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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

Established Goals/Standards	<p>CDOS Standards (Career Development and Occupational Studies): 1, 2, 3a, and 3b</p> <p>CCTC Standards (Common Career Technical Core) Information Technology Career Cluster® (IT) 1, 4, 5, 6, 9</p> <p>CCR- ELA <i>Text Types and Purposes*</i> 2, 3 <i>Production and Distribution of Writing</i> 4, 5, 6 <i>Research to Build and Present Knowledge</i> 7, 8</p>	Long-Term Transfer Goal	
		<p><i>At the end of this unit, Scholars will use what they have learned to independently...</i></p> <p>T1 The rapid evolution of information and technology has become a driving force of social, political and economic change</p> <p>T2 Analyze and access new IT technologies in order to be a productive, flexible and adaptive citizen.</p>	
	Meaning		
	<p>Enduring Understandings <i>Scholars will understand that...</i></p> <p>U1 Information technology (IT) is the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data.</p> <p>U2 Information or “data” underwent a revolution or change in the last century changing from analog to digital; which led to the evolution of new forms of data.</p> <p>U3 Information Technology has allowed unprecedented access to all types of information over a variety of platforms.</p> <p>U4 Information and the technologies used with it have become a driving force of change in all aspects of society.</p> <p>U5 The importance of being critical consumers of information and the technologies used with it.</p>	<p>Essential Questions <i>Scholars will consider such questions as...</i></p> <ul style="list-style-type: none"> • (Hook) What do we know and why do we need to know it? • How did humans collect and share information? • How do humans collect and share information? • 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? 	

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Acquisition	
<p><i>What knowledge will Scholars learn as part of this unit?</i></p> <p><i>Scholars will know:</i></p> <p>K1 Information technology came about because of the Digital Revolution, also known as the Third Industrial Revolution.</p> <p>K2 The advent of the electronic computer in the late 1950's started the change of information from analog to digital.</p> <p>K3 Information must be converted into a digital format in order for technologies to be able to work with the information.</p> <p>K4 That information is known in the modern world as data – hence the term “Data-Driven World”.</p> <p>K5 Information or data takes four forms: text, audio, video, pictures.</p> <p>K6 Information Technologies are any technologies used to send, receive or store digital information.</p> <p>K7 Information Technologies have changed Communication to include a much greater emphasis on connectivity, interactivity & multimedia.</p> <p>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 fastest growing field.</p>	<p><i>What skills will Scholars learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Develop a working IT vocabulary. • Describe trends in emerging, evolving, and future computer technologies and their influence on mobile technology, computing tablets, cloud computing. • 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. • Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. • Present information, findings, and supporting evidence clearly, concisely, and logically

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T, M, A	STAGE THREE: Plan Learning Experiences	
M	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: <i>(formative assessments)</i>
M	2. Introduce the goals for enduring understanding and the unit performance task (Digital Storytelling – Digital Revolution).	- Research Packet: Gathering of Evidence for Digital Story
A	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”
A	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
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	- Graphical Organizer – Forms of Data (Pinterest Page)
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.	- Tech Trends
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?	- Vocabulary Quiz(es)
A	9. Give a quiz on the four forms of digital information, and various vocabulary terms for the unit.	- Daily check-ins & check-outs
M/T	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.	
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.	