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| Created on: | July, 2015 |
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| Revised on: |  |
| Revised by: |  |

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| **OCEAN COUNTY TECHNOLOGY** **CURRICULUM** |
| **Content Area: Technology**  |
| **Course Title: Technology** | **Grade Level: High School** |
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|  |  **Ethics** |  | **2 Blocks** |  |
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|  | **Website Design** |  | **30 Blocks** |  |
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|  | **Computational Thinking** |  | **5 Blocks** |  |
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|  | **Introduction to Programming** |  | **10 Blocks** |  |
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|  | **Use a Programming Language to Design and Create a Project** |  |  **40 Blocks** |  |
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|  | **APP Development** |  | **20 Blocks** |  |
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|  | **Digital Media** |  | **30 Blocks** |  |
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|  | **21st Century Business Technology Skills** |  | **40 Blocks** |  |
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** Ethics |
| **Domain:** High School: Modeling, NJCCCS: Technology |
| **Unit Summary:** In this Unit students will gain an introduction to various technologies and its role in everyday life. Students will discuss the need for ethical behavior in the world of technology.  |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 20014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.1.12.C.1 | Develop and innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| 8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| 8.1.12.D.2 | Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. |
| 8.1.12.D.3 | Compare and contrast policies on filtering and censorship both locally and globally. |
| 8.1.12.D.4 | Research and understand the positive and negative impact of one’s digital footprint. |
| 8.1.12.D.5 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. |
| 8.1.12.E.2 | Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. |
| **Unit Essential Questions*** Why is it important to behave ethically at all?
* What are the ethical impacts of technology in our society?
* Are there some areas where it is okay to be more ethically lenient (i.e. programming guided missile systems, etc.)
 | **Unit Enduring Understandings***Students will understand that…** Ethical behavior in technology is critical to maintaining a fair, just, and safe society/world.
* There has been an explosion of technology and gadgets in a very short time span. Anyone can create the next best technology.
 |
| **Unit Objectives***Students will know…** Understand the impacts of technology on our society.
* The social and ethical consequences of computer use.
 | **Unit Objectives***Students will be able to…** Develop a respect for the importance of not creating, using, or disseminating illegal digital media.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Think, pair, share technology research and presentations.
 | * On-line quiz
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| **Summative Assessments*** Researching and presenting significant topics including: cyberbullying, internet safety, Fair Use / Copyright laws, and inventions in technology that occurred over the last few decades.
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| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
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| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** [www.wired.com](http://www.wired.com)
* [www.nytimes.com](http://www.nytimes.com)
* Computers for research
* [www.b4ucopy.org](http://www.b4ucopy.org)
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit: Website Design** |
| **Domain:** High School: Modeling, NJCCCS: Technology  |
| **Unit Summary:** In this unit students will further their knowledge of website design by researching various real world websites and incorporating various design concepts integral for marketing a successful business website. Topics will include: effective layout, font choice, incorporating colors, themes and backgrounds, use and placement of digital media, effective promotional, product, pricing and contact information. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning. |
| 8.1.12.F.1 | Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal or social needs. |
| 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website desiguns, applications, and games). |
| 8.2.12.E.4 | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). |
| **Unit Essential Questions*** How do you use a website builder program/site?
* How do businesses successfully incorporate backgrounds, themes, media, fonts and color choice to produce a polished, professional and functional business?
* How does layout effect design?
 | **Unit Enduring Understandings***Students will understand that…** A well constructed website is critical to the mission/message of the business or organization it represents.
 |
| **Unit Objectives***Students will know…** How to create a website using a free tool/site builder like Google Sites.
* How to create, edit and implement original digital media.
* How to use themes and backgrounds to enhance content.
* How to use design techniques to create a polished, professional website.
 | **Unit Objectives***Students will be able to…** Use a website generator (tool or builder) to create, populate and design a professional business website.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Teacher Observation
* Computer Lab practice projects
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| **Summative Assessments*** Vocabulary Quiz
* Content Specific discussion
* Digital Projects
* Student Website Presentations
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| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
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| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** Computers
* Internet access
* Website creation/host site (i.e., www.google.com/sites)
* Digital Cameras, Camcorders
* Video editing software
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** Computational Thinking |
| **Domain:** High School: NJCCCS: Technology |
| **Unit Summary:** In this unit students will explore using Computational Thinking to solve problems using critical thinking, logical thinking, algorithms and debugging. Students will solve problems without a computer. Students will then apply that knowledge by designing and presenting a new application/invention. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.2.12.E.1 | Demonstrate an understanding for the problem-solving capacity of computers in our world. |
| 8.2.12.E.2 | Analyze the relationships between internal and external computer components. |
| 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task. |
| 8.2.12.E.4 | Use appropriate terms in conversation (e.g. troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). |
| 8.2.12.B.1 | Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic, or political need and publish for review. |
| **Unit Essential Questions*** How do you take a difficult problem and break it down to make it simpler and easier to solve?
* What is an algorithm?
* What is debugging?
* What are common tasks that we do in everyday life that use computational thinking?
 | **Unit Enduring Understandings***Students will understand that…** A difficult problem needs to be broken down into manageable pieces in order to solve.
* An algorithm is the set of steps that are used to solve a problem.
* Computational thinking will be a fundamental skill used by everyone by the middle of the 21st. century.
 |
| **Unit Objectives***Students will know…** Computational Thinking requires different ways of analyzing and solving problems.
 | **Unit Objectives***Students will be able to…** Take a big task and break it down into a series of small steps in order to solve it.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Teacher observation of logic exercises.
* Vocabulary Quiz
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| **Summative Assessments*** Presentation of a unit project where students design, plan and present a new invention (no computer research).
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| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
 |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** csunplugged.org for non computer activities
* Logic problems and activities
* Brain Teasers (ex: www.terrystickels.com/frame-games/)
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** Introduction to Programming |
| **Domain:** High School: NJCCCS: Technology |
| **Unit Summary:** In this unit students will use introductory programming software (Alice 3D, SCRATCH, KAREL the Robot, etc.) to gain an introduction to the concepts of programming. The interactive software makes the extremely abstract nature of the material more hands on and allows for a deeper understanding which will assist students when they encounter actual code for the first time. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.2.12.E.1 | Demonstrate an understanding of the problem-solving capacity of computers in our world. |
| 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task. |
| 8.2.12.E.4 | Use appropriate terms in conversation (e.g. troubleshooting, variables, data types, and conditional statements). |
| 8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |
| **Unit Essential Questions*** What is Programming?
* Why must the instructions given to a computer be explicit?
* How do I use instructions to create a program?
* What should be done when the program doesn’t perform the way it should?
 | **Unit Enduring Understandings***Students will understand that…** Analyzing, designing, coding and testing are crucial in any project.
* Programming concepts can be learned without the burden of syntax using introductory software.
 |
| **Unit Objectives***Students will know…** How to use software to practice programming techniques.
* How an object and a class are related.
* How to utilize programming syntax conventions.
 | **Unit Objectives***Students will be able to…** Create and present an application in the designated program that demonstrates their mastery of the concepts.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Think, pair, share review questions.
* Completion of software tutorials
 | * Teacher Observation
* Quizzes on covered topics
 |
| **Summative Assessments*** Create and Present an application using the introductory software.
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
 |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** Introductory Software (ALICE, KAREL the Robot, SCRATCH, etc.).
* Alice.org
* Software textbook or online documentation for software.
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGYCURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** Use a Programming Language to Create a Project |
| **Domain:** High School: NJCCCS: Technology |
| **Unit Summary:** In this unit students will learn the basics of a programming language (Java, C++, Python, etc.) and then have the opportunity to analyze, design, and implement a final project of their choosing which utilizes all of the skills learned in the unit. Students will learn how to set up the program environment as well as editing, saving, running, and testing their programs. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.2.12.E.1 | Demonstrate an understanding of the problem-solving capacity of computers in our world.      |
| 8.2.12.E.2 | Analyze the relationships between internal and external computer components. |
| 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task. |
| 8.2.12.E.4 | Use appropriate terms in conversation (e.g. troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types, and conditional statements. |
| 8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |

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| **Unit Essential Questions*** What are the basic concepts and syntax of a programming language.
* What is involved in designing, implementing, and testing a project from scratch?
* How do I troubleshoot problems that arise in the development process?
 | **Unit Enduring Understandings***Students will understand that…** The development process is long and complex.
* Thoroughly troubleshooting a project is critical for customer satisfaction.
* A good programmer should always be looking for ways in which they can improve their designs.
 |
| **Unit Objectives***Students will know…** How to follow the Software Design Life Cycle to properly implement a project.
 | **Unit Objectives***Students will be able to…** Design, implement, and test a project utilizing the skills acquired in this unit.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Think, pair, share exercises from text book
* Quizzes on vocabulary and concepts
 | * Teacher observation and discussions
* Practice programming exercises
 |
| **Summative Assessments*** Final projects from unit
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
 |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** Programming environment of choice (Java, Python, C++, etc.)
* IDE of choice (ECLIPSE, IDLE, etc.)
* Computers
* Textbook or online tutorials for programming language
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** APP Development |
| **Domain:** High School NJCCCS: Technology |
| **Unit Summary:** In this unit students will use an APP creator (MIT AppInventor II, APP Builder, etc.) platform to create their own applications on phones, tablets, or IPads. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |
| 8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| 8.2.12.D.4 | Research and understand the positive and negative impact of one’s digital footprint. |
| 8.2.12.E.1 | Demonstrate an understanding of the problem-solving capacity of computers in our world. |
| 8.2.12.E.2 | Analyze the relationships between internal and external computer components. |
| 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task. |
| 8.2.12.E.4 | Use appropriate terms in conversation (e.g. troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types, and conditional statements. |
| **Unit Essential Questions*** What is Event-Driven Programming?
* Is design as important in APP development as it is in developing other software?
* Is the platform being used a good platform for creating APPs?
 | **Unit Enduring Understandings***Students will understand that…** Design is critical regardless of the application.
* Programming is behind all the technology that we use every day.
* Anyone can create an APP.
 |
| **Unit Objectives***Students will know…** How to develop, create and publish APPs on various devices.
 | **Unit Objectives***Students will be able to…** Create and publish APPs.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Teacher observation of projects.
* Think, Pair, Share activities
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| **Summative Assessments*** Quizzes on APP development
* Student presentation of their APPs
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
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| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** Computers
* APP Development Environment
* Smart phones, tablets or IPads
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** Digital Media |
| **Domain:**High School: NJCCCS: Technology |
| **Unit Summary:** In this unit students will use Digital Cameras, Camcorders and/or tablets to compose, record, edit and upload images and video. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading and modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning. |
| 8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| 8.2.12.A.2 | Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste. |
| 8.2.12.C.2 | Analyze a product and how it changed or might change over time to meet human needs and wants. |
| 8.2.12.F.1 | Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. |
| **Unit Essential Questions*** What is the importance of Digital Media?
* What role does it play in society?
* How did it get started and how has it evolved over the last decade?
* What are the ethical challenges we face when using digital media?
* How do framing and lighting impact shot composition?
 | **Unit Enduring Understandings***Students will understand that…** The availability of digital media has increased exponentially over the past few decades and continues to grow at a rapid pace.
* Using digital media created by another is legally protected and should be used accordingly.
* There are many sources available to create and edit digital media.
 |
| **Unit Objectives***Students will know…** The importance of the evolution of digital media and the responsibility of the legalities and ethical challenges associated with it.
 | **Unit Objectives***Students will be able to…** How to compose, edit, manipulate and upload digital media content.
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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Teacher observation of projects.
* Think, Pair, Share activities
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| **Summative Assessments*** Quizzes on digital media vocabulary
* Quizzes on evolution of digital media
* Quizzes on ethics and legal concerns
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
 |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** Computers with Internet access
* Digital cameras/camcorders, iPads
* iMovie (or other video editing app)
* www.picmonkey.com (or other photo editing site, application or app)
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| **Teacher Notes:** |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM** **Unit Overview**  |
| **Content Area: Technology Grade: High School** |
| **Unit:** 21st Century Business Technology Skills |
| **Domain:** High School: NJCCCS: Technology |
| **Unit Summary:** In this unit students will have the opportunity to create an online business from scratch. Students will research ideas for their business and the products/services their business will offer. They will submit a mission statement, general business plan and budget to their teacher for approval. Students will create the digital media necessary for their website and start to layout using Google Sites. Their website will incorporate best practices for website layout and design. When their website is complete, students will create an APP and then create additional promotional marketing and product material using MS Publisher (or other publishing application/APP). When their project is complete, they will present their business (website, APP and support materials) to the class for peer review. |
| **Primary interdisciplinary connections:** Infused within the unit are connections to the 2014 NJCCCS for Language Arts Literacy and Business, Science and Technology. Critical reading, writing, and mathematical modeling skills are promoted within the problem solving process and as a means to explain solutions. |
| **21st century themes:** The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication. |
| **Learning Targets** |
| **Content Standards** |
| **Number** |  **Common Core Standard for Mastery** |
| 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning. |
| 8.2.12.D.2 | Write a feasibility study of a product to include: economic, market, technical, financial and management factors, and provide recommendations for implementation. |
| 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). |
| 8.2.12.E.4 | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). |
| **Unit Essential Questions*** What is involved in creating an online business?
* What is a mission statement, business plan and budget and why are they necessary?
* Why is website design (and layout) critical to a successful business?
* Why create an APP if I already have a website?
 | **Unit Enduring Understandings***Students will understand that…** There is more to an online business than the website.
* Planning, updating and maintenance are key to website integrity.
* APPs and additional promotional materials can be used to increase business opportunities.
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| **Unit Objectives***Students will know…** Creating an online business requires much more than just a website.
 | **Unit Objectives***Students will be able to…*Identify the major components related to starting an online business. |

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| **OCEAN COUNTY TECHNOLOGY CURRICULUM****Evidence of Learning** |
| **Formative Assessments** |
| * Weekly vocabulary quiz
* Weekly self reflection
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| **Summative Assessments*** Final Project
 |
| **Modifications (ELLs, Special Education, Gifted and Talented)*** Technology Resources
* Teacher Tutoring
* Peer Tutoring
* Cooperative Learning Groups
* Differentiated Instruction
* Follow all IEP Modifications/504 Plan
 |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:*** Computers /tablets with Internet access
* Digital cameras / camcorders
* www.google.com/sites
* MS Publisher (or other publishing application, APP or tool)
* MS Excel (or other spreadsheet application, APP or tool)
* Website design textbook or blog
* "Starting an Online Business for Dummies" by Greg Holden
 |
| **Teacher Notes:** |