6th – 8th Grade Technology	
Quarter	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**

Quarter	Unit/Lesson	Learning Objectives/ Reporting Categories (TEKS SEs)

First Quarter	• Introduction to Computer class.
	• 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)
	• Demonstrate appropriate care of all equipment
	• Typingclub.com
	• Maneuver within web-based resources (e.g., navigate, use links, forward, back)
	• Enter address/URL
	• Bookmark web sites
	• 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
	• Differentiate between fact and opinion
	• Recognize propaganda and the presence of bias and prejudice
	• 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)
	• Determine and prioritize appropriate electronic resources
	• Use keyboard shortcuts (eg. print, save, new document, copy/paste, exit, document navigation) Keyboard at 25 wpm with 93% accuracy
		(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:
		    (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.
		
		Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:
		    (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.
		
		(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:
		    (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.
		Students will be introduced to the theory of coding to understand why the logic building is relevant and useful in practice. Students will be introduced to theory and logic building gamification via codespark.com. Students will also be introduced to simple code on non-game platforms in an effort to merge logic and skills in practice.

Second Quarter	• MS Word Assignments
	• MS PowerPoint Assignments
	• 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,
		(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:
		    (A) create a research plan to guide inquiry;
		    (B) use and evaluate various search strategies, including keyword(s) and Boolean operators;

6th – 8th Grade Technology		
Quarter	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
	• styles, spacing, columns, tables, section and page breaks, text boxes) • Manipulate text layout and design for newsletter, magazine, flyer or 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) • Introduction to MS Excel • Typingclub.com	(C) select and evaluate various types of digital resources for accuracy and validity; and (D) process data and communicate results. 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.
Third Quarter	• MS Word Assignments • MS PowerPoint Assignments • MS Excel Assignments • Define Excel fields • Enter and sort information in a spreadsheet • Create simple graphs (e.g., bar, pie, circle, line) • Use advanced graph formatting techniques • Demonstrate basic spreadsheet functions and formulas (e.g., +, -, *, /, AVERAGE, and SUM) • Use advanced spreadsheet formatting (e.g., font, alignment, line, shade, color, dimension) • Merge spreadsheet information into other application documents (e.g., word processing, web page)	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (B) plan and manage activities to develop a solution, design a computer program, or complete a project; (C) collect and analyze data to identify solutions and make informed decisions; (D) use multiple processes and diverse perspectives to explore alternative solutions; (E) make informed decisions and support reasoning; and (F) transfer current knowledge to the learning of newly encountered technologies.
Fourth Quarter	• Review key points: MS Word, MS PowerPoint, and MS Excel • Introduction to Coding. • HTML Coding • Formatting text in Web Design. • Inset Links on Web Page. • Html Tags • Create documents with coding leading to webpage. • Insert pictures and animations in Web Pages.. • Typingclub.com	(6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (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; (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; (H) explain how changes in technology throughout history have impacted various areas of study;

6th – 8th Grade Technology		
Quarter	Unit/Lesson	Learning Objectives/ Reporting Categories (TEKS SEs)
		(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living; (J) use a variety of local and remote input sources; (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy; (L) create and edit files with productivity tools, including: (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; (M) plan and create non-linear media projects using graphic design principles; and (N) integrate two or more technology tools to create a new digital product 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. At this time students will also be responsible for research and development of a major grade assignment based on the non-game simple coding skills they have learned in the prior weeks. They will develop and present the code via presentation incorporation- a Microsoft office software to be utilized for presentation.