

**Unit Title:** Exploring New Technologies

**Grade Level:** (example: 9, 10, 11, 12 or 7-8) Grades 7-12

**Subject Area:** (example: Science, Physics; English, Short Stories) Technology

**Duration/Length/Number of class periods:** (example: 5 class periods) Up to 2 weeks

**Description:** Unit on exploring new and upcoming technologies

**Established Goals (National, State, Local):**

ISTE standards for students

Standard 1 Empowered Learner

1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Standard 3 Knowledge Constructor

3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.

3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Standard 6 Creative Communicator

6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6d Students publish or present content that customizes the message and medium for their intended audiences.

Standard 7 Global Collaborator

7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

**What Enduring Understandings are desired?**

Technology changes frequently and can positively impact our lives and productivity.

**What Essential Questions will be considered?**

What technology is trending and/or unique?

What technology can be beneficial to others?

How can students and others use technology to solve problems?

**Students will know / be able to:**

Present a piece of technology to the class. Students may present any form of technology (app, gaming, software, devices) that answers a question that is solved by that technology. Students are encouraged to think outside of the box and present a technology that is trending and/or unique. Students must create and present a presentation that introduces the technology, addresses a question that the technology answers, lets us know where the technology can be found, details (pros/cons, tips, and tricks, etc.), an image, and demonstrate the technology. Students must rate the technology on a 5-star scale and write a product review of the technology. Students may choose what kind of presentation they want to use. Example: Google Slides, PowerPoint, Adobe Spark, Canva, Sway, etc.

<p><b>Description</b></p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p><a href="#">Formative</a></p>	<p><a href="#">Summative</a></p>	<p>Introductory Activity</p>	<p>Learning Activity</p>	<p>Student Technology Used</p>	<p>Teacher Technology Used</p>	<p><a href="#">ISTE Standards</a></p>
<p>Students think of a problem that can be solved by technology and brainstorm a list of solutions.</p>			<p>X</p>		<p>Any web bulletin board, paper/pencil, whiteboard app, etc</p>	<p>Projector, mirroring software, Teacher computer</p>	<p>1a, 1d, 3a, 7b, 7c</p>
<p>Students post a problem and list of potential solutions on a shared document or web platform.</p>	<p>X</p>				<p>Any web bulletin board, whiteboard app, discussion board, etc</p>		<p>1a, 1c, 1d, 3a, 3b, 6a, 6d, 7b, 7c</p>
<p>The class has a pros and cons digital message board style discussion about potential solutions for each problem.</p>				<p>X</p>	<p>Any web bulletin board, whiteboard app, discussion board, etc</p>		<p>1a, 1c, 1d, 3b, 3c, 6a, 6b, 6d, 7b, 7c</p>
<p>Based on the feedback, the students will choose a solution to eventually present to the class.</p>				<p>X</p>			<p>1a, 1d, 3b, 3c, 6a, 7b, 7c</p>
<p>Students provide the teacher with a description and reason for what they believe to be the best choice.</p>	<p>X</p>				<p>District LMS, any digital medium such as Docs, Word, Slides, etc</p>		<p>1a, 1c, 1d, 3a, 3b, 6a, 6b, 6d, 7b, 7c</p>
<p>Students research the technology by using the available tools that solves the problem.</p>				<p>X</p>	<p>Any internet-connected device and web browser. Students may need additional technology based on what they are researching.</p>		<p>1a, 1c, 1d, 3a, 3b, 3c, 6a, 6b, 6d, 7b, 7c</p>
<p>Students create a presentation about the technology solution which will include an image, details (pros/cons, tips, and tricks, etc.) a link to where the technology can be found.</p>	<p>X</p>			<p>X</p>	<p>Presentation software such as Adobe Spark, Microsoft Sway, PowerPoint, Google Slides, Canva, etc.</p>		<p>1a, 1c, 1d, 3b, 3c, 6a, 6b, 6d, 7b, 7c</p>
<p>Students present to the class.</p>		<p>X</p>			<p>Projector, mirroring software and/or document camera</p>	<p>Projector, mirroring software,</p>	<p>1a, 1d, 6a, 6d, 7c</p>

						Teacher computer	
Students demonstrate the technology to class.		X			Projector, mirroring software and/or document camera	Projector, mirroring software and/or document camera, Teacher computer	1d, 6a, 6b, 6d
Students ask the class for peer feedback.				X	Google Forms	Projector, mirroring software, Teacher computer	1a, 1c, 7b, 7c

<b>Materials, tools and resources</b>
Students will need internet access, presentation tools, and either images or physical examples of new technologies. <a href="#">Rubric</a>
<b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b> <a href="#">Kim DeLong</a> & <a href="#">April Johnson</a> Murray County Central
<b>Additional credit given to</b>