UNIT OVERVIEW: This is an introductory unit for the Information Technology. Scholars will explore the Digital Revolution and its continued impact on the economy, society and themselves; as well as understanding that "IT" is the one of the fastest growing career field in the US.

STAGE ONE: Identify Desired Results				
CDOS Standards (Career	Long-Ter	Long-Term Transfer Goal		
Development and Occupational	At the end of this unit, Scholars will use what they have learned to independently			
Studies):				
1, 2, 3a, and 3b	T1 The rapid evolution of information and technology has become a driving force of social, political and economic change			
CCTC Standards (Common Cared Technical Core) Information Technology Career Clus	T2 Analyze and access new IT technologies in order to be a productive, flexible and adaptive citizen.			
(IT) 1, 4, 5, 6, 9	N	Meaning		
(11) 1, 4, 3, 0, 3	Enduring Understandings	Essential Questions		
CCR- ELA	Scholars will understand that	Scholars will consider such questions as		
Text Types and Purposes* 2, 3 Production and Distribution of Writi 4, 5, 6	retrieve, transmit and manipulate data.	 (Hook) What do we know and why do we need to know it? How did humans collect and share information? 		
Research to Build and Present	U2 Information or "data" underwent a revolution or	How do humans collect and share information?		
Knowledge	change in the last century changing from analog to digital;			
7, 8 7, 8	which led to the evolution of new forms of data. U3 Information Technology has allowed unprecedented access to all types of information over a variety of platforms. U4 Information and the technologies used with it have become a driving force of change in all aspects of society. U5 The importance of being critical consumers of information and the technologies used with it.	 What technologies drove this change in the way we get information? What changes occurred in the way we access, use and send information because of this technology? What is the impact of Information Technology on you and your world? 		

Ac	Acquisition		
What knowledge will Scholars learn as part of this unit?	What skills will Scholars learn as part of this unit?		
Scholars will know:	Develop a working IT vocabulary.		
K1 Information technology came about because of the Digital Revolution, also known as the Third Industrial Revolution.	Describe trends in emerging, evolving, and future computer technologies and their influence on mobile technology, computing tablets, cloud computing.		
K2 The advent of the electronic computer in the late 1950's started the change of information from analog to digital.	 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) building on others' ideas and expressing their own clearly and persuasively. 		
K3 Information must be converted into a digital format in order for technologies to be able to work with the information.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,		
K4 That information is known in the modern world as data – hence the term "Data-Driven World".	orally) evaluating the credibility and accuracy of each source.		
K5 Information or data takes four forms: text, audio, video, pictures.	 Present information, findings, and supporting evidence clearly, concisely, and logically 		
K6 Information Technologies are any technologies used to send, receive or store digital information.			
K7 Information Technologies have changed Communication to include a much greater emphasis on connectivity, interactivity & multimedia.			
K8 The Digital Revolution led to a new career field called IT and this field has several pathways, and the exponential growth of IT means it is the fasted growing field.			

STAGE TWO: Determine Acceptable Evidence				
	Assessment Evidence			
Criteria for to assess understanding: (This is used	Performance Task focused on Transfer:			
understanding: (This is used to build the scoring tool.) - Explanation - Mechanics - Interpretation - Application - Perspective - Self-Knowledge - Workload	Digital Storytelling: The Digital Revolution –" Known as the Third Industrial Revolution, it is the change from analog, mechanical, and electronic technology to digital technology which began anywhere from the late 1950s to the late 1970s with the computers, digital record keeping and networking to share information; that continues to grow exponentially even today. This term also used to describe the sweeping changes brought about by digital computing and communication technology during (and after) the latter half of the 20th century. However, this is a revolution few students have heard about in or outside the classroom. The project will use the tools of Windows-Movie Maker and PowerPoint. Goal - combining the art of telling stories with a variety of multimedia, including graphics, audio, and video to synthesize the impact of Information Technology on the world. Role – a new media designer who is responsible for leading a new Digital Storytelling initiative. You have been asked to create a digital story for the new Digital Revolution website as part of a project between the Center for Digital Story Telling and the History Channel Classroom- Audience – will be presented to their classmates, and/or a panel of educators (SS, ELA), IT Professionals Situation – Student will be responsible for researching and gathering background information, images, and movie clips on the Digital Revolution. After the research is complete, they must interpret these facts to write a voice over script explaining the piece of the Digital Revolution they are exploring.			
	 Product - The Products will be a two-minute movie designed as a historical perspective of the topic. They will present their movie to their classmates (co-workers) and/or educators (clients) with the expectation that they will receive feedback and will then need to make any necessary changes to the final product. 			
	Other Assessment Evidence: Research Packet: Gathering of Evidence for Digital Story Shift Happens – Graded Discussion Amazing Site Search Race- "Don't Be a Dinosaur – How to Keep up with Tech Trends in less than 5 minutes" Binary Basics/ Annals of Analogs Graphical Organizer – Forms of Data Vocabulary Quiz(es)			

T, M, A	STAGE THREE: Plan Learning Experiences			
М	Learning Events: 1. Begin with an entry question (hook) - What do we know and why do we need to know it? To hook students into considering the vast amount of information available to them.	Evidence of learning: (formative assessments)		
M	 Introduce the goals for enduring understanding and the unit performance task (Digital Storytelling – Digital Revolution). 	 Research Packet: Gathering of Evidence for Digital Story 		
Α	3. Key vocabulary terms will be introduced as needed for the various activities and performance tasks.	- Shift Happens – Graded Discussion		
A/M	4. Present concepts on: Digital, Analog, Information, Data, Technology, Information Technologies, Digital Revolution, and the creation of the 16 th Career Cluster of Information Technology	- Amazing Site Search Race-"Don't be a Dinosaur"		
А	5. Discuss and model the concepts of binary and analog as the "source code" for how information is structured in order for it to be transferred using technologies.	 Binary Basics/ Annals of Analogs Graphical Organizer – 		
M	6. Students practice recognizing the two types of "source codes" for information and to then identifying what technology is needed to send and receive that same information	Forms of Data (Pinterest Page) - Tech Trends		
M/T	7. Working in pairs, students will create a graphical organizer that can be used on Pinterest to model the four forms of digital information.	Vocabulary Quiz(es)Daily check-ins & check-outs		
A	8. Show and discuss the video "Shift Happens" – discuss the EQ: What changes occurred in the way we access, use and send information because of this technology?			
	9. Give a quiz on the four forms of digital information, and various vocabulary terms for the unit.			
A	10. Students race each other to come up with a "Don't Be a Dinosaur" action plan using the Internet as a source for keeping up with new trends in IT.			
M/T	Tor keeping up with new trends in Tr.			
A/M	11. Students work independently to research their assigned Digital Revolution topic, gathering a minimum of four forms of information that can be used in their final assessment.			
M/T	12. Each student designs and produces a Digital Story on the topic "Digital Revolution", they then present their story and make editorial changes based on feedback.			