Cliffside Park Middle School
Graphic Arts Technology Curriculum
2018

Content Area:	Technology	Grade(s)	7th
Unit Overview:	1st Marking Period / 3rd Marking Period		
	2014 New Jersey Student Learning Standards -- Technology		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Standard(s) 8.1 Educational Technology

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- **8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- **8.1.8.A.4** Graph and calculate data within a spreadsheet and present a summary of the results
- **8.1.8.A.5** Create a database query, sort and create a report and describe the process, and explain the report results.

VISUAL ARTS STANDARDS
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts.
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
B. Critique Methodologies
1.4.8.B.3: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Essential Question(s)	Enduring Understandings
--How do I choose which technological tools to use and when it is appropriate to use them? --How can I transfer what I know to new technological situations/experiences? --In a world of constant change, what skills should we learn? --At what age is Typing Faster than Handwriting? --How can you apply your knowledge of the Google applications into creating a personalized digital application? --How can you use technology to collaborate? --How can you apply your knowledge of the elements of art into your projects? --How can the knowledge of typography help to transform your computer artwork? --How can using the google apps help you to create your computer artwork easier?	--Understand and use technology systems. --Select and use applications effectively and productively. --The characteristics and scope of technology. --The core concepts of technology. --Digital applications and computers can aid in accessibility in the 21st century --Digital tools can facilitate collaboration --The elements of art and principles of design are the foundation of creation --Ideas come from observations, imagination, experiences and other artists --Art fundamentals are needed to create art digitally

Suggested Learning Plan

Time Frame	Topic	Skills	Computational Thinking	Suggested Activities	Core Materials	Assessments/ Rubrics
September February	**Introduction to Graphic Arts** **Hardware Software** **Google Drive Log-in and Saving** **Google Classroom** **Elements of Art** -line -shape/form -color -texture -space -value **Principles of Design** -pattern -emphasis -variety -unity -balance -rhythm and -balance -proportion **--Color Theory** -primary -secondary -complementary -color wheel	--Problem-solving strategies --Input, output. --Keyboarding --Digital devices --Understanding of 'technology' --Select appropriate software to create a variety of documents. --Understanding and utilizing google drive. --Create projects using google apps. --Learning how to incorporate elements of art.	What is the responsibility of every digital learner for using technology? What would misuse of technology look like? How can digital learners use technology to solve troubleshooting issues? Digital learners can create a collage using google drawing	--Daily typing do now --Weekly sketchbook assignments --How to organize google drive and different save formats --The six Elements of Art series of worksheets --How to use the elements of art to create a collage using google drawing --Create a Color Wheel --Planning and organizing different typography and images into a composition	**Classroom Rules.** **Class syllabus** **Online Tools:** **G-Suite Learning Center** https://gsuite.google.com/learning-center/products/drive/get-started/#!/ **Typing Club** https://cliffsideparkgraphics.typingclub.com/?next=%2Fportal%2F **Color Theory Video** The Effect of Color https://www.designcontest.com/blog/color-and-emotion/ http://www.mariaclaudiacortes.com/colors/Colors.html https://www.youtube.com/watch?v=MJlTKZzgnKM&t=0s&list=PL4xY7LhqdZp892GgS7rPp0op5vHJ	**Assessments & Rubrics** http://www.schrockguide.net/assessment-and-rubrics.html **Links on Exit/ Admit Slips** Reading Rockets: Exit Slips http://www.readingrockets.org/strategies/exit_slips

	--Typography -serif -sans-serif				7WB4t&index =3 **Typography** https://www.ca nva.com/learn/ font-design/ https://docs.go ogle.com/prese ntation/d/14n7 7wsVxa25VeB qOv-F3-P_kHn Wyn7DDMjpe -SC10VA/edit# slide=id.p https://www.fe stisite.com/text -layout/valenti ne-heart/	

Supportive Strategies
1. Special Education
- Employ assistive technology as needed   - Graphic Organizers.   - Follow all modifications on IEP.   - Provide written and oral directions, utilizing visuals and exemplars.   - Reduction in workload.   - Repetition and Reinforcement of classroom material.   - Strategic Grouping for all group work
2. ESL
- Employ assistive technology as needed (For example, online translation or Language text settings on Chromebook).   - For collaborative assignments, appropriate roles will be assigned.   - Make content culturally relevant.   - Partner English Learners with Strong English Speakers.   - Provide written and oral directions for all lessons, utilizing visuals and exemplars.   - Repeat classroom procedure and routines as much as possible to reinforce language learning.   - Visual Aids
3. Student at risk of failure

- Employ assistive technology as needed
- Flexible acceptance of missing/lost/incomplete assignment.
- Strategic Grouping for all group work

4. Gifted and Talented

- Higher level learners will be provided with more intellectually demanding learning activities.
- Higher Order Questioning.
- Utilize different reading levels appropriate for students.

Unit Vocabulary

Internet devices	Database	Digital footprint
Networking	Web page citation information	Acronyms
Hardware Software	Validity website URL	Link
Synchronize	Public domain bias	Emoticons
Photo Sharing	Online resources	Tag
Cloud	Intellectual property	Profile page
Documents Collaboration	Derivative work	Texting
Cloud communication data Storage digital environment	Mp3	Instant messaging
Computer Language Communication	Copyright	Post
Software Electronic file storage	Citing sources	Privacy settings
Keyboard gallery	Photo permission	Synchronize photo sharing
Live preview	Fair use plagiarism	Platform file server
Ribbon interface	Creative commons	Connectivity
Contextual menu	Web browser	Ethical use peripheral
Application	Bold	File -sharing
Button groups review	Italic	Online safety
Dialog box	Page number	Contact list
Office button command	Cut	password
Spreadsheet	Copy	Internet safety
Software controls	Paste	Emoticon
Browser dialog box	Word processing	Photo sharing
	Instant message buttons	Communication
		Digital Citizenship

Visual Arts Vocabulary		
analyze, application, apply, arrange, assemble, composition, critique, detail, demonstrate, describe, detail, develop, discuss, draw, edit, elements, examine, graphic, illustrate, incorporate, instructions, interpret, objective, organize, participation, pattern, perspective, point-of-view, primary, procedure, project, review, sequence, reflect, structure, style, symbolize, technique, theme, timeline, transition, unique, utilize, variation, viewpoint.	sketchbook, illustrate, elements, principles, collage, color theory, typography, self-portrait, serif, sans-serif	--Elements of Art (line, shape/form, color, texture, space, value)

--Principles of Design (pattern, emphasis, variety, unity, balance, rhythm and balance, proportion)

--Color Theory (primary, secondary, complementary, color wheel)

--Typography (serif, sans-serif) |

Content Area:	Technology	Grade(s)	7th
Unit Overview:	1st Marking Period / 3rd Marking Period		
	2014 New Jersey Student Learning Standards -- Technology		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
C. Design: The design process is a systematic approach to solving problems.

Standard(s) 8.1 Educational Technology and 8.2 Technology Education

- **8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- **8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- **8.2.8.B.6** Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
- **8.2.8.C.1** Explain how different teams/groups can contribute to the overall design of a product.
- **8.2.8.C.2** Explain the need for optimization in a design process.
- **8.2.8.C.3** Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- **8.2.8.C.4** Identify the steps in the design process that would be used to solve a designated problem.
- **8.2.8.C.5.a** Create a technical sketch of a product with materials and measurements labeled.
- **8.2.8. C.7** Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

VISUAL ARTS STANDARDS
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts.
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
B. Critique Methodologies
1.4.8.B.3: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Essential Question(s)	Enduring Understandings
--How do I choose which technological tools to use and when it is appropriate to use them?	--Understand and use technology systems.
--How can I transfer what I know to new technological situations/experiences?	--Select and use applications effectively and productively.

--Digital applications and computers can aid in accessibility in the 21st century |
| --In a world of constant change, what skills should we learn? | --Digital tools can facilitate collaboration |
| --A system has interrelated components designed to collectively achieve a desired goal. | --Ideas come from observations, imagination, experiences and other artists |
| --How can you apply your knowledge of the Google applications into creating a personalized digital application? | --Art fundamentals are needed to create art digitally

--Apply existing knowledge to generate new ideas, products, or processes. |

--How can you use technology to collaborate? --How can the knowledge of typography help to transform your computer artwork? --How can using the google apps help you to create your computer artwork easier? --How can you use google to research a topic and site it properly?	--Create original works as a means of personal expression. --Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. --Communicate information and ideas to multiple audiences using a variety of media and formats. --Develop cultural understanding and global awareness by engaging with learners of other cultures. --Work together to solve problems and answer peer questions. --All technological uses require resources that include tools/machines, materials, information, energy, time, and people.

--How can you use technology to collaborate?

--How can the knowledge of typography help to transform your computer artwork?

Suggested Learning Plan

Time Frame	Topic	Skills	Computational Thinking	Suggested Activities	Core Materials	Assessments/ Rubrics
October March	**Desktop Publishing** **Google Drawing Project** --Famous Person Brochure **Explore Tool/ Internet Research** --Research famous person -- Cite as footnote --Search for images **Images** --Learn how to search --Alter --Backgrounds **Google Classroom** --Turn in assignment --Weekly Sketchbook Assignment --Answer a question --Review Rubrics	--Recap features from previous lesson used in google. --Create projects using google apps. --Brainstorm research by answering a series of questions in google docs. --Learn proper research and citing of information --Learn how to use google classroom --Digital learners will be able to alter font type, size and colour for emphasis and effect. --Digital learners will know how to use features such as: Word Art, Borders, Art, Images and Text box. --Digital learners will demonstrate how to insert a picture and how to crop if it is too big. --Instructor will discuss the	How can adding color, images, and detailed layout aid communication with a variety of audiences, for a variety of tasks? Show digital learners a variety printed materials consisting of Newspapers and magazines as well as project created in my freelance business. Discuss the different font styles, color, size, look at the layout, how are the graphics put on? do they overlap? Students will look at each others projects to see design differences. Digital learners need to learn how to get most out of	--Daily typing do now --Weekly sketchbook assignments --Create a 3-fold brochure using google drawing on a famous person --Be able to respond to a question posted on google classroom --Be able to attach and turn in a project on google classroom	**G-Suite Learning Center** https://gsuite.google.com/learning-center/products/drive/get-started/#!/ **Brochure** https://creativemarket.com/blog/how-to-design-a-stunning-brochure-30-expert-tips-and-templates	**Assessments & Rubrics** http://www.schrockguide.net/assessment-and-rubrics.html **Links on Exit/ Admit Slips** Reading rockets: Exit Slips http://www.readingrockets.org/strategies/exit_slips

		importance of resizing pictures, The can become blurred as the pixels become too big. --Explain what a Desktop Publishing program is, as well as its purpose to create things using text and graphics.	internet research by utilizing shortcuts and tools while avoiding plagiarism?			

Supportive Strategies

1. Special Education

- Employ assistive technology as needed
- Graphic Organizers.
- Follow all modifications on IEP.
- Provide written and oral directions, utilizing visuals and exemplars.
- Reduction in workload.
- Repetition and Reinforcement of classroom material.
- Strategic Grouping for all group work

2. ESL

- Employ assistive technology as needed (For example, online translation or Language text settings on Chromebook).
- For collaborative assignments, appropriate roles will be assigned.
- Make content culturally relevant.
- Partner English Learners with Strong English Speakers.
- Provide written and oral directions for all lessons, utilizing visuals and exemplars.
- Repeat classroom procedure and routines as much as possible to reinforce language learning.
- Visual Aids

3. Student at risk of failure

- Employ assistive technology as needed
- Flexible acceptance of missing/lost/incomplete assignment.
- Strategic Grouping for all group work

4. Gifted and Talented

- Higher level learners will be provided with more intellectually demanding learning activities.
- Higher Order Questioning.
- Utilize different reading levels appropriate for students.

Unit Vocabulary		
Internet devices Networking Hardware Software Synchronize Photo Sharing Cloud Documents Collaboration Cloud communication data Storage digital environment Computer Language Communication Software Electronic file storage Keyboard gallery Live preview Ribbon interface Contextual menu Application Button groups review Dialog box Office button command Spreadsheet Software controls Browser dialog box	Database Web page citation information Validity website URL Public domain bias Online resources Intellectual property Derivative work Mp3 Copyright Citing sources Photo permission Fair use plagiarism Creative commons Web browser Bold Italic Page number Cut Copy Paste Word processing Instant message buttons	Digital footprint Acronyms Link Emoticons Tag Profile page Texting Instant messaging Post Privacy settings Synchronize photo sharing Platform file server Connectivity Ethical use peripheral File -sharing Online safety Contact list password Internet safety Emoticon Photo sharing Communication Digital Citizenship

Visual Arts Vocabulary		
analyze, application, apply, arrange, assemble, composition, critique, detail, demonstrate, describe, detail, develop, discuss, draw, edit, elements, examine, graphic, illustrate, incorporate, instructions, interpret, objective, organize, participation, pattern, perspective, point-of-view, primary, procedure, project, review, sequence, reflect, structure, style, symbolize, technique, theme, timeline, transition, unique, utilize, variation, viewpoint.	sketchbook, illustrate, elements, principles, collage, color theory, typography, self-portrait, serif, sans-serif	--Elements of Art (line, shape/form, color, texture, space, value) --Principles of Design (pattern, emphasis, variety, unity, balance, rhythm and balance, proportion) --Color Theory (primary, secondary, complementary, color wheel) --Typography (serif, sans-serif)

Content Area:	Technology	Grade(s)	7th
Unit Overview:	1st Marking Period / 3rd Marking Period		
	2014 New Jersey Student Learning Standards -- Technology		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Standard(s) 8.1 Educational Technology and 8.2 Technology Education

- **8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.
- **8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- **8.1.8.D.4** Assess the credibility and accuracy of digital content.
- **8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.
- **8.1.8.E.1**. Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
- **8.2.8.D.1** Design and create a product that addresses a real world problem using a design process under specific constraints.
- **8.2.8.D.2** Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
- **8.2.8.D.3**. Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- **8.2.8.D.4** Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
- **8.2.8.D.5** Explain the impact of resource selection and the production process in the development of a common or technological product or system.
- **8.2.8.D.6** Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
- **8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
- **8.2.8.E.2** Demonstrate an understanding of the relationship between hardware and software.
- **8.2.8.E.3** Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

- **8.2.8.E.4** Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

VISUAL ARTS STANDARDS
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts.
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
B. Critique Methodologies
1.4.8.B.3: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Essential Question(s)	Enduring Understandings
--How does technology impact society?	--Select and use applications effectively and productively.
--What are the positive and negative consequences of technology?	--Digital applications and computers can aid in accessibility in the 21st century
--How do I use a program I've never seen before?	--Digital tools can facilitate collaboration
--How can I transfer what I know to new technological situations/experiences?	--Ideas come from observations, imagination, experiences and other artists
--A system has interrelated components designed to collectively achieve a desired goal.	--Art fundamentals are needed to create art digitally
--How can you apply your knowledge of the Google applications into creating a personalized digital application?	--Apply existing knowledge to generate new ideas, products, or processes.

--Create original works as a means of personal expression. |
| --How can the knowledge of typography help to transform your computer artwork? | --Work together to solve problems and answer peer questions. |
| --How can using Adobe Photoshop help you to create your computer artwork easier? | --Demonstrate personal responsibility for lifelong learning.

--Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| --How can I save in different file formats based on the needs of my file? | --Apply the design process. |
| --How can I interact Photoshop and Google Drive. | --By thinking critically and using information from other parts of my life, I can create something new and useful. |

Suggested Learning Plan

Time Frame	Topic	Skills	Computational Thinking	Suggested Activities	Core Materials	Assessments/ Rubrics
November April	**Photoshop Basics** --tools --saving --short cuts --different file types --layers --templates **Scanning** --how to use a scanner --use your scan as a template	--Create projects using Adobe Photoshop --Brainstorm research by answering a series of questions about myself in google docs. --Learn proper research and citing of information --Digital learners will know how to use new tools such as: marquee, magic wand, eraser, type, lasso, etc. --Digital learners will demonstrate how to find an image on the internet and alter it. --Digital learners will learn about silhouette and collage. --Learn how to create sketches and scan to use in Photoshop as a template. --Explain what a Graphic Designer is and how	How can overlapping images create a detailed layout? Show digital learners a variety printed materials consisting of Newspapers and magazines as well as project created in my freelance business. Discuss the different tools that can alter the images and how that these tools can change the image. Students will look at each others projects to see design differences.	--Daily typing do now --Weekly sketchbook assignments --Create an I Am Collage all about them --Be able to respond to a question posted on google classroom --Be able to save the final collage in different file formats. --Be able to attach and turn in a project on google classroom --Create a Logo using their intiials.	**G-Suite Learning Center** https://gsuite.google.com/learning-center/products/drive/get-started/#!/ **Brochure** https://creativemarket.com/blog/how-to-design-a-stunning-brochure-30-expert-tips-and-templates	**Assessments & Rubrics** http://www.schrockguide.net/assessment-and-rubrics.html **Links on Exit/ Admit Slips** Reading rockets: Exit Slips http://www.readingrockets.org/strategies/exit_slips

		Photoshop can be used.				

Supportive Strategies

1. Special Education

- Employ assistive technology as needed
- Graphic Organizers.
- Follow all modifications on IEP.
- Provide written and oral directions, utilizing visuals and exemplars.
- Reduction in workload.
- Repetition and Reinforcement of classroom material.
- Strategic Grouping for all group work

2. ESL

- Employ assistive technology as needed (For example, online translation or Language text settings on Chromebook).
- For collaborative assignments, appropriate roles will be assigned.
- Make content culturally relevant.
- Partner English Learners with Strong English Speakers.
- Provide written and oral directions for all lessons, utilizing visuals and exemplars.
- Repeat classroom procedure and routines as much as possible to reinforce language learning.
- Visual Aids

3. Student at risk of failure

- Employ assistive technology as needed
- Flexible acceptance of missing/lost/incomplete assignment.
- Strategic Grouping for all group work

4. Gifted and Talented

- Higher level learners will be provided with more intellectually demanding learning activities.
- Higher Order Questioning.
- Utilize different reading levels appropriate for students.

Unit Vocabulary		
Internet devices Networking	Database Web page citation information Validity website URL	Digital footprint Acronyms Link

Hardware Software Synchronize Photo Sharing Cloud Documents Collaboration Cloud communication data Storage digital environment Computer Language Communication Software Electronic file storage Keyboard gallery Live preview Ribbon interface Contextual menu Application Button groups review Dialog box Office button command Spreadsheet Software controls Browser dialog box	Public domain bias Online resources Intellectual property Derivative work Mp3 Copyright Citing sources Photo permission Fair use plagiarism Creative commons Web browser Bold Italic Page number Cut Copy Paste Word processing Instant message buttons	Emoticons Tag Profile page Texting Instant messaging Post Privacy settings Synchronize photo sharing Platform file server Connectivity Ethical use peripheral File -sharing Online safety Contact list password Internet safety Emoticon Photo sharing Communication Digital Citizenship

Visual Arts Vocabulary		
analyze, application, apply, arrange, assemble, composition, critique, detail, demonstrate, describe, detail, develop, discuss, draw, edit, elements, examine, graphic, illustrate, incorporate, instructions, interpret, objective, organize, participation, pattern, perspective, point-of-view, primary, procedure, project, review, sequence, reflect, structure, style, symbolize, technique, theme, timeline, transition, unique, utilize, variation, viewpoint.	sketchbook, illustrate, elements, principles, collage, color theory, typography, self-portrait, serif, sans-serif	--Elements of Art (line, shape/form, color, texture, space, value) --Principles of Design (pattern, emphasis, variety, unity, balance, rhythm and balance, proportion) --Color Theory (primary, secondary, complementary, color wheel) --Typography (serif, sans-serif)