



Technology

MYP Level I

Grade 6

Ms. Ginny Pauwels

gpauwels@ndpma.org

I. Course Description:

Technology in grade 6 is a hands-on course in computer use and computer literacy. Students begin by learning keyboarding skills and progress through document formatting. Proper use of internet exploration will follow. Students learn how to organize, manage, and backup their files, and how to properly start and shutdown the computer. Throughout the course, computer security will be emphasized. Current technology events will be read and discussed to put the computer into an international and societal context. Intercultural awareness through the use of technology, and specific units on researching influential figures throughout the world, students have the opportunity to explore how various people contribute to the culture of the world and community. Holistic or interdisciplinary approach through the understanding and use of technology, students can apply their internet research skills when working in various disciplines.

Topics Covered

Basic Keyboarding Skills

Microsoft Word

Microsoft PowerPoint

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- develop an appreciation of the significance of technology for life, society, and the environment.
- use knowledge, skills and techniques to create products/solutions of appropriate quality.
- develop problem-solving, critical-and creative-thinking skills through the application of the design cycle.
- develop respect for others' viewpoints and appreciate alternative solutions to problems.
- use and apply information and communication technology effectively as a means to access, process, and communicate information, and to solve problems.

OBJECTIVES – At the end of the course, students should be able to:

- identify the problem to be solved, develop the design brief, and formulate a design specification.
- design the product/solution, and plan the product/solution.
- use appropriate techniques and equipment, follow the plan, and create a product/solution.
- evaluate the product/solution, and evaluate their use of the design cycle.

III. Areas of Interaction:

Approaches to Learning. Students will learn internet research skills, keyboarding skills, and proficiency in use of various computer software programs.

Community and Service. Students will gain an understanding of how various influential figures contribute to the community through service to others.

Environments. Students will gain an understanding of how technology influences the environment at home, school, in the workforce and in society, at large.

Health and Social Education. Students will gain more awareness of how choices they make on the internet directly affect their health and safety.

Human Ingenuity. Students will gain knowledge and understanding related to the positive and negative influence of the internet on their life and the world.

IV. Texts and resources:

Learning Microsoft Office 2010, New Jersey; Pearson Education, 2004

Keyboarding, Word Processing, and Communication Pearson Education, 2009

Typing Pal (online typing practice)

V. Methodology:

Methods of instruction will include lecture, demonstration, and observation. Units are structured around the Design Cycle and students must successfully complete and document each stage of the Design Cycle.

VI. Methods of Assessment:

Formative and summative assessments will be used to measure student progress. The purpose of formative assessments is to share feedback to students on their ongoing progress or understanding of concepts in the course through typing, projects, and other activities. A summative assessment is a final assessment that measures a student's achievement relative to the objectives and assessed criteria for Technology. Summative assessments are based on the MYP criteria:

Criterion A. Investigate

Criterion B. Design

Criterion C. Plan

Criterion D. Create

Criterion E. Evaluate

Criterion F. Attitudes in technology

VII. Grading Policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase will be based on percentage of points earned. Definition quizzes are given throughout the semester to reinforce the importance of the language that is used in technology. Students are given a summative project at the mid-point and end of the semester. The summative projects are worth 100 points each and the end of the semester project is also the final exam.

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F



Intermediate Technology

MYP Level II

Grade 7

Ms. Lindsey Keogh
lkeogh@ndpma.org

I. Course Description:

Intermediate Technology is a hands-on course designed to give students the ability to use various computer applications. The societal and cultural implications of technology will be examined throughout the course by discussing current events in technology that are unfolding across the globe. In Intermediate Technology, students will continue to use the design cycle and grading rubric as they learn how to investigate, design, plan, create, and reflect on their work. Students will learn the importance of reliable sources pertaining to the specific unit. Students will also work collaboratively in groups to design various projects throughout the year. This will engage students in group discussions and encourage them to work effectively with others. Lastly, students will learn how to use Moodle – a course management system which is also used in the high school. On Moodle, students will download materials needed for class assignments and upload their finished projects.

II. Aims and Objectives of this course.

AIMS – To encourage and enable the students to:

- develop an appreciation of the significance of technology for life, society, and the environment.
- use knowledge, skills and techniques to create products/solutions of appropriate quality.
- develop problem-solving, critical-and creative-thinking skills through the application of the design cycle.
- develop respect for others' viewpoints and appreciate alternative solutions to problems.
- use and apply information and communication technology effectively as a means to access, process, and communicate information, and to solve problems.

OBJECTIVES – At the end of the course, students should be able to:

- identify the problem to be solved, develop the design brief, and formulate a design specification.
- design the product/solution, and plan the product/solution.
- use appropriate techniques and equipment, follow the plan, and create a product/solution.
- evaluate the product/solution, and evaluate their use of the design cycle.

III. Areas of Interaction:

Approaches to Learning. Students will learn internet research skills, keyboarding skills, and proficiency in use of various computer software programs.

Community and Service. Students will gain an understanding of how various influential figures contribute to the community through service to others.

Environments. Students will gain an understanding of how technology influences the environment at home, school, in the workforce and in society, at large.

Health and Social Education. Students will gain more awareness of how choices they make on the internet directly affect their health and safety.

Human Ingenuity. Students will gain knowledge and understanding related to the positive and negative influence of the internet on their life and the world.

IV. Texts and Resources:

Keyboarding, Word Processing, and Communication: Using Microsoft Office Word and Outlook 2007

V. Methodology:

Methods of instruction will include lecture, demonstration, and observation. Units are structured around the Design Cycle and students must successfully complete and document each stage of the Design Cycle.

VI. Methods of Assessment:

Formative and Summative assessments will be used to measure student progress. The purpose of formative assessments is to share feedback to students on their ongoing progress or understanding of concepts in the course through typing, projects, and other activities. A Summative assessment is a final assessment that measures a student's achievement relative to the objectives and assessed criteria for Technology. Summative assessments are based on the MYP criteria:

- Criterion A. Investigate
- Criterion B. Design
- Criterion C. Plan
- Criterion D. Create
- Criterion E. Evaluate
- Criterion F. Attitudes in technology

VII. Grading Policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase will be based on percentage of points earned. Definition quizzes are given throughout the semester to reinforce the importance of the language that is used in technology. Students are given a summative project at the mid-point and end of the semester. The summative projects are worth 100 points each and the end of the semester project is also the final exam.

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F



Advanced Technology Grade 8

MYP Level III

Mr. Jezdimir

bjezdimir@ndpma.org

I. Course Description:

Advanced Technology is a hands-on course designed to give students the ability to use various computer applications. The societal and cultural implications of technology will be examined throughout the course by discussing current events in technology that are unfolding across the globe. In Advanced Technology, students will continue to use the design cycle and grading rubric as they learn how to investigate, design, plan, create, and reflect on their work. Students will learn the importance of reliable sources pertaining to the specific unit. Students will also work collaboratively in groups to design various projects throughout the year. This will engage students in group discussions and encourage them to work effectively with others. Lastly, students will learn how to use Moodle – a course management system which is also used in the high school. On Moodle, students will download materials needed for class assignments and upload their finished projects.

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- develop an appreciation of the significance of technology for life, society, and the environment.
- use knowledge, skills and techniques to create products/solutions of appropriate quality.
- develop problem-solving, critical-and creative-thinking skills through the application of the design cycle.
- develop respect for others' viewpoints and appreciate alternative solutions to problems.
- use and apply information and communication technology effectively as a means to access, process, and communicate information, and to solve problems.

OBJECTIVES – The design cycle is an investigative process used as the central tool to help students create and evaluate products/solutions in response to challenges. The MYP technology design cycle consists of four major stages (Investigate, Plan, Create, Evaluate), and these relate to the objectives of the course:

- Investigate: How well the student can find, assess, and summarize information.
- Design: Present several alternative designs meeting the need; justify one.
- Plan: Layout logical steps to complete the task; comprehend time and materials.
- Create: Execute the plan, using safe construction practices.
- Evaluate: Reflect on the product or solution's success and your own performance.
- Attitude: Personal engagement, respect for others, and safe practices

III. Areas of Interaction:

Each of the Areas of Interaction will be incorporated into the content throughout the semester. Students will focus on *Approaches to Learning* as they make decisions about how to best use information within the applications. *Human Ingenuity* will be incorporated as students reflect upon the process, context, development and impact of their creations. *Health and Social Education* will be included as students evaluate the impact of technology on their health and social well-being. Finally, students will use *Environments* as they analyze the effective use of resources and materials in the development of technological products.

IV. Texts and Resources:

Learning resources incorporated in the course include textbooks, computers, and computer applications (Moodle, Microsoft MovieMaker™, Microsoft PowerPoint™, Microsoft Publisher™, Microsoft Excel™, the internet).

V. Methodology:

Methods of instruction will include lecture, demonstration, and observation. Units are structured around the Design Cycle and students must successfully complete and document each stage of the Design Cycle.

VI. Methods of Assessment:

Student learning will be assessed using formative and summative assessments. Examples of formative assessments include hands-on skill demonstrations, class discussion, process journal entries, and daily class lessons. Summative assessments are based on the MYP Technology Assessment Criteria:

- A. Investigate
- B. Design
- C. Plan
- D. Create
- E. Evaluate
- F. Attitude

VII. Grading Policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase will be based on points earned. Each phase, there is a project to complete that is assessed based on the Design Cycle. A letter grade is assigned at the end of each phase according to the following scale:

- 100 – 90 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F