

**SHORE REGIONAL HIGH SCHOOL DISTRICT**

**A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts**

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable

**Course Title: Grade 8 Technology**

**Content Area: Technology**

**Grade Level(s): 8**

**Course Description: Computers and Technology**

**Curriculum Writer(s): Anthony Grassi**

**Date Created: Summer 2015**

**Date Approved by Board of Education: October of 2015**

## **Pacing Guide**

Unit 1 Title: Technology as a Tool

Unit 2 Title: Selecting Digital Tools

Unit 3 Title: Applying Digital Tools

Unit 4 Title: Problem Solving With Technology

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### Unit 1

**Unit Summary:** In a world that is constantly changing, students need to know which technological tools to use and when it is appropriate to use them.

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

English Language Arts

Social Studies

Mathematics

Art

Science

CCSS/NJCCCS Number	CCSS/NJCCCS Content
8.1 Educational Technology	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. <b>Strand A:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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	<b>Strand D:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
9.1 21 <sup>st</sup> Century Life and Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. <b>Strand E:</b> Digital media are 21 <sup>st</sup> century tools used for local and global communication.

<b>Summative Assessments:</b> Students will create a presentation (Prezi, PowerPoint, or Google Slides), videos, or brochures. 
<b>Formative Assessments:</b> Do Now, Oral Questioning, Homework, Quiz, Class Discussion, Student Graded Assignment, Exit Card 
<b>Enduring Understandings:</b> <b>Technology is constantly changing and requires continuous learning of new skills.</b> <b>Selection of technology should be based upon personal needs and/or the requirements of the task.</b> <b>A tool is only as good as the operator utilizing the tool; knowing how to use the tool is paramount.</b>

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**Technology is a tool that can be used for collecting, organizing, creating, and presenting information.**



**Essential Questions:**

- In a world that is constantly changing, what skills do we need to master?**
- How do I choose which technological tools to use and when it is appropriate to use them?**
- What is the impact of technology on research and communication?**
- What are the benefits and limitations of using technology?**



**Instructional Outcomes:**

- 8.1.8.D.1 Model appropriate online behaviors related to cybersafety, cyber bullying, cyber security, and cyber ethics.**
- 8.1.8.D.2 Summarize the application of fair use and Creative Commons guidelines.**
- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter, or flyer) using advanced features of a word processing program.**
- 8.1.8.A.3 Utilize multimedia presentation software to create presentations.**
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information.**
- 8.1.8.A.5 Evaluate digital resources and tools to accomplish tasks or solve problems.**
- 8.1.8.D.3 Demonstrate how information on a controversial issue may be biased.**



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### **Suggested Learning Activities:**

#### **8.1.8.D.1**

**Review cybersafety with the video links below:**

<https://www.wiredsafety.org/flashandvideo/SSK-IDtheft.swf>

[https://learninglab.org/life\\_skills/online\\_safety/apply\\_movie.swf](https://learninglab.org/life_skills/online_safety/apply_movie.swf)

[https://www.wiredsafety.org/flashandvideo/YNK-Inmate\(G\).swf](https://www.wiredsafety.org/flashandvideo/YNK-Inmate(G).swf)

**Discuss content of videos with students.**

**Present scenarios to students and discuss appropriate ways to maintain cyber security and appropriate online behaviors.**

**Determine the appropriate online behaviors related to cybersafety.**

**Explain Internet etiquette.**

**Create a list of rules regarding Internet etiquette.**

**Create a Prezi illustrating two or three of the rules regarding Internet etiquette.**

**Create a brochure for younger students illustrating appropriate use of the Internet and ways to stay safe when utilizing the Internet.**

**Create a cybersafety brochure for younger students to explain the importance of cybersafety and ways to be safe when using the Internet.**

**Determine the appropriate online behavior with regard to cyberbullying.**

**Create a presentation that depicts appropriate behavior in dealing with issues of cyberbullying and cybersafety.**

**Create a presentation that demonstrates appropriate behavior when faced with situations that deal with issues of cybersafety, cyber bullying, cyber security, and cyber ethics to share with younger students or parents.**

#### **8.1.8.D.2**

**Discuss how can digital tools be used for creating original and innovative works, ideas, and solutions.**

**Model legal and ethical behaviors when using both print and non-print information by citing resources.**

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Have students practice creation of Works Cited pages with different types of resources.

### 8.1.8.A.1

Have students select a Civil War battle, general, or topic related to the Civil War and then research the topic to create a newsletter related to the activities of said leader, battle, or topic using a word processing program. The newsletter must include appropriate graphics, margins, columns, etc.

<http://www2.lhric.org/pocantico/civilwar/leaders.htm>

<http://militaryhistory.about.com/od/americancivilwar/a/civilwarpeople.htm>

<http://www.us-civilwar.com/leaders.htm>

### 8.1.8.A.2

Use the link below to create a simple database with defined fields and input data into the database ranking the 50 states by their increased cancer risk with specific data:

<http://scorecard.goodguide.com/env-releases/hap/rank-states.tcl>

### 8.1.8.A.3

Teacher will review various multimedia presentation tools and discuss ways to determine which tool is most appropriate for different types of tasks with specific attention to some key elements of multimedia projects to keep in mind: Design, Mechanics, Presentation, Content, References.

Students will experiment with different multimedia presentation tools creating short presentations that include sounds and graphics then discuss Proximity, Alignment, Repetition, and Contrast (see resource below).

### 8.1.8.A.4

Utilize Google Docs to demonstrate how to compile data from a quick class survey of a topic of interest to the students.

Create several spreadsheets, which include data and a graph on separate worksheets.

- Use text formatting, column widths, borders, and paint can.
- Research information to include data fields for spreadsheet.

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- Sort information by alphabetical order and then by numerical order.
- Put list on order of preference.

### 8.1.8.A.5

Working in pairs or small groups, have students research a specific topic related to a novel being read in English Language Arts or a concept being studied in Social Studies and utilize at least 6-8 credible resources that students selected, defending why their choices are credible resources based upon criteria the students developed to evaluate the websites. Using Google Docs, have students create a list of the credible resources they have researched in table format so that others can also utilize the resources in their research.

### 8.1.8.D.3

Working in small groups or pairs, students will create a Venn diagram comparing and contrasting different resources about a controversial figure demonstrating the potential bias based upon the resources utilized.

<https://www.lucidchart.com>



### Suggested Differentiation:

Allow students to work with a partner

Chunk information into small parts

Provide written notes for struggling students

Provide graphic organizers

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**Provide extra time to complete assignments**

**Student choice**

**Video tutorials**

**Written tutorials**



**Curriculum Development Resources:**

**Williams, Robin. *The Non-designer's Design Book: Design and Typographic Principles for the Visual Novice*. N.p.: n.p., n.d. Print.**

**Roselle Public Schools**

**Millstone Public Schools**



**Notes/Comments: Use the link found below to access a plethora of rubrics for all types of technology projects and activities:**

**<http://www.schrockguide.net/assessment-and-rubrics.html>**

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**Unit 2**

**Unit Summary: Digital tools be used for creating original and innovative works, ideas, and solutions. How do you analyze data and apply it to improve technology.**

**Interdisciplinary Connections/Content Area Integrations Including Technology:**  
**English Language Arts**  
**Social Studies**  
**Mathematics**  
**Art**  
**Science**

<b>CCSS/NJCCCS Number</b>	<b>CCSS/NJCCCS Content</b>
8.1 Educational Technology	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. <b>Strand B:</b> The use of technology and digital tools and media-rich resources enhances creativity and the construction of knowledge. <b>Strand E:</b> Effective use of digital tools assists in gathering and managing information.

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8.2. Technology, Education, Engineering, and Design	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. <b>Strand E:</b> Digital tools facilitate local and global communication and collaboration in designing products and systems. <b>Strand G:</b> The designed world is the product of a design process that provides the means to convert resources into products and systems.
9.1 21 <sup>st</sup> Century Life and Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. <b>Strand A:</b> The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

**Summative Assessments:** Students will create a presentation (Prezi, PowerPoint, or Google Slides), videos, or brochures.



**Formative Assessments:** Do Now, Oral Questioning, “Virtual” Discussions, Exit Cards



**Enduring Understandings:**

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**Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.**

**Information is spread worldwide within seconds due to technological advancements and has an immediate impact.**

**Collaboration is an essential part in industry.**

**Data collected from testing models is analyzed and applied.**



### **Essential Questions:**

**How can digital tools be used for creating original and innovative works, ideas, and solutions?**

**Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?**

**How do I collect data?**

**How should I select which data are important?**

**How do I analyze data and apply it to improve technology?**

**Why do companies collect data from testing their products?**



### **Instructional Outcomes:**

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

**8.1.8.E.1 Gather and analyze findings using data collection technology to create a possible solution to a real world problem or a content-related problem.**

**8.2.8.E.1 Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.**

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**8.1.8.G.1 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.**

**8.1.8.G.2 Explain the interdependence of a subsystem that operates as part of a system.**



### **Suggested Learning Activities:**

#### **8.1.8.B.1**

Have students research, collect, and analyze information about issues related to literacy education today. Have students create a plan to inform others about ways in which to remediate issues they have uncovered related to literacy education by participating in virtual discussions with classmates. Create a short public service address.

<http://www.rif.org/us/about/literacy-issues.htm>

#### **8.1.8.E.1**

Have students research information about a health issue.

<http://www.intrahealth.org/blog/top-10-global-health-issues-watch-2015#.Vb1GUfIVgSU>

Plan to inform the local population of ways to combat health issues in the local community by participating in a “virtual discussion” with classmates.

#### **8.2.8.E.1**

Have students work in small groups to improve a household cleaning product. Have students create an accurate representation of the product using every day items and then create a three-dimensional sketch of the product using <http://www.sketchup.com>. Next, have students use Google Docs, a wiki, or a blog to record the developmental cycle of the product including the sketches on the recording.

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### 8.1.8.G.1

Have students research weather patterns that have affected the local area over the past 15-20 years to analyze changes and determine patterns that have taken place over that time period.

Have students explain what monitoring systems are in place and why said systems are in place and what could be done to better improve the current monitoring systems.

Students will participate in “virtual” discussions using a collaborative web service of teacher’s choice.

<http://www.epa.gov/climatechange/science/future.html>

<http://www.weather.com/science/environment/news/earth-climate-change-effects>

### 8.1.8.G.2

Review how systems work; explain subsystems and their connection to the system using the human body as an example.

Have students research the impact of hypertension and related complications upon the heart and the rest of the body’s systems and functions. Using <https://www.lucidchart.com>, have students create a flowchart/graphic organizer illustrating the connection between hypertension and the parts of the cardiovascular system and the total body system.



### Suggested Differentiation:

Allow students to work with a partner

Chunk information into small parts

Provide written notes for struggling students

Provide graphic organizers

Provide extra time to complete assignments

Student choice

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**Video tutorials**  
**Written tutorials**



**Curriculum Development Resources:**  
Miller, Michael. *My Google Chromebook*. N.p.: n.p., n.d. Print.



**Notes/Comments:**  
3-D Modelling Software- <http://www.sketchup.com>

**Unit 3**

**Unit Summary: How can the use of digital tools improve opportunities for communication and collaboration?**

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

**English Language Arts**

**Social Studies**

**Mathematics**

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<p><b>Art</b> <b>Science</b></p>
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<b>CCSS/NJCCCS Number</b>	<b>CCSS/NJCCCS Content</b>
8.1 Educational Technology	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>Strand C:</b> Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</p> <p><b>Strand F:</b> Information accessed through the use of digital tools assists in generating solutions and making decisions.</p>
8.2. Technology, Education, Engineering, and Design	<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p><b>Strand A:</b> Technology products and systems impact every aspect of the world in which we live.</p> <p><b>Strand C:</b> Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and product in the global society.</p>
<b>9.1 21<sup>st</sup> Century Life and Career Skills</b>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>

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	<p><b>Strand D:</b> Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</p> <p><b>Strand E:</b> There are ethical and unethical uses of communication and media.</p>
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**Summative Assessments:**

Students will create a presentation (Prezi, PowerPoint, or Google Slides), videos, or brochures.



**Formative Assessments:**

Do Now, Oral Questioning, "Virtual" Discussions



**Enduring Understandings:**

**Digital tools allow for communication and collaboration anytime/anyplace worldwide.**

**Selection of technology should be based on personal and/or career needs assessment.**

**A tool is only as good as the person using it.**

**Technology evolves at an ever-accelerating pace based on the needs/wants of society and is influenced by cultural, political, and environmental values and constraints.**

**A system has interrelated components designed to collectively achieve a desired goal.**

**All technological activities use resources that include tools/machines, materials, information, energy, capital, time, and people.**

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### Essential Questions:

- How has the use of digital tools improved opportunities for communication and collaboration?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- Can we control the pace at which technology is created? Should we, even if we can?
- Can a system continue to operate with a missing or malfunctioning component?
- Is it always beneficial to use the most economical material/materials for production of a technological product?



### Instructional Outcomes:

- 8.1.8.C.1 Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- 8.1.8.F.1 Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
- 8.2.8.A.1 Explain the impact of globalization on the development of a technological system over time.
- 8.2.8.C.1 Explain the need for patents and the process of registering one.
- 8.2.8.C.2 Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.

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### **Suggested Learning Activities:**

#### **8.1.8.C.1**

Using the links below, have students seek the perspectives of students from other countries using a collaborative learning discussion board to discuss the global issue related to childhood hunger:

<http://environment.nationalgeographic.com/environment/habitats/sustainable-agriculture/>

<http://www.globalissues.org/article/26/poverty-facts-and-stats>

<http://www.globalissues.org/issue/2/causes-of-poverty>

<http://www.globalissues.org/issue/178/climate-change-and-global-warming>

<http://www.globalissues.org/issue/168/environmental-issues>

[http://www.shfblv.org/edu\\_childhood.php](http://www.shfblv.org/edu_childhood.php)

#### **8.1.8.F.1**

Have students use an electronic authoring tool to collaborate with students from other countries discussing and determining their perspectives on a global current event and then compare and contrast their perspectives with your own perspective in a podcast, Voicethread, or Google Slides presentation to share with your classmates.

Use the links below to locate participants from other countries:

<http://www%2Cckassblogmeister.com/>

<http://epals.com/>

<http://kidsblog.com/>

#### **8.2.8.A.1**

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Review with students what globalization is; elicit responses from students; clarify responses to solidify definition of globalization for students.

Have students research the production of Hollister or Abercrombie clothing items to answer the questions below: What do we know about each of the countries/regions where these objects were made? Work with a partner.

What do we know about each of the countries/regions where these objects were made?

For those not made in the United States, why do you think these objects were made overseas?

Who profits from these objects being made in another country but sold here?

Who suffers or is exploited?

Why do you think our economy is set up in this way?

Have students post and discuss their findings on an online discussion board seeking input and comments from students in other countries or other parts of the United States.

### 8.2.8.C.1

Review the concept of patenting with students and elicit responses as to how patents protect inventors.

Using the links below, have students research inventions that have been patented that are in use in their daily life today that have changed society (diabetic insulin pump, chemotherapy pumps, television, computer, iPods, iPads, iPhones):

<http://www.cnbcprime.com/shark-tank/>

<http://www.pcmag.com/slideshow/story/295265/history-of-the-ipad>

[http://www.time.com/time/specials/packages/article/0,28804,2029497\\_2030652\\_2029804,00.html](http://www.time.com/time/specials/packages/article/0,28804,2029497_2030652_2029804,00.html)

<http://52tiger.net/brief-history-of-the-ipad-prologue/>

<http://apple-history.com/ipad>

<http://www.ilounge.com/index.php/articles/comments/instant-expert-a-brief-history-of-ipod/>

Have students create a Podcast or a Voicethread about the product they researched and how patenting the product protected the inventor and how the invention benefitted society.

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**8.2.8.C.2**

**Have students discuss and define ethical and unethical use of labor.**

**Have students work in small groups to research the impact of laws on child labor in the United States to create a media-rich presentation explaining the benefits and consequences of the use of children in the labor force over the years in the United States and explain how the laws have affected what is now considered ethical and unethical use of child labor in the United States.**



**Suggested Differentiation:**

**Provide graphic organizers**

**Provide extra time to complete assignments**

**Student choice**

**Video tutorials**

**Written tutorials**



**Curriculum Development Resources:**

**Roselle Public Schools Curriculum Grades 7-8 Technology**

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**Notes/Comments:**

**Unit 4**

**Unit Summary: Technological outcomes have potential for anticipated and unanticipated positive and negative results.**

**Interdisciplinary Connections/Content Area Integrations Including Technology:**

**English Language Arts**

**Social Studies**

**Mathematics**

**Art**

**Science**

**CCSS/NJCCCS  
Number**

**CCSS/NJCCCS Content**

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8.2. Technology, Education, Engineering, and Design	<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p> <p><b>Strand B:</b> The design process is a systematic approach to solving problems.</p> <p><b>Strand D:</b> Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.</p> <p><b>Strand F:</b> Technological products and systems are created through the application and appropriate use of technological resources.</p>
9.1 21 <sup>st</sup> Century Life and Career Skills	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p><b>Strand B:</b> Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> <p><b>Strand C:</b> Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p>

### Summative Assessments:

Students will create a presentation (Prezi, PowerPoint, or Google Slides), videos, brochures, and/or a problem based quiz.



### Formative Assessments:

Do Now, Oral Questioning, "Virtual" Discussions, Exit Cards Question and Answer Observation, Verbal Questioning, Brainstorm Survey, Essay, Games, Interview, Comic Strips

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### Enduring Understandings:

**Technological outcomes have potential for anticipated and unanticipated positive and negative results.  
The design process is fundamental to technology and engineering.**



### Essential Questions:

**How does technology extend human capabilities?  
What are the positive and negative consequences of technology?  
Should technologies that produce negative impact be used?  
When are the most sophisticated tools required, and when are the simplest tools best?**



### Instructional Outcomes:

**8.2.8.B.1 Design and create a product that addresses a real world problem using the design process working with specific criteria and constraints.  
8.2.8.B.2 Identify the design constraints and tradeoffs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.  
8.2.8.B.3 Solve a science based design challenge and build a prototype using science and math principles throughout the design process.  
8.2.8.D.1 Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts the United States and/or other countries.**

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**8.2.8.F.1 Explain the impact of resource selection and processing in the development of a common technological product or system.**

**8.2.8.F.2 Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment and the economy.**



### **Suggested Learning Activities:**

#### **8.2.8.B.1**

Using the link found below, have students compare the designs of the different types of transportation shown in the link and suggest ways in which to improve two or more of the transportation types shown.

Identify the design constraints of the types of transportation and create an improved mode of transportation using one or more of the types shown.

<http://gadling.com/2011/11/11/10-unique-modes-of-transportation-around-the-world/>

<http://people.hofstra.edu/geotrans/eng/ch3en/conc3en/ch3c1en.html>

<http://www.conserve-energy-future.com/modes-and-benefits-of-green-transportation.php>

<https://www.planning.dot.gov/documents/briefingbook/bbook.htm>

Have students present their information in a multimedia presentation tool of their choice.

#### **8.2.8.B.3**

Using the links below, have students create a presentation depicting the prototype of the device they have created to assist in protection of the head, neck, and body from injury when playing soccer:

<http://www.foxnews.com/health/2013/06/11/repetitive-soccer-ball-heading-could-lead-to-brain-injury/>

<http://www.sciencedaily.com/releases/2013/06/130611082233.htm>

<http://news.nationalgeographic.com/news/2013/06/130614-soccer-heading-concussion-brain-injury-science/>

## SHORE REGIONAL HIGH SCHOOL DISTRICT

A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts

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### 8.2.8.D.1

Using the links found below, have students research the issues regarding organic foods, which may lead to higher costs to consumers, may be better for overall health of consumers, possibly better for the environment, etc., and present your position in an online global forum for discussion with peers in other areas of the globe:

<http://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/organic-food/art-20043880>

<http://www.realbuzz.com/articles/the-pros-and-cons-of-organic-food/>

<http://www.independent.ie/life/food-drink/how-you-like-them-apples-the-pros-and-cons-of-organic-food-29307420.html>

<http://grist.org/organic-food/2011-07-21-in-defense-of-organic/>

### 8.2.8.F.1

Using the links found below, have students research the life cycle of disposable diapers and explain the impact of the selection of the materials used in the product:

<http://thegreenmama.com/blog/how-to-cloth-diaper/>

<http://www.diaperanswers.org/diapers-a-the-environment/using-lifecycle-assessments-to-understand-cloth-vs-disposables.html>

<http://www.ahpma.co.uk/docs/LCA.pdf>

[http://www.naturallifemagazine.com/0910/which\\_are\\_greener\\_cloth\\_or\\_single-use\\_diapers.htm](http://www.naturallifemagazine.com/0910/which_are_greener_cloth_or_single-use_diapers.htm)

Have students create a presentation using the presentation tool of their choice reporting on the impact of selecting the components of diapers in the development of disposable diapers.

### 8.2.8.F.2

Using the link found below, have students research the ways the materials were combined to create the Great Wall of China and explore which materials make the strongest, sturdiest wall.

Have students report their findings in a presentation format of their choosing.

Have students create “mini” Great Wall of China depictions out of household and classroom materials and compare students’ models.

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<https://prezi.com/ssg5k1oxn4q2/the-great-wall-of-china-construction-of-the-great-wall/>  
<http://home.howstuffworks.com/home-improvement/construction/materials/5-long-lasting-building-materials.htm>



**Suggested Differentiation:**  
Work with a partner  
Provide graphic organizer for research  
Provide extra time to complete assignment



**Curriculum Development Resources:**  
Use the link found below to access a plethora of rubrics for all types of technology projects and activities:  
<http://www.schrockguide.net/assessment-and-rubrics.html>



**Notes/Comments:**