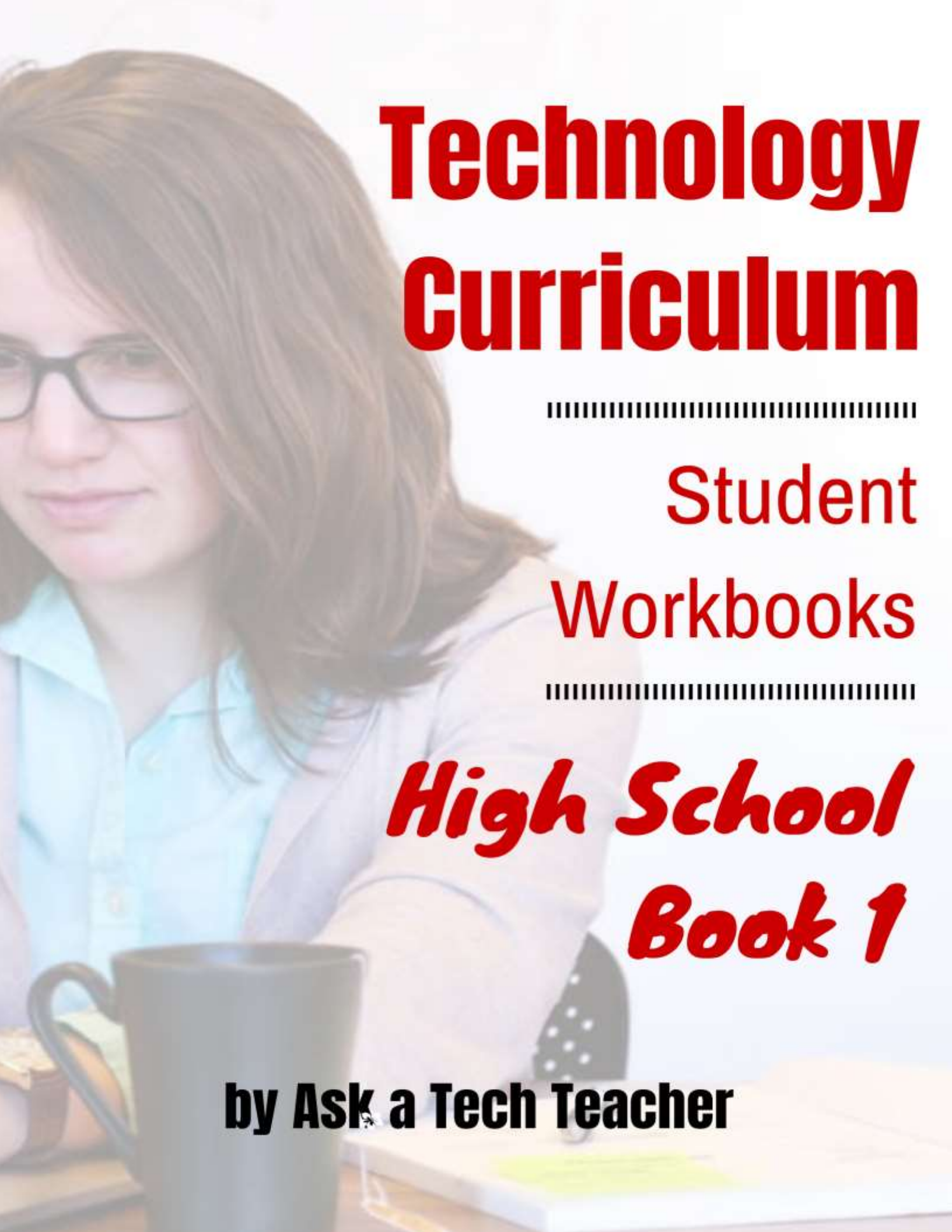

Technology Curriculum

Student Workbooks

High School Book 1

by Ask a Tech Teacher

High School

Technology Curriculum Student Workbook

Book 1

Grades 9-12

By Ask a Tech Teacher©

2019

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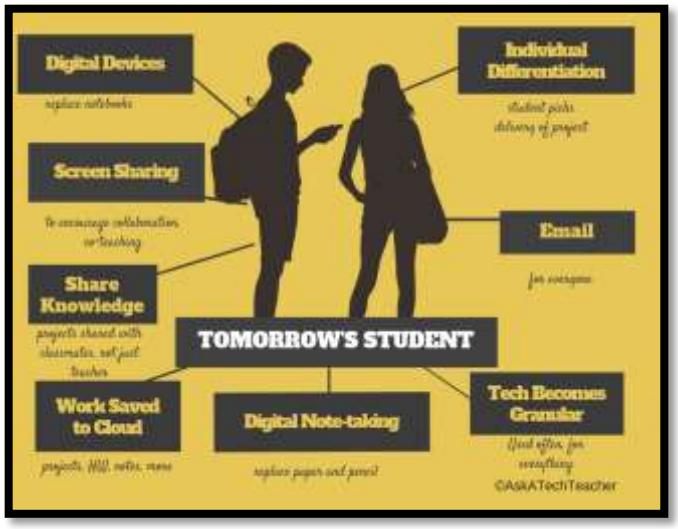
Introduction

The educational paradigm has changed. Technology, once optional, is now granular to preparation for college and career. Education standards expect you (as a student) to:

- ***evaluate print and digital media***
- ***gather information*** *from print/digital sources*
- *evaluate* ***information presented in diverse*** *formats*
- ***interpret information*** *presented visually, orally, or quantitatively [such as interactive Web pages]*
- *make* ***strategic use of digital media***
- *use* ***print/digital glossaries/dictionaries***
- *use information from* ***images and words in print/digital*** *text*
- *communicate with a* ***variety of media***
- ***use text features and search tools*** *(e.g., keywords, sidebars,* ***hyperlinks****) to locate information*

Figure 1—Tomorrow's Student



But how do you learn what you need to achieve these goals?

Figure 2—Tomorrow's Classroom

This three-volume **High School Technology Curriculum** is a great start. It provides critical knowledge and skills that make a difference in learning and life. Lessons are self-paced, platform-agnostic, aligned with core subjects, and themed to topics important to high school students. They are project-based with wide-ranging opportunities to show your knowledge in the manner that best fits your communication style.

Each of the three volumes is stand-alone with a particular focus:

Book 1: ***(this book) Reviews the tech skills required for college and career.***

You review comprehensive tech skills to prepare for college or career. Depending on how well-versed you are in technology, you can move faster or slower through lessons, but with the confidence that you are learning critical skills.

Book 2: ***Applies learned skills to popular tech projects.***

This is a perfect choice if you have a solid background in tech skills and are interested in using it in projects like coding, robotics, and writing ebooks, those that apply to classes and interests. The overarching goal of Book 2 and 3 is to teach you to be a problem solver and independent thinker prepared for whatever you face in life.

Book 3: ***Applies learned skills to more advanced projects.***

This is a perfect choice if you have a solid background in applying tech skills to projects and are looking for advanced opportunities in Word certification, SketchUp, Engineering, Alice, and other tech-intensive topics. The overarching goal of Book 2 and 3 is to teach you to be a problem solver and independent thinker so you are prepared for whatever your future holds.

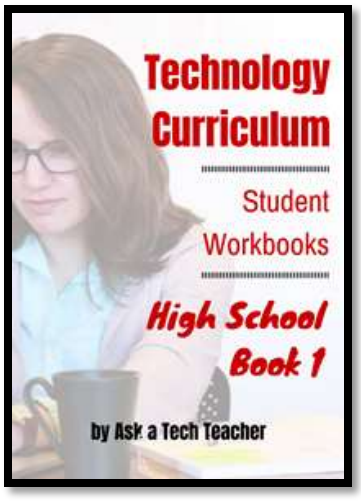
Your teacher has selected the one that is suited to your needs at this point in your education.

Programs Used

Webtools and programs required in these lessons vary by skill taught but we try to use what you normally would in your classes and/or what is freely available on the Internet.

BE AWARE: *Links die. If you find one that no longer works, your teacher can contact us. We may have a workaround. If there is no link, this means it was already provided earlier in the volume.*

What's in this Workbook?



Lessons in these three volumes (this is the first of the three—Book 2 and 3 are sold separately) may focus on coding, debate, engineering, financial literacy, Genius Hour, Google Earth, image editing, infographics, Internet searches, math, presentations, Photoshop, robotics, SketchUp, spreadsheets, visual learning, webtools, word processing, writing ebooks, and more. All books include three foundational topics considered critical to technology success:

- *keyboarding*
- *digital citizenship*
- *problem-solving*

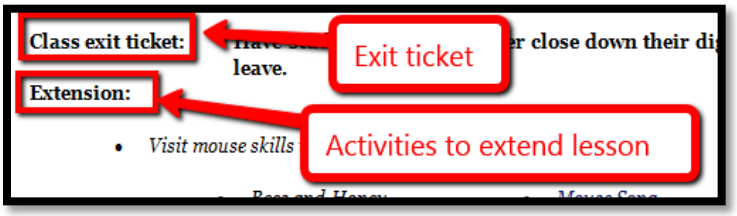
Each weekly lesson includes:

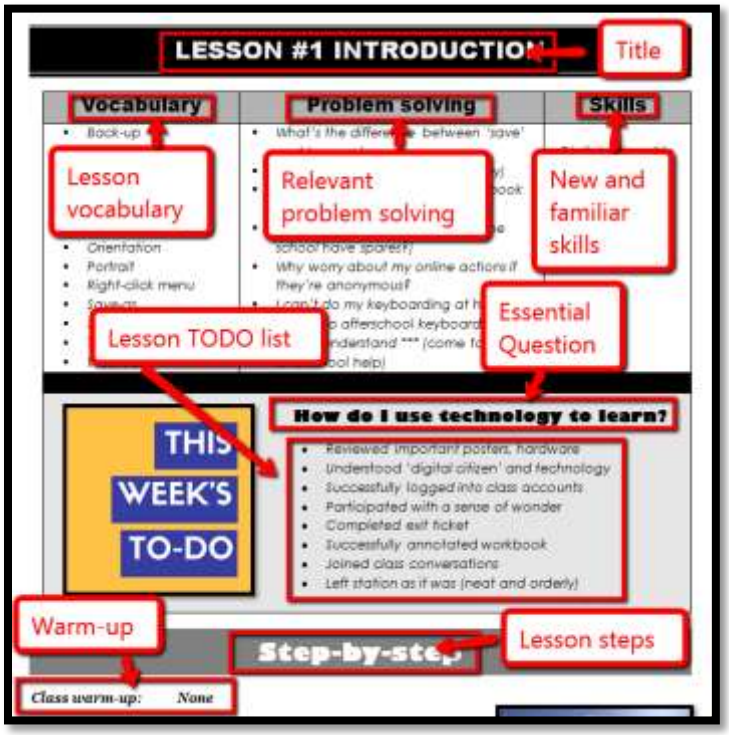
- *assessment strategies*
- *class warm-up and exit ticket*
- *Common Core and ISTE alignment*
- *differentiation strategies*
- *educational applications*
- *essential question and big idea*

- *examples, rubrics, images, printables*
- *problem solving for the project*
- *steps to accomplish goals*
- *supporting links*
- *time required*
- *vocabulary used*

All except the 'steps to accomplish goals' can quickly be viewed on the first and last page of each lesson, providing a snapshot of what will be happening without digging through lots of pages. *Figures 3a-b* are screenshots showing where these are in a sample lesson (zoom in if needed):

Figure 3a-b—Parts of each lesson





How to Use This Book

Use this student workbook by itself to guide learning or in conjunction with teacher direction. We don't explain exactly how to do skills. Those are learned in earlier tech classes, If you don't know how to perform a skill, ask for help. If you do, transfer that knowledge to this class.

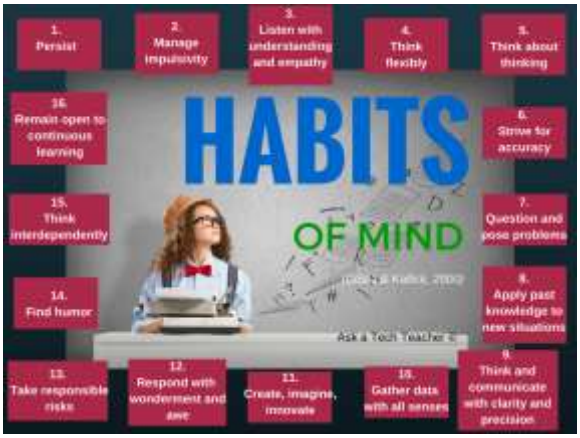
Here are hints on how this workbook:

- This workbook is part of the High School technology curriculum your school selected to guide you through technology skills. Each lesson takes two-three sessions of 30-45 minutes.
- When you see a section for 'Notes' at the end of some lessons, add your thoughts, ideas, comments, and suggestions.
- A lesson requires one week—two-to-three classes.
- Many lessons start with a *warm-up* and end with an *Exit Ticket*.
- Many lessons include *Extensions*, in case you get done early.
- Zoom in or out of workbook pages to get exactly the size that works for your needs.
- If you want to complete a lesson using a different tool, suggest it. Your teacher will probably be happy to accommodate you if your method answers the Essential Questions.
- You can work at your own pace, try skills, and ask for help when you need it. There's a lot of detail in the book to explain how to complete projects and lessons.
- You can use this workbook on PCs, Macs, Chromebooks, or iPads. You can use a desktop, laptop, or a netbook.
- Use lesson vocabulary in class and out. You gain authentic understanding by doing so.
- If a link doesn't work, copy-paste it into your Internet browser. *A note: Links die. If a link doesn't work even after copy-pasting, as your teacher for another.*
- If there is no link, this means it was already provided.
- This icon means there's a video to watch. **Be aware: Video links change**. Your teacher may replace the link with another.
- This icon means you'll work with a partner. Collaboration and working in groups is an important part of learning.
- This icon means there is an activity that requires you to write something in the workbook. Use your favorite annotation tool to do that. If you turn this workbook in at the end of class, erase your annotations so it is clean for the next student.
- Focus on problems listed in each lesson, but embrace all that come your way. Be a risktaker.
- Your teacher will assess your work based on the weekly 'To Do' list. Be sure you've completed items and submitted in the manner required.
- Check off completed items on the line preceding the step so you know what's finished. Use Adobe, Notable, Kami, Lumin, or any annotation tool that works on your device.
- Remember: It takes five times with a skill to get it—
    - *First:* *you hope it'll go away*
    - *Second:* *you try it*
    - *Third:* *you remember it*
    - *Fourth:* *you use it outside of class*
    - *Fifth:* *you teach a friend*

Figure 4—It takes 5 times

- When you finish each lesson, transfer knowledge to projects at school, home, the library—wherever you use digital devices.
- At the end of each session, leave your station as you found it—organized and neat.
- Some lessons offer several activities that meet goals outlined in the Essential Questions. Pick what works for you.
- Lessons expect you to develop 'habits of mind'. In a sentence: Habits of Mind ask you to engage in learning, not simply memorize.
- Back up your work. This can be to a flash drive, by emailing the document to themselves, or saving to a secondary location.
- Expect to direct your own learning.
- Learning is accomplished by success and failure. Be a risk taker. Don't expect the teacher to rush to solve your problems. Think how it was done in the past. Focus on problem-solving listed in the lesson but embrace all. This trains critical thinking and troubleshooting when a teacher isn't there to help.

Figure 5—Habits of Mind



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About the Authors

Ask a Tech Teacher *is a group of technology teachers who run an award-winning resource blog. Here they provide free materials, advice, lesson plans, pedagogical conversation, website reviews, and more to all who drop by. The free newsletters and articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education.*

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LESSON #1 INTRODUCTION

Vocabulary	Problem solving	Skills
▪ *Backup* ▪ *Digital* ▪ *Digital citizen* ▪ *Flash drive* ▪ *Hardware* ▪ *Landscape* ▪ *Orientation* ▪ *Portrait* ▪ *Right-click menu* ▪ *Save-as* ▪ *Select-do* ▪ *Technology* ▪ *Webtool*	▪ *What's the difference between 'save' and 'save-as'* ▪ *What's a quick way to ** (shortkey)* ▪ *How do I annotate student workbook (addressed in Digital Tools lesson)* ▪ *I don't have a flash drive (does the school have spares?)* ▪ *Why worry about my online actions if they're anonymous?* ▪ *I can't do my keyboarding at home (come to afterschool keyboarding)* ▪ *I don't understand *** (come to afterschool help)*	*Digital citizenship* *Digital devices* *Hardware* *Keyboarding* *Online grades* *Problem solving*

How do I use technology to learn?

- *Reviewed important posters, hardware*
- *Understood 'digital citizen' and technology*
- *Successfully logged into class accounts*
- *Participated with a sense of wonder*
- *Completed exit ticket*
- *Successfully annotated workbook*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

Step-by-step

Class warm-up: ***None***

_____**Required skill level: Enthusiasm and passion for technology.**

_____Tour classroom to familiarize yourself with your learning environment. Your teacher will show you where the tech devices are. Also know where to find class announcements, the Evidence Board and Presentation sign-up sheets (if you're doing these activities).

_____What does 'technology' mean at your school? Do you understand the meaning of 'technology in education'? How have you used it?

_____Discuss the focus of high school technology: You will use tech to support educational goals. For example:

- *How do you decide what program works best for what inquiry?*
- *How do you learn to use tools you have never seen?*
- *How do you self-assess knowledge, ensuring you got what you need?*

_____Success in high school technology is predicated on your enthusiasm for learning, transfer of knowledge from earlier learning, and evidence of problem-solving skills. You will often 'pick which program works best' or 'devise a plan to accomplish goals' or 'teach yourself'.

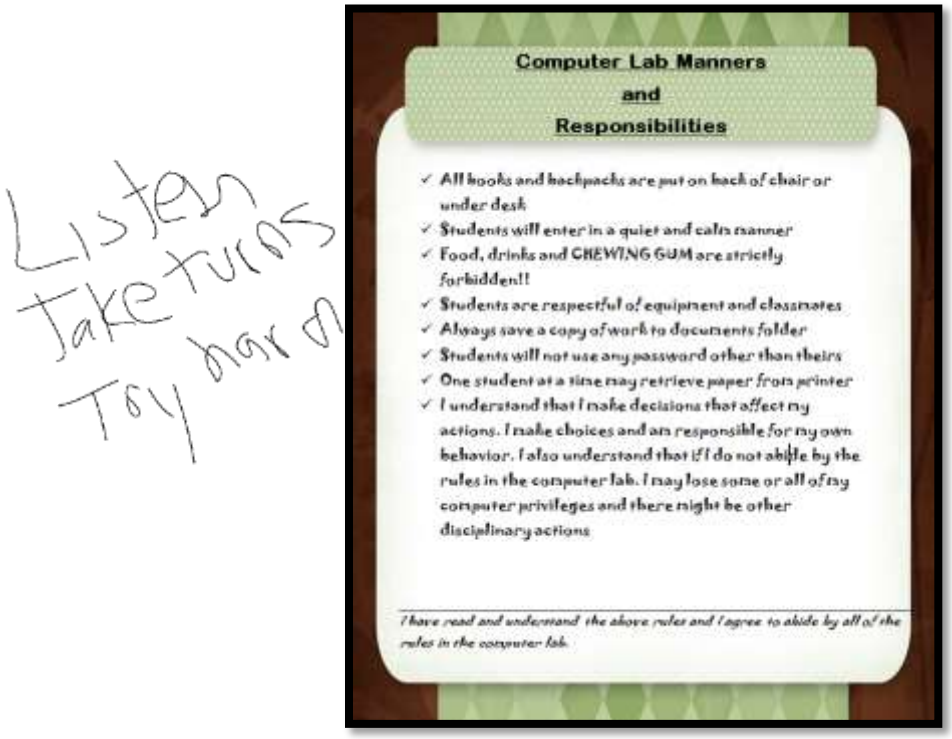
_____Share your tech background with classmates, what you know and want to know, difficulties you see taking this class. Discuss your expectations.

_____Understand domain-specific technology language pursued two ways:

- *You use correct 'geek speak' words during class, as does your teacher. Tech words you don't know are added to a virtual wall or a similar collection spot. These words will be included in Speak Like a Geek (if following this activity).*
- *Every time you find a word you don't understand, decode it—using the class dictionary tool, friends, or teacher. Don't skip over it.*

_____Review class syllabus, goals, and rules (zoom in if necessary):

Figure 6—Class rules



_____Make suggestions on what else should be on this list with the goal that class be productive, efficient, and fair for all students. The list may include:

- *No food or drink around digital devices.*
- *Respect the work of others and yourself.*
- *Keep your body to yourself—don't touch neighbor's digital device.*
- *No excuses; don't blame people or computer.*
- *Help your neighbor with words, not by doing.*
- *When collaborating, build on others' ideas as you clearly express your own.*
- *Try to solve your own problems before asking for help.*

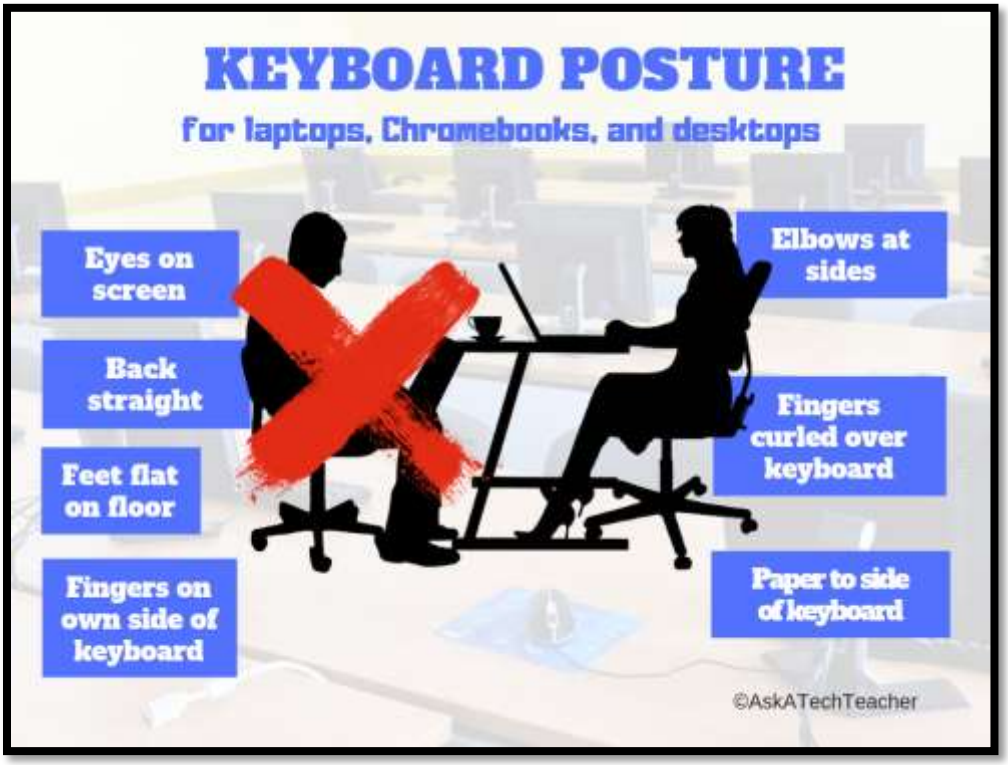
_____Add suggestions for a list of guidelines into this PDF as shown in *Figure 6*. Use your annotation tool for this.

_____Discuss passwords and privacy. Do not share log-ins with anyone. Record your log-ins in a convenient place where you will be able to find them. More on this later.

_____Your teacher will let you know that s/he is open to alternative suggestions on tools to use for a class project. For example, if s/he suggests Wordle, you may prefer Tagxedo. S/he will approve the change if the tool fulfills class guidelines and the lesson Big Idea or Essential Question. Expect to provide **evidence** to build your case, **compare-contrast** your tool to teacher suggestions, and **draw logical conclusions**.

_____Review posture at the computer based on *Figure 7*—zoom in if needed:

Figure 7—Keyboard posture



_____Posture is different on iPads than laptops, Chromebooks, and desktops. Discuss these differences as a group and add notes to *Figure 7* with your annotation tool.

_____Check the posture of your neighbor. Remember to sit this way everywhere you use a computer—home, school, the library, everywhere.

_____More on this in the lesson on *Keyboarding*.

_____Your teacher may offer a **Keyboarding Club** after school two days a week to accommodate students who can't do their homework at home or want practice keyboarding.

_____S/he may also offer **after-school help** on Keyboarding Club days for students who need assistance with a tech skill or a project involving tech. Volunteer to participate as an assistant, to help classmates.

_____You will learn a wide range of web tools (more on this in another Lesson) and use many in class. Additionally, you will be expected to come up with those that suit your particular needs.

_____You will try to solve tech problems before requesting assistance (more on this in the lesson on *Problem Solving*).

_____Your teacher will show you how to check grades online and access the class website (if there is one).

_____Discuss your responsibility to make up missed classes. Your teacher will show you where s/he posts lesson plans.

_____Discuss backing up your work. How does that happen at your school? If you use flash drives, review how to use them.

Class exit ticket: **Tack a post-it on Problem Solving Board with a tech problem you faced last week. These may be used for the upcoming Problem Solving Board.**

Extension: **Volunteer to add homework due date to class online calendar this month.**

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LESSON #2 DIGITAL TOOLS IN THE CLASSROOM

Vocabulary	Problem solving	Skills
• *Annotation* • *Backchannel* • *Benchmark* • *Chrome* • *Cloud* • *Digital citizen* • *Digital portfolio* • *Digital tools* • *Domain-specific* • *Geek* • *Hashtag* • *Linkback* • *PDF* • *Plagiarism* • *Portal* • *Template*	▪ *I'm too young for Twitter (use class account)* ▪ *Avatar didn't show on my blog page (ask a neighbor how they did it)* ▪ *My work disappeared! (Google Apps automatically saves—pull up revision)* ▪ *Teacher is busy and I need help (ask for peer support)* ▪ *Just give me a handout (Sorry, we learn through experience and collaboration)* ▪ *I can't find Evernote (find the 'elephant' on internet toolbar)* ▪ *I'm not fast enough decoding vocabulary (keep at it—it gets easier)* ▪ *I forgot my Evidence for the Evidence Board (write it down for the next time)*	*Annotating PDFs* *Avatars* *Backchannel* *Blogging* *Class calendar* *Decoding vocab* *Digital note-taking* *Digital portfolios* *Email* *Evidence Board* *Hardware parts* *Internet start page* *PDF annotation*

How do I use technology to learn?

- *Understood hardware*
- *Tried class digital tools—able to log-in*
- *Completed warm-up and exit ticket*
- *Successfully annotated workbook*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

Step-by-step

Class warm-up: ***Test digital tool accounts while waiting for class to start.***

_____Check your neighbor's mouse hold (see inset—zoom in if needed).

_____Review hardware used in your school. You should know the basic parts and whether they're input or output. There are assessments (like *Figures 8a-d*) at the end of this Lesson that can be filled in with your annotation tool.

_____If you use iPads, where are the headphones? Or the mouse? How about the USB Port? Where is the microphone on the PC or Chromebook? How about the charging dock?

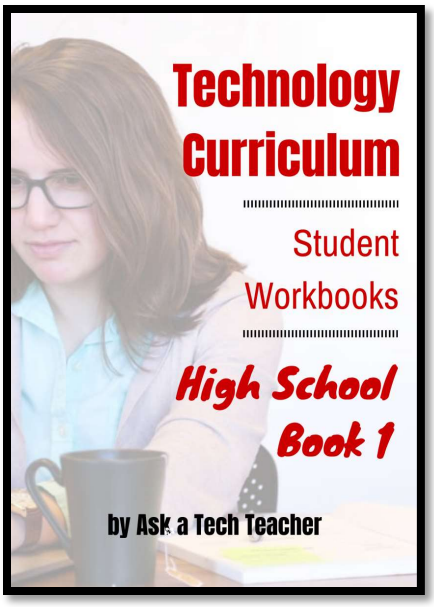
Figure 8a-d—Digital devices and their parts

_____Discuss how understanding hardware helps to solve tech problems.
_____The following tools are discussed in this Lesson. Your teacher will pick those used in your classroom and add others you use that aren't mentioned:

- *annotation tool*
- *avatars*
- *backchannel devices*
- *blogs*
- *class calendar*
- *class Internet start page*
- *class website*
- *class webtools*
- *digital note-taking*
- *digital portfolios*
- *dropbox*
- *email*
- *Evidence Board*
- *Google Apps*
- *journaling*
- *log-ins*
- *screenshots and screencasts*
- *student websites*
- *student workbooks*
- *vocabulary decoding tools*

Student workbooks

_____Your teacher will introduce your **student technology workbook**. It includes:



- *assessments*
- *links to websites you'll use*
- *links to digital tools used in class*
- *a place to take notes*
- *full-color samples of projects*
- *checklists for activities*
- *quizzes*
- *rubrics*
- *extras to extend learning*
- *the ability to circle back on concepts already covered or spiral forward to preview upcoming material*

_____Experiment with as many of these as you have time for.
_____Review screenshots (more on this later). Often, you will annotate a page (say, a rubric) in your workbook, then save a screenshot of it to your digital portfolio.

Annotation Tool

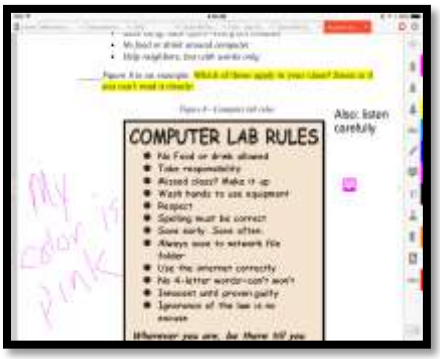
_____Your teacher will show you how to write in your student workbook with an **annotation tool** such as iAnnotate for iPads and Chromebooks (*Figure 9a*), Notability for iPads (*Figure 9b*), Notable for Chromebooks, Adobe Acrobat (*Figure 9c*), or another tool available in your school.

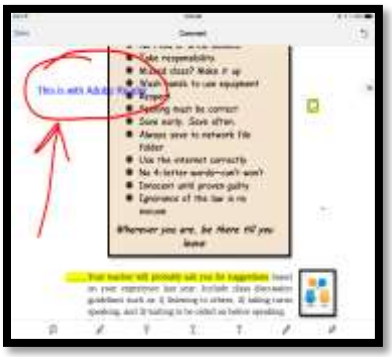
_____Your teacher will review options available in the annotation tool such as:

- *highlighting*
- *text and freeform notes*
- *screenshots*
- *sharing/collaborating*

_____If you're sharing a PDF (for example, it's loaded on a computer that multiple classes use), select a personal color different from other students.

Figure 9a—iAnnotate; 9b—Notability; 9c—Adobe Acrobat





Avatars

_____Create a **profile picture with an avatar** creator like (click link or use your favorite):

- *Animal yourself*
- *Pickaface*
- *Storyboard That!*
- *Voki yourself*

Figure 10a-c—Avatars

_____These can be used in your personal blog, website, digital portfolio page, or any other digital platform that requires a profile picture.

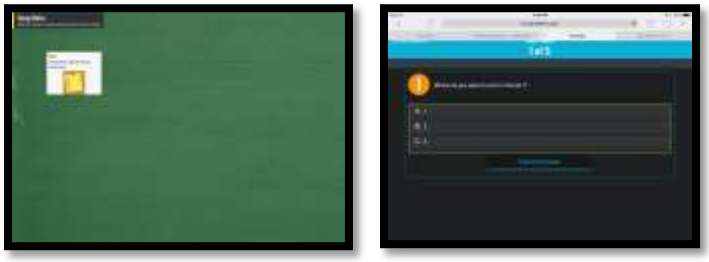
Backchannel Devices

_____The **'backchannel'** is classroom communication that isn't from the presenter. Backchannels encourage you to share your thoughts and questions while a lesson is going on. Typically, the comments show up on the class screen, shared with all classmates, likely anonymously. You and classmates read and respond. Your teacher uses them to notice when your class gets/doesn't get a topic s/he is covering.

_____Popular backchannel options are:

- *Padlet — a virtual wall where you add and respond to comments; Figure 11a*
- *Socrative — a closed virtual room where you can answer questions, take polls, and discuss what's on your mind; Figure 11b*
- ***Twitter** — a virtual stream of comments organized by hashtags; it can be private or public and is used only for purposes of this class*

Figure 11a-c—Backchannel devices



_____Your teacher will introduce the backchannel device being used in your classroom, demonstrate how to open it and use it, and then ask you to test it.

_____If you use a backchannel device in another class, let your teacher know. S/he may decide it is a good choice for this class.

Blogs

_____**Blogs are short online articles** with the express purpose of sharing ideas, collaborating with classmates, understanding other perspectives, honing writing skills, and garnering feedback. Blogs are particularly effective in assisting you to:

- *engage effectively in collaborative discussions with diverse partners*
- *build on others' ideas*
- *express your own ideas clearly*
- *develop writing skills suited to the particular task, purpose, and audience*
- *use evidence (links, images, and more) in developing an argument*

_____Blogs are student-directed, but your teacher will approve all posts and comments until you get used to the rules that apply to online conversations.

_____Blogs reflect your personality with colors, fonts, and widgets. What you include in layout and

design will help classmates and your teacher better understand your interests and how you learn.

_____*Figures 12a-c* are examples of student blogs. Notice how they incorporate text and images to discuss a topic:

Figure 12a-c—Student blogs

_____In general, your blog will require:

- *a title to pull the reader in*
- *tone/voice that fits this type of writing and intended audience*
- *working linkback(s) to evidence that supports statements*
- *at least one media to support each article (picture, video, sound)*
- *understanding of the target audience*
- *understanding the purpose—how is it different from tweets? Essays? Poetry?*
- *citations—authors name, permission, linkbacks, copyright where required*
- *occasional teamwork*

_____Before beginning, you will sign an agreement similar to *Blogging Rules (Figure 13a*—full size at the end of the lesson). Discuss the agreement with parents and bring it to school before the next class. Feel free to sign the copy at the end of this lesson, take a screenshot, and email that to your teacher.

_____Discuss blogging netiquette. It is similar to email etiquette discussed in other parts of this curriculum. In short:

- *be polite*
- *use good grammar and spelling, as you would in other correspondence (not the texting shorthand in SMS messages)*
- *don't write anything everyone shouldn't read*

_____Remember: Any time you type at your digital device, practice good keyboarding. This includes comments on classmate blogs and your own posts.

_____Once a month, expect to post an article that discusses an inquiry topic. Additionally, visit and comment on five classmate blogs.

_____A reminder: Only post comments that are friendly, non-judgmental, and school-appropriate.

_____Occasionally throughout the year, your teacher will use the Student Blogs Rubric *(Figure 13b*—full-size assessment at the end of the lesson) to assess your progress. Review the criteria to be sure you understand how to meet expectations.

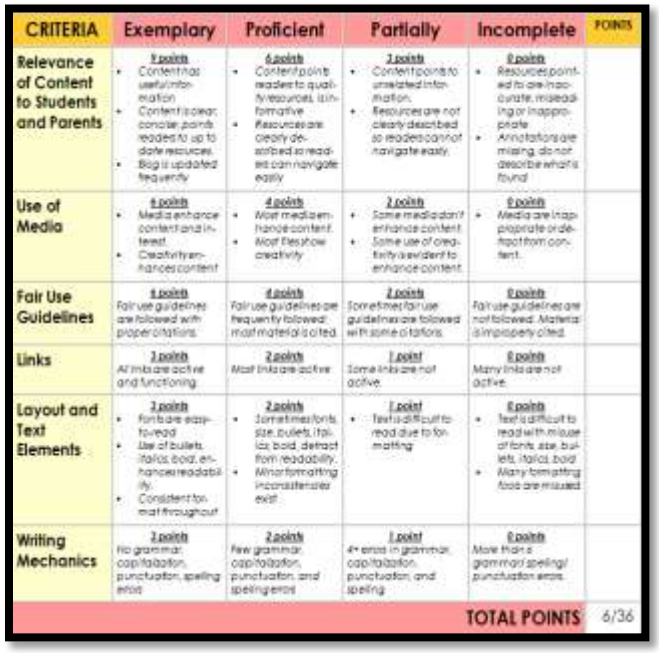
Figure 13a—Blogging rules; 13b—blogging rubric

Blogging Rules
(adapted from Academy of Discovery wiki)

1. I will not give out any information more personal than my first name.
2. I will not plagiarize; instead I will expand on others' ideas and give credit where it is due.
3. I will use language appropriate for school.
4. I will always respect my fellow students and their writing.
5. I will only post pieces that I am comfortable with everyone seeing.
6. I will use constructive/productive/purposeful criticism, supporting any idea, comment, or critique I have with evidence.
7. I will take blogging seriously, posting only comments and ideas that are meaningful and that contribute to the overall conversation.
8. I will take my time when I write, using formal language (not text lingo), and I will try to spell everything correctly.
9. I will not bully others in my blog posts or in my comments.
10. I will only post comments on posts that I have fully read, rather than just skimmed.
11. I will not reveal anyone else's identity in my comments or posts.

Any infraction of the Blogging Rules may result in loss of blogging privileges and an alternative assignment will be required.

Student Signature _____ Date ____



CRITERIA	Exemplary	Proficient	Partially	Incomplete	POINTS
Relevance of Content to Students and Parents	8 points • Content has useful information • Content is current; consider points readers to up to date resources • Blog is updated frequently	6 points • Content points readers to quality resources, is informative • Resources are clearly described so readers can navigate easily	3 points • Content points to unrelated information • Resources are not clearly described so readers cannot navigate easily	0 points • Resources point-ed to are inaccurate, misleading or inappropriate • Annotations are missing, do not describe what is found	
Use of Media	6 points • Media enhance content and interest • Creativity enhances content	4 points • Most media enhance content • Most files show creativity	2 points • Some media don't enhance content • Some use of creativity is evident to enhance content	0 points • Media are inappropriate or detract from content.	
Fair Use Guidelines	6 points Fair use guidelines are followed with proper citations.	4 points Fair use guidelines are frequently followed; most material is cited.	2 points Sometimes fair use guidelines are followed with some citations.	0 points Fair use guidelines are not followed. Material is improperly cited.	
Links	3 points All links are active and functioning.	2 points Most links are active.	1 point Some links are not active.	0 points Many links are not active.	
Layout and Text Elements	3 points • Fonts are easy-to-read • Use of bullets, italics, bold, enhances readability. • Consistent formatting throughout	2 points • Sometimes fonts, size, bullets, italics, bold, detract from readability. • Minor formatting inconsistencies exist.	1 point • Text is difficult to read due to formatting	0 points • Text is difficult to read with misuse of fonts, size, bullets, italics, bold • Many formatting tools are misused.	
Writing Mechanics	3 points No grammar, capitalization, punctuation, spelling errors	2 points Few grammar, capitalization, punctuation, and spelling errors	1 point 4+ errors in grammar, capitalization, punctuation, and spelling	0 points More than a grammar/spelling/punctuation errors.	
				TOTAL POINTS	6/36

Class Calendar

_____Your teacher will post a **digital class calendar** that tracks due dates, class events, and other important information. It might be created in Google Calendar (*Figure 14a*), Office 365, a Padlet template (*Figure 14b*), MS Publisher (*Figure 14c*), or another option. If possible, s/he'll embed it into the class website. It might also be possible to embed it into your blog so that it auto-updates. Check with your teacher on that possibility.

_____Volunteer to demonstrate how to edit the calendar by adding homework.

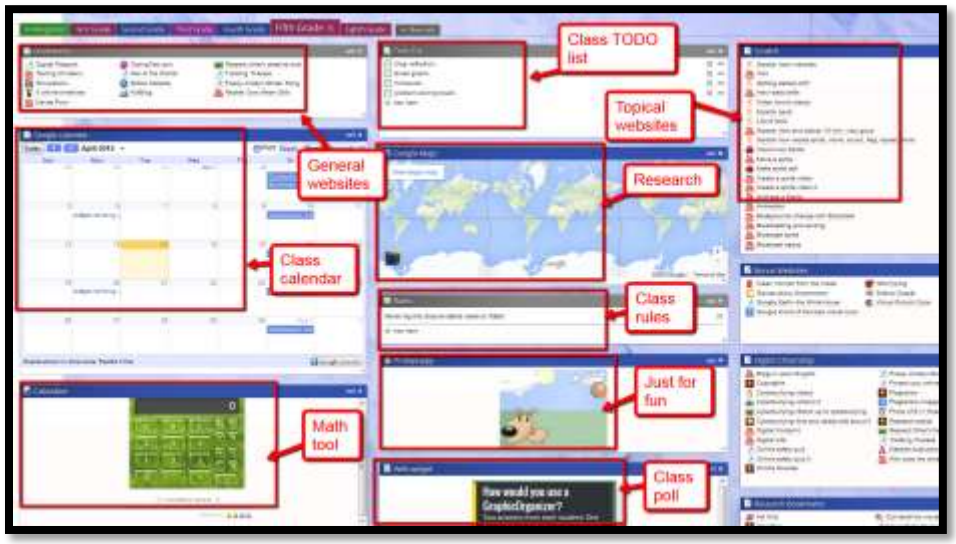
_____Volunteer to add events to the calendar for one month. Start with next week's Hardware quiz (if you're having it). Or, your teacher may allow everyone to do this. If so: Contribute responsibly to the class calendar.

Figure 14a—Class calendar in Google; 14b—Padlet; 14c—DTP

Class Internet Start Page

_____A class Internet start page is a website that comes up when you open the Internet. It organizes critical content in a single location and curates links you will use.

Figure 15—Class Internet start page



_____You might use Protopage.com *(Figure 15)*, Ighome, or a collection site like Symbaloo *(Figure 15a)*, Portaportal *(Figure 15b)*, LiveBinders *(Figure 15c)*, a class Diigo account, a class OneNote account, or the class Evernote account.

Figure 16a—Class start page in Symbaloo; 16b—Portaportal; 16c—LiveBinders

_____Remember: Any time you visit the Internet, do so safely and legally.

Class website

_____You may have a **class website** to track class activities, keep parents in the loop, and embed sharable projects, i.e., Tagxedos and Animotos. Your teacher will let you know where that is and how to access it.

Class Webtools

_____**Class webtools** are programs accessed directly from the Internet. They aren't on the digital

device you use at school. Webtools can be used anywhere but do require an internet connection. That means if you start a project at school, you can finish it at home—no problem.

_____There are a wide variety of webtools that you will use this year to complete projects which may include:

- *digital keyboarding program (i.e., Type to Learn, Nitro Typing)*
- *avatar creator for digital citizenship*
- *badge to assess progress*
- *digital storytelling*
- *reading library*

_____Log into all of your class webtools right now to make sure there are no problems.

Digital Note-taking

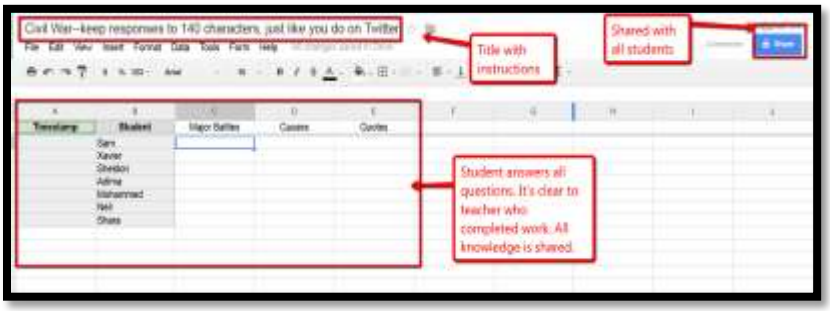
_____Here are five digital note-taking methods you might use (zoom in for how-to notes):

- *word processing program (for any digital device) – Figure 17a*
- *Notability (for iPads) – Figure 17b*

Figure 17a-b—Note-taking tools

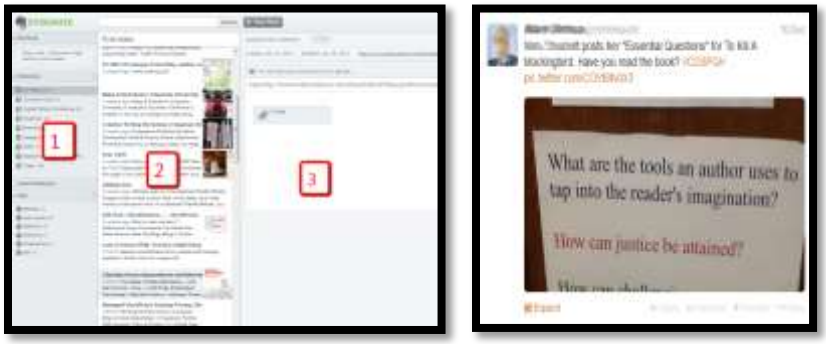
- *Google Apps – for any digital device; Figure 18 (zoom in if needed)*

Figure 18—Collaborative notes in Google Spreadsheets



- *Evernote/OneNote (for most digital devices) — Figure 19a*
- *Twitter (for most digital devices) — Figure 19b*

Figure 19a—Evernote; 19b—Twitter



_____Here's why you want to take notes (from Common Core):

- *determine central ideas, author's purpose, and key steps*
- *provide an accurate summary*
- *cite text evidence to support analysis*
- *analyze structure used to organize text*

Digital portfolios

_____**Digital Portfolios** are where you store your work other than your local drive. This means when you're looking for a document, you need only go to this one location to find it. If you have Google accounts at school, Google Drive may serve as your digital portfolio.

_____Some digital portfolios are Internet-based, others on a dedicated server that's accessed through the school. Your teacher will tell you which of these two options applies to your portfolio.

Figure 20a—A wiki; 20b—Google Drive

_____Purposes of the digital portfolio include:

- *interact, collaborate, and publish with peers*
- *edit or review work in multiple locations*
- *submit class assignments*

_____Practice uploading to your digital portfolio:

Dropbox

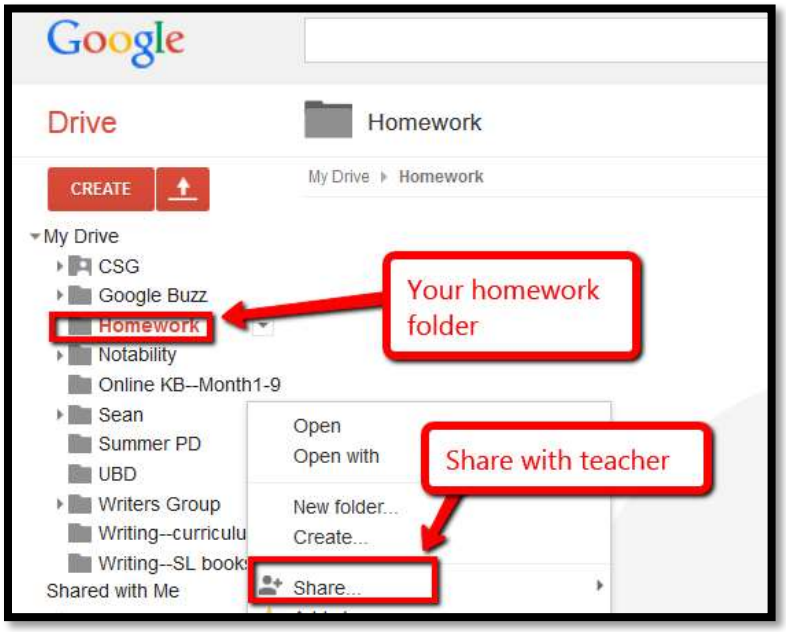
_____If your school has a **dropbox option**, your teacher will review it. If not, s/he'll show you how you are expected to submit classwork and homework.

_____An assignment dropbox can be created through the school Learning Management System (LMS), email, Google Apps (through a 'share' function) or even a Discussion Board.

_____If you have Google Apps but not a Google Classroom LMS, create a Homework dropbox like *Figure 21* (zoom in if necessary):

- *Create a folder called 'Homework' that is shared with your teacher.*
- *To submit work, copy it to that folder so your teacher can view and comment.*

Figure 21—Homework dropbox



Email

_____The best option in school is to use a **webbased email account** such as Gmail (comes with GAFE and Google Classroom).

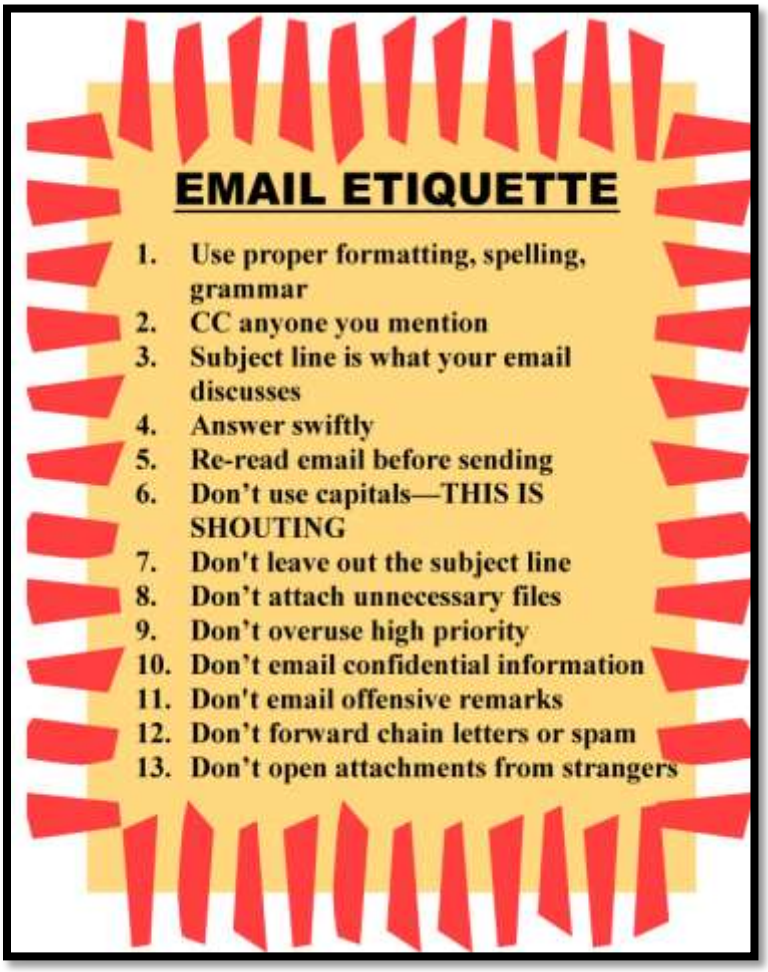
_____Volunteer to clarify terms like 'high priority', 'chain letters', and 'CC' for classmates.

_____Review **email** etiquette (*Figure 22*—zoom in if needed):

- *Use proper writing conventions and re-read before sending.*
- *CC anyone mentioned.*
- *Make 'Subject line' topic of email.*
- *Answer swiftly.*
- *Don't use all caps—THIS IS SHOUTING.*
- *Don't attach unnecessary files.*

- *Don't overuse high priority.*
- *Don't email confidential information.*
- *Don't email offensive remarks.*
- *Don't forward chain letters or spam.*
- *Don't open attachments from strangers.*

Figure 22—Email etiquette



_____As with blogging, always use good grammar/spelling with emails. Why is it important in emails and not so much with texting? Hint: Consider Common Core: *Produce clear and coherent writing in which development, organization, and style are appropriate to* ***task and audience***.

_____If you have GAFE or Google Classroom (with Gmail activated), your teacher will review how to use the associated email. S/he will show you how to control settings so you don't get spam.

_____Discuss 'spam'. What is it? Why is it sent? What should you do when spam shows up in your email?

_____Know that the email program you use at home may not match the instructions you've been provided. Ask your parents for help with the home-based email account.

_____Discuss how email can be used to backup important documents (by emailing a copy to yourself or creating a draft email with doc attached and stored in 'Draft' file).

_____When you get an email, follow this checklist:

- *Do you know the sender?*
- *Is email legitimate? For example, does the 'voice' sound like sender?*
- *Is sender asking for personal information? Legitimate sources never do.*
- *Is there an attachment? If so, don't open it.*

Evidence Board

_____The **Evidence Board** (*Figure 23a*) is a bulletin board that celebrates the transfer of knowledge from tech class to home, friends, or other educational endeavors.

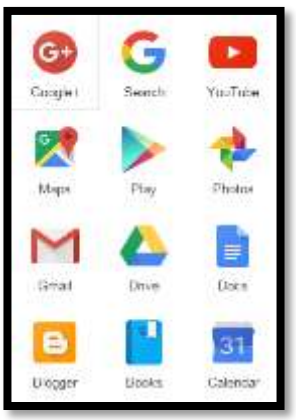
_____About once a month, share how you use tech skills outside of class. You will make a ten-second presentation, fill out a badge (like *Figure 23b*), and post it on the Evidence Board. By year-end, this collection will encircle the classroom.

Figure 23a—Evidence Board; 23b—Badge

Google Apps

_____**Google Apps** are a suite of basic productivity tools that you will use for class projects. They may include:

- *Gmail (for email)*
- *Google Draw*
- *Google Drive and associated apps*
- *Google Forms*
- *Cloud storage*
- *Google Calendar*
- *YouTube*



_____These are available at school and at home. Documents created in them are also available anywhere you can access the Internet.

_____Also appealing: It's easy to collaborate with classmates on any document created in Google Apps.

_____Everything created in Google Apps is backed up instantly in the Cloud. Importantly, it enables collaboration and sharing.

_____Your teacher will show you how to use your account including how to log in, access the Drive, and share documents with others. S/he will also let you know which of the Google Apps you will be using this year and how to use them (if needed).

Journaling

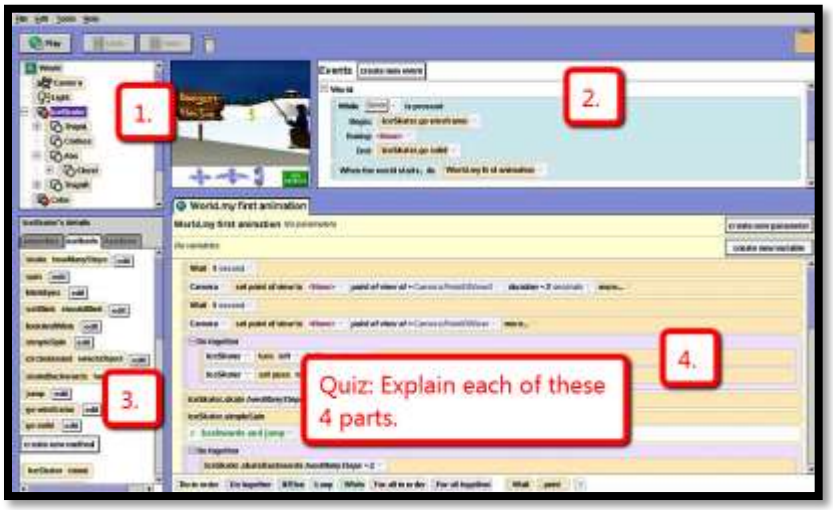
_____If you will be **journaling**, your teacher will show you which digital tool you'll use. It might be Penzu, a word processing program, or your blog.

_____Take time to log into your journaling tool and prepare your first post.

Screenshots and Screencasts

_____You will use **screenshot** (still images) tools, apps, or add-ons (depending on your digital device), as well as **screencasts** (videos) to record information from your screen. More on these in the lesson on *Screenshots and Screencasts*.

Figure 24—Screenshot quiz



_____Often, you will annotate an assessment, rubric, or checklist in this workbook. Save it to your digital portfolio with a screenshot or share it with your teacher. Depending on your digital device, you might use:

- ***Windows**: the Snipping Tool (comes with Windows)*
- ***Chromebook:** hold down the control key and press the window switcher key*
- ***Mac**: Command Shift 3 for full screenshot and Command Shift 4 for a partial*

- ***Surface tablet****: hold down volume and Windows button at the same time*
- ***iPad****: hold Home button and power button at the same time*
- ***Online****: a screenshot tool like Jing or Snagit*

Student website

_____Most teachers will select either blogs or websites for students, depending on their goal:

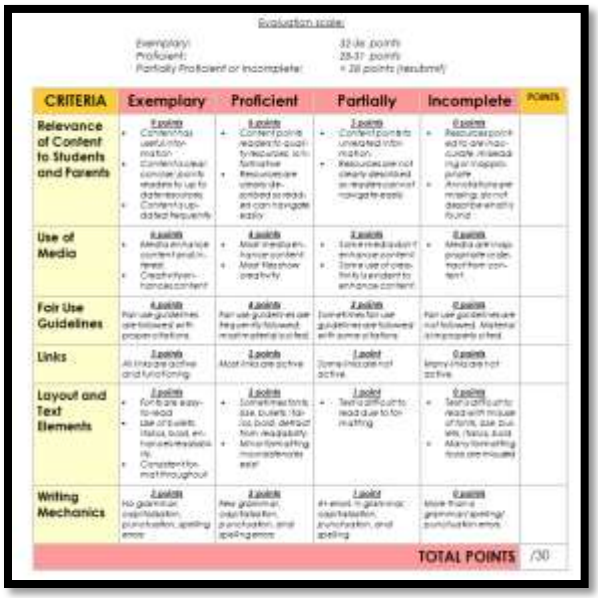
- *Blogs are more interactive and time-sensitive.*
- *Websites more fully cover a topic and new posts don't push older out of the way.*

_____Like blogs, websites are a great way to encourage reflection, organization, logical thinking, and are a perfect place to embed sharable projects, i.e., Tagxedos and Animotos.

_____Websites are available with Google Apps. If your school doesn't have Google Apps, free websites can be created at Weebly, Wix, or blog accounts like Wordpress.

_____Occasionally (several times a grading period), your teacher will assess your website based on the criteria in *Figure 25* (full-size assessment at end of the lesson):

Figure 25—Student website rubric



Evaluation scale:

Exemplary: 32 de points
Proficient: 28-31 points
Partially Proficient or Incomplete: < 28 points (resubmit)

CRITERIA	Exemplary	Proficient	Partially	Incomplete	POINTS
Relevance of Content to Students and Parents	8 points	6 points	3 points	0 points	
Use of Media	8 points	6 points	3 points	0 points	
Fair Use Guidelines	4 points	4 points	2 points	0 points	
Links	2 points	2 points	1 point	0 points	
Layout and Text Elements	2 points	2 points	1 point	0 points	
Writing Mechanics	2 points	2 points	1 point	0 points	
				TOTAL POINTS	/30

_____General guidelines are similar to blogs:

- *Website and article titles pull the reader in.*
- *Articles review what readers can expect, provide evidence with supporting links, and include a summary of the content.*
- *Tone/voice fits this type of writing and intended audience.*
- *Links connect to evidence and links work.*
- *At least one media is provided to support each article (picture, video, sound).*
- *Writing purpose is clear. How is a blog goal different from essays? Poetry?*
- *Citations are included as needed.*

Vocabulary Decoding Tools

_____Your teacher will show you how to access the native apps or webtools on your digital device that can be used to **decode vocabulary** you don't understand. Depending on the device, these will be on the homepage, the browser toolbar, a shortkey, or a right-click. With these tools, you can quickly look up words rather than skip content that includes the word. Practice with several of the words in this lesson's *Vocabulary* list.

_____Options for decoding vocabulary include:

- *right-click on a word in MS Word and select 'Look up'*
- *right-click in Google Apps (i.e., Google Docs) and select 'research'*
- *an online dictionary (Figure 26a is an app)*
- *a browser app like MS's Advanced English Dictionary (Figure 26b)*
- *a browser extension (like Google Dictionary in Figure 26c)*

Figure 26a-c—Vocabulary decoding tools

Class exit ticket: **Send a well-constructed email to a classmate and reply to one you receive.**

Extension:

- *Click here for how to use Padlet.*
- *What's Evernote? Watch this video.*
- *For more Google Apps, try Scholar or Translate*

Assessment 1—Parts of the computer

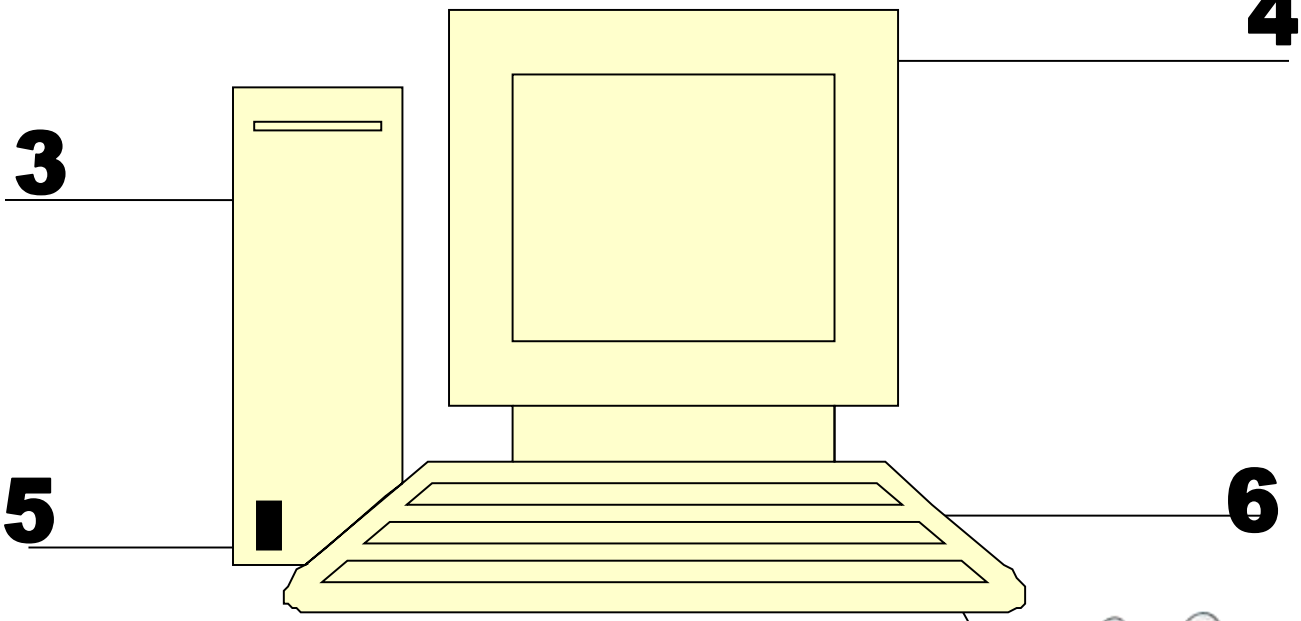
HARDWARE—PARTS OF THE COMPUTER

Student name: _____

Name each part of computer hardware system and whether it's INPUT or OUTPUT. Spelling must be correct to get credit

1 _____

2 _____

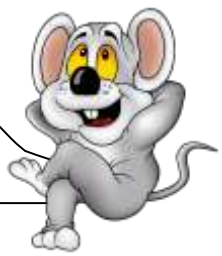


4 _____

3 _____

5 _____

6 _____

7 _____ 

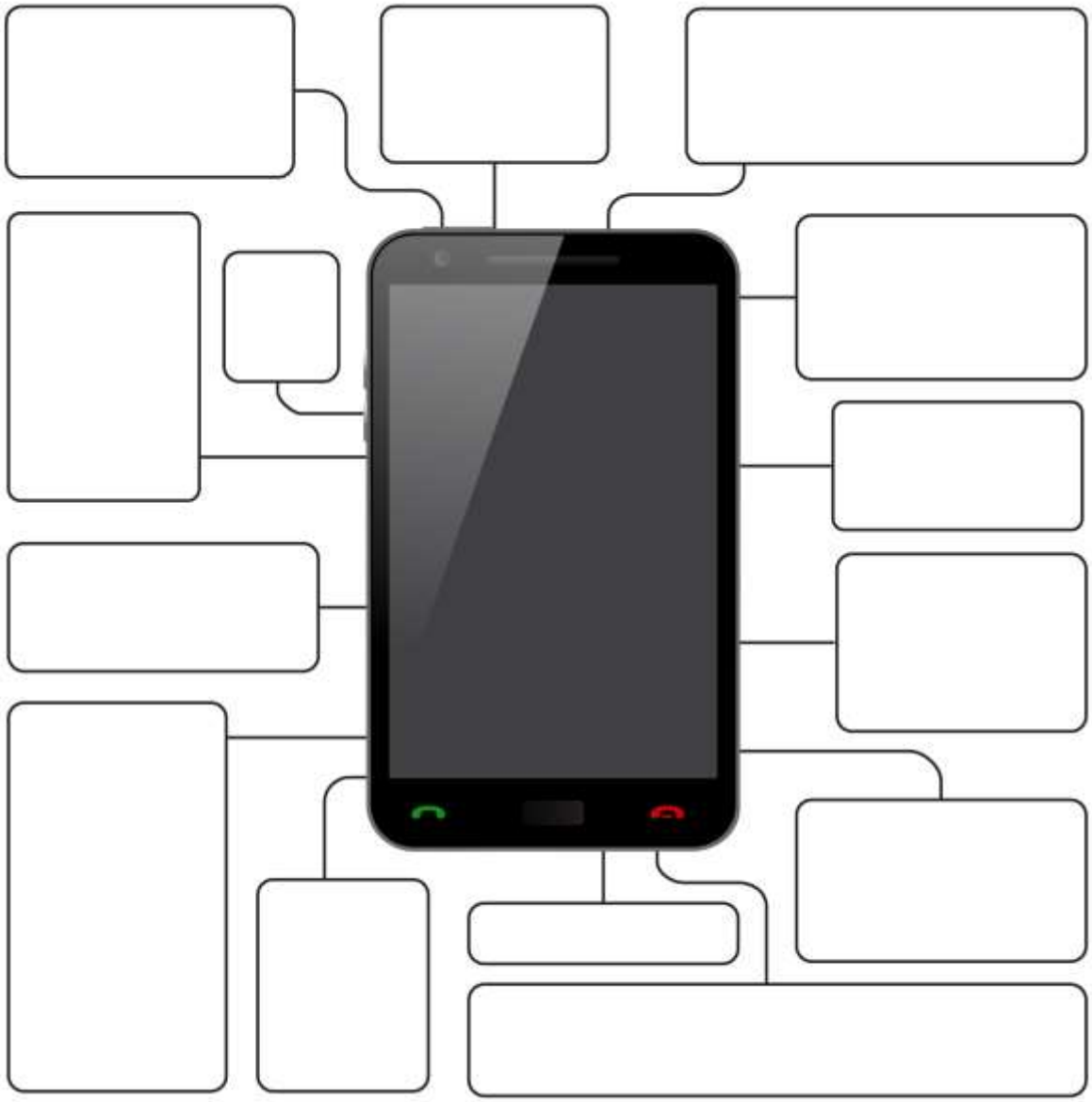
Assessment 2—Parts of the smartphone

HARDWARE—PARTS OF THE SMARTPHONE

Student name: _____

Name each part of computer hardware system and whether it's INPUT or OUTPUT. Spelling must be correct to get credit

Adapt this to your needs

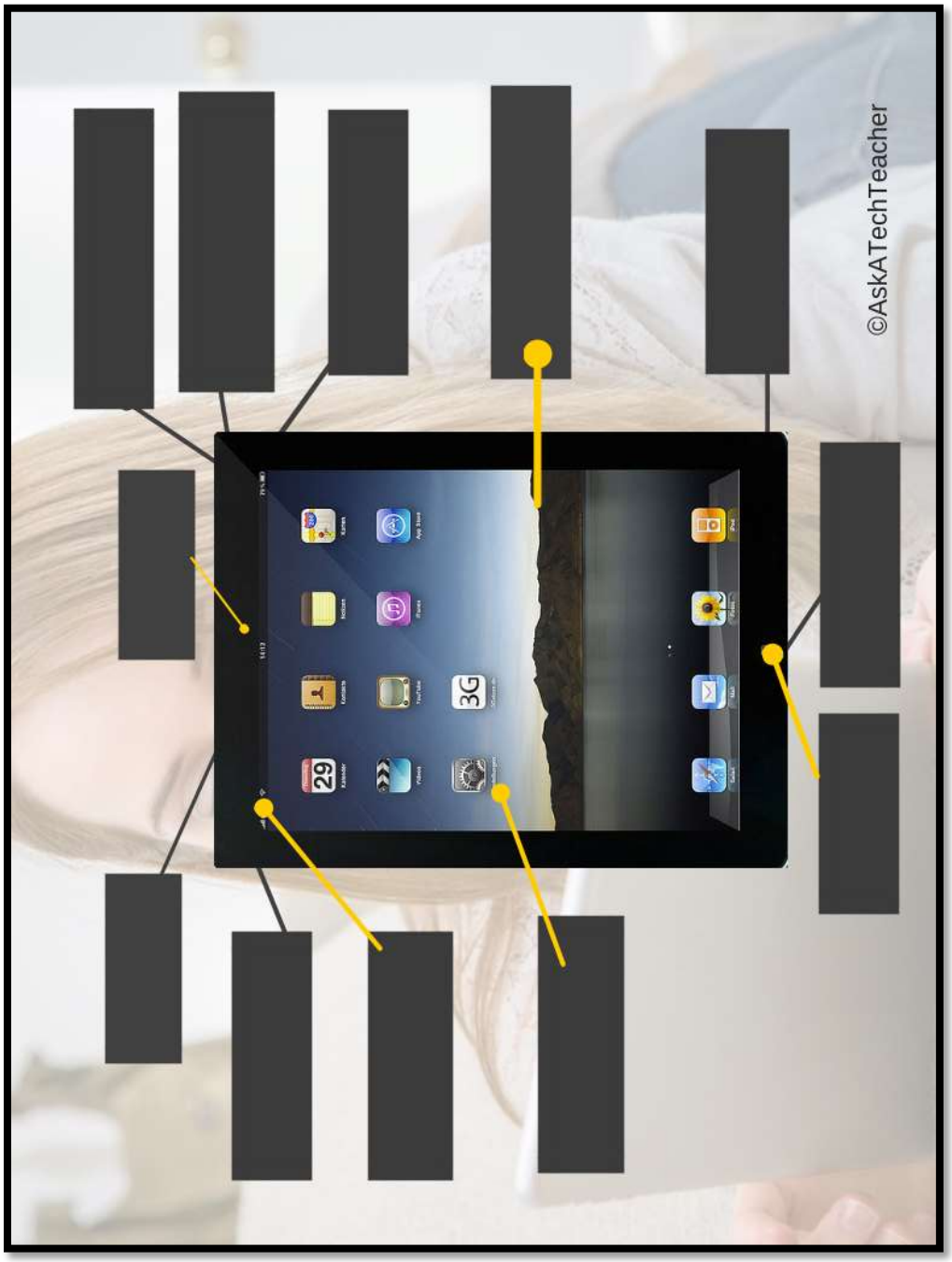


Assessment 3—Parts of an iPad

Parts of an iPad

Student name: _____

Name each part of computer hardware system and whether it's INPUT or OUTPUT. Spelling must be correct to get credit

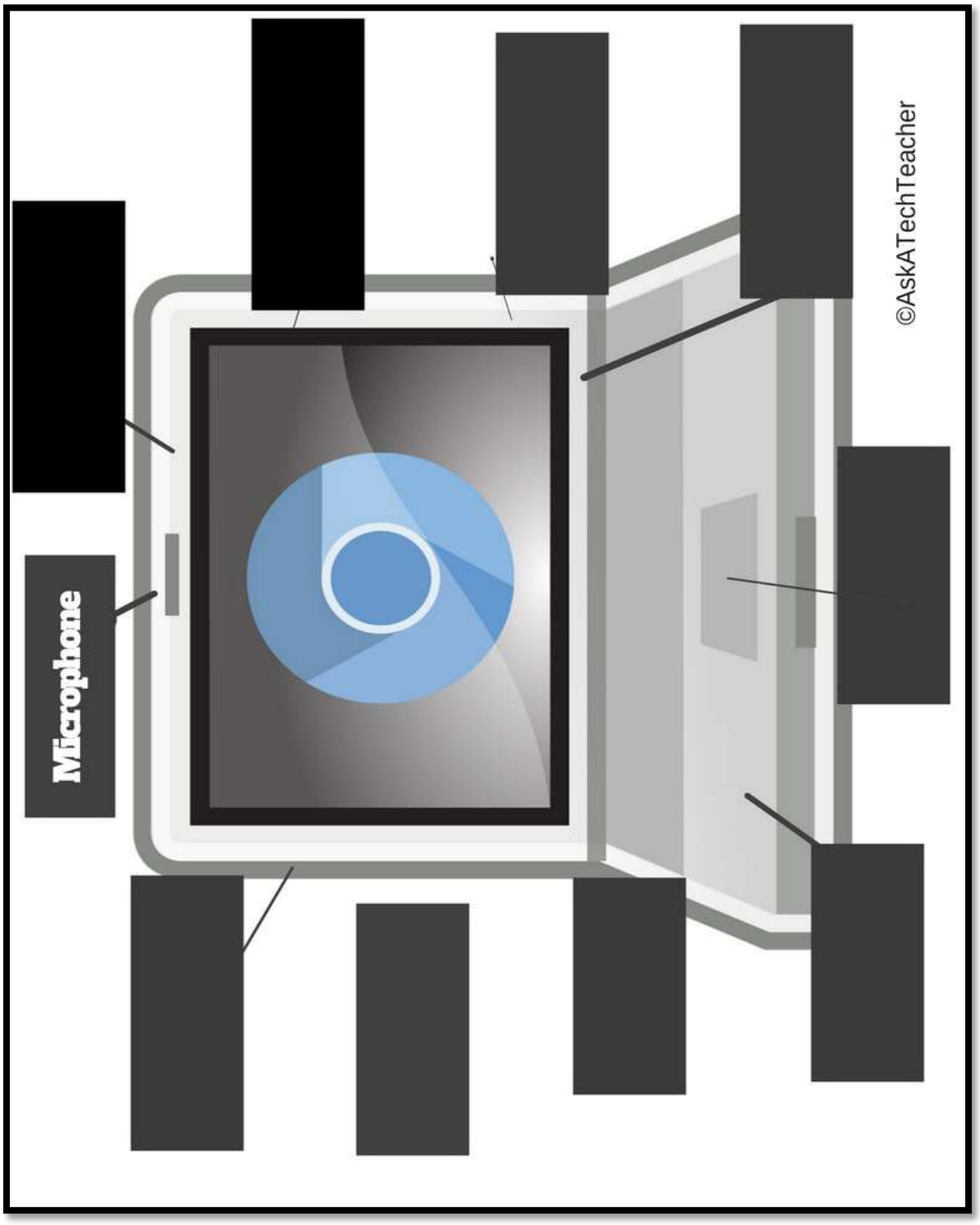


Assessment 4—Chromebook parts

Parts of a Chromebook

Student name: _____

Name each part of computer hardware system and whether it's INPUT or OUTPUT. Spelling must be correct to get credit



Assessment 5—Student blogging agreement

Blogging Rules

1. I will not give out any information more personal than my first name
2. I will not plagiarize; instead, I will expand on others' ideas and give credit where it is due.
3. I will use language appropriate for school.
4. I will always respect my fellow students and their writing.
5. I will only post pieces that I am comfortable with everyone seeing.
6. I will use constructive/productive/purposeful criticism, supporting any idea, comment, or critique I have with evidence.
7. I will take blogging seriously, posting only comments and ideas that are meaningful and that contribute to the overall conversation.
8. I will take my time when I write, using formal language (not text lingo), and I will try to spell everything correctly.
9. I will not bully others in my blog posts or in my comments.
10. I will only post comments on posts that I have fully read, rather than just skimmed.
11. I will not reveal anyone else's identity in my comments or posts.

Any infraction of the Blogging Rules may result in loss of blogging privileges and an alternative assignment will be required.

Student Signature _____ Date _____

Intentionally deleted

LESSON #3 DIGITAL CITIZENSHIP

Vocabulary	Problem solving	Skills
• *Avatar* • *Cyberbullying* • *Cyberstalking* • *Digital citizen* • *Flaming* • *GPS* • *Netiquette* • *Plagiarism*	• *Can't find answer (did you try all options?)* • *Internet toolbar disappeared (click 'full screen mode')* • *I don't want parents to know where I am (why?)* • *Online's anonymous! Why do I have to follow so many rules? (do the right thing when no one's watching)*	*Digital citizenship* *Keyboarding* *Problem solving* *Social media* *Speaking and listening*

How do I act in a virtual neighborhood?

- *Worked independently as a good digital citizen*
- *Finished required projects*
- *Used good keyboarding habits*
- *Completed warm-up, exit ticket*
- *Successfully annotated workbook*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

Step-by-step

Class warm-up: ***Keyboard on the class typing program, paying attention to posture.***

_____**Required skill level: Basic understanding of digital rights and responsibilities.**

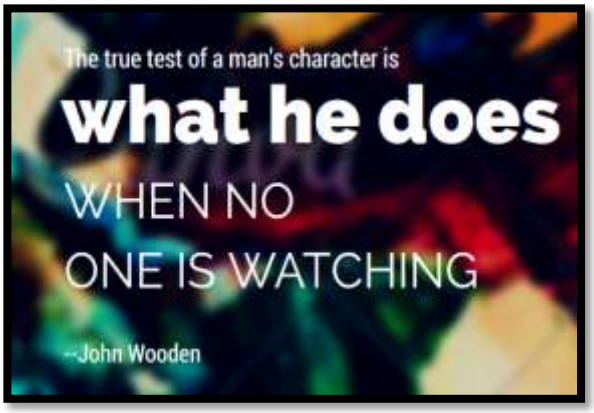
_____Make sure your backchannel is open (if you use this) so you can fully participate.

_____Discuss what it means to be a good digital citizen? Why is this important if no one knows who you are? Must you be honest if you're anonymous? Who does it hurt?

_____Discuss *Figure 27*—by John Wooden, legendary coach (zoom in if needed)?

_____Throughout the school year, you and classmates will discuss the topics listed below. Your teacher will tell you which are relevant to your group. They scaffold learning, making lessons more authentic and relevant. Where possible, lead the discussion, set the pace, and ask questions that are native to your experiences.

Figure 27—True test of a man



Cyberbullying

_____Discuss *What Do You Do If You're Being Bullied Online*. Review statistics in Think Time: How Does Cyberbullying Affect You.

_____Watch and discuss You Can't Take it Back. What precautions can you take to ensure you are kind and supportive online?

_____If you have blogs, with this discussion fresh, comment on classmate posts. Include a compliment, suggestion, or question. Keep the conversation on topic and relevant.

Digital Communications

_____Digital communication includes email, blog comments, texting, cell phones, and discussion forums. Many of these topics are discussed elsewhere.

_____Discuss **texting**. Watch this video on Texting.

_____Watch and discuss one of these videos:

- *It can wait — video showing simulation of driver distracted by texting*
- *Texting etc.–Chicken Road YouTube*
- *Safe texting–video*
- *Texting–a game that gauges your distraction while driving and texting*
- *Texting While Walking–from the NYT, a video op-ed*
- *The Last Text –video*
- *The Unseen — video simulating distracted driver*
- *Wait for it — very sad video about texting and driving*

_____Does your school allow **cell phones**? What are reasons to have one?

- *stay in touch with parents*
- *for emergencies*
- *so parents know where you are (via GPS)*
- *to collaborate and share*

_____What are reasons you shouldn't?

_____By a show of hands, how many of your parents try to control cell phone use by:

- *limiting your time on it*
- *limiting plan*
- *having you share in the cost*
- *set up text-free zones, like dinner*
- *???*

_____Does this work? What else would? Discuss your responsibilities with cell phones, including:

- *don't overuse them; don't over-text*
- *don't let them interfere with classwork*
- *don't use them for academic dishonesty*
- *don't use them for cyberbullying; don't share inappropriate information*

Digital footprint

_____What is a 'digital footprint'? Last year, you might have searched your name to discover your digital footprint. Do this again. Has it changed?

_____Watch and discuss these videos on Digital Footprints:

- *What's a digital dossier (footprint)*
- *Digital Footprint*
- *Digital Life 101*

Digital Law and Plagiarism

_____Discuss copyright law. Review summation of law in *Figure 28* (zoom in if necessary).

Figure 28—Digital law—rephrased

The law states that works of art created in the U.S. after January 1, 1978, are automatically protected by copyright once they are fixed in a tangible medium (like the internet) BUT a single copy may be used for scholarly research (even if that's a 2nd grade life cycle report) or in teaching or preparation to teach a class.

Askatechteacher©

_____What are consequences of infringing copyrights?

_____Some people want to share their work and collaborate with others. Watch and discuss Wanna Work Together about Creative Commons licensing.

_____Watch and discuss A Fair(y) Use Tale about digital security, copyrights, and fair use.

_____What does '**plagiarism**' mean? Why give credit to original authors/artists? What can/can't be 'borrowed' from online sites? Discuss image copyrights, fair use, and public domain.What are repercussions of 'plagiarism'?

_____Watch this Plagiarism video.

_____Discuss how to cite a website. Visit EasyBib or Citation Machine.

Digital privacy

_____Watch and discuss 6 Degrees of Information. How easy it is to find anyone through online crumbs.

_____Watch and discuss the online life of a photo posted by an unknowing student.

_____Watch Eduardo as he posts pictures he considers innocent—Two Kinds of Stupid.

_____Discuss use of avatars to protect online privacy. For more, see lesson on *Digital Tools*.

_____Expand discussion into Online Reputations. Watch and discuss http://bit.ly/1sFIPzG.

_____Wrap up with a discussion on hacking and privacy. Some kids 'hack' game codes. Talk about this. Should they? Is it a victimless crime? What issues should they consider? What is the difference between 'hacking' and 'cracking'? Black Hat and White Hat?

Digital rights and responsibilities

_____What are 'digital rights and responsibilities'? Most students come up with 'rights'—access to the Internet, use of information, creation of documents to be published and shared, freedom of expression—but what are the 'responsibilities' of a digital citizen? How about these:

- *Don't share personal information. Don't ask others for theirs.*
- *Be aware of your cyberspace surroundings. Act accordingly.*
- *As in your community, be kind to others. Anonymity doesn't protect you.*
- *If someone is 'flaming' another, help stop it within your abilities.*

_____Watch this YouTube video.

Digital search and research

_____*Discussed in lesson on Internet Search and Research.*

Fair use, Public domain, Image Copyright

_____*Discussed in the lesson on Online Image Legalities.*

Internet safety

_____Discuss password guidelines and rules. Remember: Never share passwords.

_____Watch and discuss Broken Friendship.

_____Volunteer how you protect your passwords and online safety when using the Internet.

_____What's the difference between 'http' and 'https'? If you have a web site, do you have this enhanced level of security? How important is this?

Netiquette

_____What is '**netiquette**'?
_____Discuss the criteria in *Figure 29* (zoom in if necessary).

Figure 29—Netiquette Rules

Social Media

_____Discuss **Twitter** and hashtags—watch https://youtu.be/abgRCmkm6No.
_____Break into groups and discuss **FB, YouTube,** other social media. What are challenges of so much openness? Then discuss as a class and share thoughts via a blog post or class Twitter feed. Thoughts should be objective, on-point, with precise and domain-specific language appropriate to the task, audience, and purpose.

Class exit ticket: **Tweet on the class Twitter account (or add a comment to class blogs) about how you stay safe online.**

Extension: **Volunteer to enter classwork and homework due dates into the class calendar.**

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