL address (e.g., .org, .edu, .com, .net, .gov) Assess web sites for relevance and validity (e.g., purpose of research, validity of site).</p> <p>Week 7: Media Bias Project</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | <p>(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:</p> <ul style="list-style-type: none"> (A) create a research plan to guide inquiry; (B) use and evaluate various search strategies, including keyword(s) and Boolean operators; (C) select and evaluate various types of digital resources for accuracy and validity; and (D) process data and communicate results. <p>(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:</p> <ul style="list-style-type: none"> (A) define and use current technology terminology appropriately; (B) select and apply technology tools based on licensing, application, and support; (C) identify, understand, and use operating systems; (D) understand and use software applications, including selecting and using software for a defined task; (E) identify, understand, and use hardware systems; (F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties; |
| Third Quarter | <p>Week 1: Introduction to advanced keyboard shortcuts</p> <p>Week 2: Keyboard shortcuts Quiz</p> | |



| 6 th – 8 th Grade | | |
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| Week | Unit/Lesson | Learning Objectives/ Reporting Categories (TEKS SEs) |
| | <p>Week 3: Introduction to media editing. Types of media. Editing formats and programs.</p> <p>Week 4: Photo editing unit</p> <p>Week 5: Photo editing project</p> <p>Week 6: Video editing unit</p> <p>Week 7: Video editing project</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | <p>(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;</p> <p>(H) explain how changes in technology throughout history have impacted various areas of study;</p> <p>(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;</p> <p>(J) use a variety of local and remote input sources;</p> <p>(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;</p> <p>(L) create and edit files with productivity tools, including:</p> <ul style="list-style-type: none"> (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards; <p>(M) plan and create non-linear media projects using graphic design principles; and</p> <p>(N) integrate two or more technology tools to create a new digital product</p> <p>Students will continue in study of logic building for coding via games as well as simple codes on non-game platforms. Students will be assessed on completion of game levels as well as assignments on non-game platforms.</p> |
| Fourth Quarter | <p>Week 1: Introduction to coding. What is coding?</p> <p>Week 2: Intro to Tynker (Java based) coding logic game</p> <p>Week 3: Tynker lesson one and two</p> <p>Week 4: HTML coding</p> <p>Week 5: Website building</p> <p>Week 6: Student website portfolio</p> <p>Week 7: Presentations</p> <p>Week 8: Review for Test</p> <p>Week 9: Test</p> | <p>(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;</p> <p>(H) explain how changes in technology throughout history have impacted various areas of study;</p> <p>(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;</p> <p>(J) use a variety of local and remote input sources;</p> <p>(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;</p> <p>(L) create and edit files with productivity tools, including:</p> <ul style="list-style-type: none"> (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation; (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and (iv) a digital publication using relevant publication standards; <p>(M) plan and create non-linear media projects using graphic design principles; and</p> <p>(N) integrate two or more technology tools to create a new digital product</p> <p>Students will continue in study of logic building for coding via games as well as simple codes on non-game platforms. Students will be assessed on completion of game levels as well as assignments on non-game platforms.</p> |