

**HPISD CURRICULUM**  
**(TECHNOLOGY APPLICATIONS, GRADE 7)**

**EST. NUMBER OF DAYS:**

<b>UNIT NAME</b>	<b>UNIT 1: CREATIVITY AND INNOVATION</b>	
<b>Unit Overview</b>	The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products	
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Audience, format, and purpose are important when creating a product.</li> <li>• Discovery and exploration are important when creating.</li> <li>• Adaptation and flexibility during the creative process are necessary to complete products.</li> </ul>	
<b>Concepts</b>	CREATIVITY AND INNOVATION	
<b>Guiding/Essential Questions</b>	<ul style="list-style-type: none"> <li>• What media should be used for this project?</li> <li>• What does student need to produce for the project?</li> <li>• What tools will help me with my project?</li> <li>• How will my project be presented?</li> </ul>	
	<b>Performance Levels</b>	<b>Learning Progressions</b>
<b>Learning Targets</b>		
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p><b>§126.15. Technology Applications, Grade 7,</b>  <i>The student is expected to:</i>            (A) <i>identify, create, and use files in various formats such as text, raster and</i></p>	

	<p><i>vector graphics, video, and audio files;</i>  <i>(B) create and present original works as a means of personal or group expression;</i>  <i>(C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and</i>  <i>(D) discuss trends and make predictions.</i></p>	
<b>Processes and Skills</b>		
<b>Topics</b>		
<b>Language of Instruction</b>		
<b>State Assessment Connections</b>		
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<b>Resources</b>		

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**EST. NUMBER OF DAYS:**

<b>UNIT NAME</b>	<b>UNIT 2: COMMUNICATION AND COLLABORATION</b>	
<b>Unit Overview</b>	The student collaborates and communicates both locally and globally to reinforce and promote learning.	
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Communication and collaboration with peers and experts exists on a local and global level.</li> <li>• We learn about other people and cultures when collaborating.</li> <li>• Audience, format, and purpose are important when collaborating on a project.</li> </ul>	
<b>Concepts</b>	<b>COMMUNICATION AND COLLABORATION</b>	
<b>Guiding/Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do you communicate in a digital world?</li> <li>• How do you connect and collaborate with a dynamic community?</li> <li>• Can you follow technical directions when learning a new tool?</li> </ul>	
	<b>Performance Levels</b>	<b>Learning Progressions</b>
<b>Learning Targets</b>		
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p><b>§126.15. Technology Applications, Grade 7,</b>  <i>The student is expected to:</i>            (A) <i>create personal learning networks to collaborate and publish with peers,</i></p>	

	<p><i>experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;</i></p> <p><i>(B) communicate effectively with multiple audiences using a variety of media and formats; and</i></p> <p><i>(C) create products using technical writing strategies.</i></p>	
<b>Processes and Skills</b>		
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**EST. NUMBER OF DAYS:**

<b>UNIT NAME</b>	<b>UNIT 3: RESEARCH AND INFORMATION FLUENCY</b>	
<b>Unit Overview</b>	The student acquires, analyzes, and manages content from digital resources	
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• People learn new information and find answers to questions using different resources.</li> <li>• Some resources are more appropriate than others for different tasks.</li> <li>• Communication varies based on the intended audience</li> </ul>	
<b>Concepts</b>	Searching and Advanced searching skills, Ability to evaluate and verify resources. Determine the most appropriate search engine for the task.	
<b>Guiding/Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I organize my investigation?</li> <li>• What search strategies will help students find the best information?</li> <li>• How will the students find reliable and valid information?</li> <li>• How does the student organize and communicate the information?</li> </ul>	
	<b>Performance Levels</b>	<b>Learning Progressions</b>
<b>Learning Targets</b>		
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<i>§126.15. Technology Applications, Grade 7, (A) create a research plan to guide</i>	

	<i>inquiry;</i> <i>(B) use and evaluate various search strategies, including keyword(s) and Boolean operators;</i> <i>(C) select and evaluate various types of digital resources for accuracy and validity; and</i> <i>(D) process data and communicate results.</i>	
<b>Processes and Skills</b>		
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**EST. NUMBER OF DAYS:**

<b>UNIT NAME</b>	<b>UNIT 4: CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING</b>	
<b>Unit Overview</b>	The student makes informed decisions by applying critical-thinking and problem-solving skills.	
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Problems require a plan for solution.</li> <li>● Design is important to produce the final product.</li> <li>● Editing and revising your work throughout your project is crucial to the final product.</li> <li>● It is important to share knowledge and present findings.</li> <li>● Curiosity, questions and application of prior knowledge lead to solutions.</li> </ul>	
<b>Concepts</b>	<b>CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING</b>	
<b>Guiding/Essential Questions</b>	<ul style="list-style-type: none"> <li>● Can students identify questions pertinent to their investigation?</li> <li>● Can the student find sufficient variety of information to make an informed decision?</li> <li>● Can students connect their prior learning and apply it to their new knowledge?</li> </ul>	
	<b>Performance Levels</b>	<b>Learning Progressions</b>
<b>Learning Targets</b>		
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<b>Summative Assessments</b>		
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<i>§126.15. Technology Applications, Grade 7, The student is expected to:</i>	

	<p><i>(A) identify and define relevant problems and significant questions for investigation;</i></p> <p><i>(B) plan and manage activities to develop a solution, design a computer program, or complete a project;</i></p> <p><i>(C) collect and analyze data to identify solutions and make informed decisions;</i></p> <p><i>(D) use multiple processes and diverse perspectives to explore alternative solutions;</i></p> <p><i>(E) make informed decisions and support reasoning; and</i></p> <p><i>(F) transfer current knowledge to the learning of newly encountered technologies.</i></p>	
<b>Processes and Skills</b>		
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**EST. NUMBER OF DAYS:**

<b>UNIT NAME</b>	<b>UNIT 5: DIGITAL CITIZENSHIP</b>	
<b>Unit Overview</b>	The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources	
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Demonstrates honesty and integrity.</li> <li>• Makes ethical decisions and choices.</li> <li>• There are special rules for online behavior.</li> <li>• The digital environment necessitates effective management of your digital presence.</li> </ul>	
<b>Concepts</b>	Digital Safety, Netiquette, Copyright, AUP, Cyber Bullying	
<b>Guiding/Essential Questions</b>	<ul style="list-style-type: none"> <li>• Can students cite their sources?</li> <li>• Do they understand fair use guidelines?</li> <li>• How do they manage their digital presence?</li> <li>• How do students protect themselves and others online?</li> </ul>	
	<b>Performance Levels</b>	<b>Learning Progressions</b>
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• <b>Knows and applies copyright and fair use guidelines</b></li> <li>• <b>Remains safe in a digital environment by following digital ethics, cyber safety and digital citizenship guidelines</b></li> <li>• <b>Actively contributes to a positive digital environment by monitoring and reporting any negative activity.</b></li> </ul>	
<b>Formative Assessments</b>		
<b>Summative Assessments</b>		

	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p><b>§126.15. Technology Applications, Grade 7</b></p> <p>(A) <i>understand and practice copyright principles, including current fair use guidelines, creative commons, open source, and public domain;</i></p> <p>(B) <i>practice ethical acquisition of information and standard methods for citing sources;</i></p> <p>(C) <i>practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and</i></p> <p>(D) <i>understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.</i></p>	
<b>Processes and Skills</b>		
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**EST. NUMBER OF DAYS:**

<b>UNIT NAME</b>	<b>UNIT 6: TECHNOLOGY OPERATIONS AND CONCEPTS</b>	
<b>Unit Overview</b>	The student demonstrates a thorough understanding of technology concepts, systems, and operations.	
<b>Generalizations/Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Each field of experience uses a different set of vocabulary.</li> <li>• Certain skills are more appropriate than others when accomplishing certain task.</li> </ul>	
<b>Concepts</b>	<b>TECHNOLOGY OPERATIONS AND CONCEPTS</b>	
<b>Guiding/Essential Questions</b>	<ul style="list-style-type: none"> <li>• Do I know how to use the program I have been asked to use. If not, can I locate the resources necessary for me to learn skills?</li> <li>• Do I have skills that can be applied in many different settings?</li> <li>• Do I understand that learning is a life-long endeavor?</li> <li>• How do I effectively manage my resources?</li> </ul>	
	<b>Performance Levels</b>	<b>Learning Progressions</b>
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• Use correct terminology for a task</li> <li>• Select the correct tools, software and hardware, to complete projects</li> <li>• Know the basic steps to resolve technical issues.</li> <li>• Structure your files and information for quick access.</li> </ul>	
<b>Formative Assessments</b>		

Summative Assessments		
	TEKS	Specifications
<p><b>TEKS (Grade Level) / Specifications</b></p>	<p><b>§126.15. Technology Applications, Grade 7,</b>  <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li><i>(A) define and use current technology terminology appropriately;</i></li> <li><i>(B) select and apply technology tools based on licensing, application, and support;</i></li> <li><i>(C) identify, understand, and use operating systems;</i></li> <li><i>(D) understand and use software applications, including selecting and using software for a defined task;</i></li> <li><i>(E) identify, understand, and use hardware systems;</i></li> <li><i>(F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;</i></li> <li><i>(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;</i></li> <li><i>(H) explain how changes in technology throughout history have impacted various areas of study;</i></li> <li><i>(I) explain the relevance of technology as it applies to college and career readiness,</i></li> </ul>	

	<p><i>life-long learning, and daily living;</i></p> <p><i>(J) use a variety of local and remote input sources;</i></p> <p><i>(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;</i></p> <p><i>(L) create and edit files with productivity tools, including:</i></p> <ul style="list-style-type: none"><li><i>(i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;</i></li><li><i>(ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation;</i></li><li><i>(iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting;</i></li></ul> <p><i>and</i></p> <ul style="list-style-type: none"><li><i>(iv) a digital publication using relevant publication standards;</i></li></ul> <p><i>(M) plan and create non-linear media projects using graphic design principles;</i></p> <p><i>and</i></p> <p><i>(N) integrate two or more technology tools to create a new digital product.</i></p>	
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<b>Processes and Skills</b>		
<b>Topics</b>		
<b>Language of Instruction</b>		
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		
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