

ICEV Technology Applications 6th Grade

Knowledge and Skill Statement	Student Expectation	Breakout	ICEV Citation		Lesson Title	Location
			Narrative/Activity	Type of Citation (New Content/New Citation)		
(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process and creative thinking to develop and evaluate solutions, considering a variety of local and global perspectives. The student is expected to:	(B) discuss and implement a design process using digital tools to compare, contrast, and evaluate student-generated outcomes; and	(ii) discuss a design process using digital tools to evaluate student-generated outcomes	Narrative	New Content	Introduction to Data	Student Handout- Evaluating Data & Outcomes
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(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(D) describe how information can be exaggerated or misrepresented online.	(i) describe how information can be exaggerated or misrepresented online	Narrative	New Content	Introduction to Digital Citizenship: Ethics and Laws	Student Handout- Misinformation Online
(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(D) describe how information can be exaggerated or misrepresented online.	(i) describe how information can be exaggerated or misrepresented online	Activity	New Content	Introduction to Digital Citizenship: Ethics and Laws	Activity- Fact or Fiction Bell Ringer
(12) Practical technology concepts--skills and tools. The student leverages technology systems, concepts, and operations to produce digital artifacts. The student is expected to:	(D) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques;	(i) demonstrate improvement in speed and accuracy as measured by words per minute when applying correct keyboarding techniques	Activity	New Content	Introduction to Keyboarding	Activity- Keyboarding Drill 1

Problem-Solving with Block-Based & Text- Based Programming

Designing block-based and text-based programs to solve an everyday problem involves a systematic approach that incorporates planning, implementation, and testing.

Step 1: Problem Identification and Understanding

Identify an everyday problem you want to solve through programming. For example, a local restaurant wants to be notified by an alarm if the temperature of their freezer exceeds a certain threshold.

Step 2: Requirements Gathering

List the requirements for your program. In the case of the restaurant, the requirements might include:

- Monitoring the temperature using a sensor.
- Setting a threshold temperature for the alarm.
- Playing a sound when the temperature exceeds the threshold.

Step 3: Algorithm Design

Design the high-level logic for your program, considering the use of sequences, loops, conditionals, and events. Break down the problem into smaller steps:

a) *Block-Based Program Design:*

1. Initialize variables to store the threshold temperature and current temperature.
2. Create a loop to continuously read the temperature from the sensor.
3. Use a conditional statement to check if the current temperature exceeds the threshold.
4. If the condition is met, trigger an event to activate the alarm and play a sound.

b) *Text-Based Program Design:*

The Python-based pseudo-code for the text-based program:

```
# Initialize variables
threshold_temperature = 25.0

# Loop to continuously monitor the temperature
while True:
    current_temperature = read_temperature_sensor()

    # Check if the current temperature exceeds the threshold
    if current_temperature > threshold_temperature:
        # Trigger an event to activate the alarm and play a sound
        activate_alarm()
```

Problem-Solving with Block-Based & Text-Based Programming

Step 4: Implementation

Translate algorithm designs into both block-based and text-based code. For the block-based program, visual programming tools like Scratch or Blockly can be used. For the text-based program, a text editor or an Integrated Development Environment (IDE) with Python support can be utilized.

Step 5: Testing

Thoroughly test the programs to ensure they work as expected. Simulate different scenarios, such as temperature variations and the alarm triggering correctly when the threshold is exceeded.

Step 6: Refinement and Improvement

Based on testing results, make necessary adjustments to the programs to improve functionality, efficiency and user experience.

Step 7: Documentation and Sharing

Document the code, explaining how it solves the everyday problem and how the different programming constructs (sequences, loops, conditionals, and events) come into play. Share the programs with others, allowing them to learn from your work and potentially improve upon it.

Remember, the design process is iterative, and it may be necessary to go back and refine programs multiple times before achieving the desired solution. Additionally, remember to adapt the process to suit the complexity of the problem trying to be solved.

Block-Based Programming

Activity Overview:

You will utilize block-based programming to create a reminder program which reminds users to drink water at regular intervals throughout the day.

Directions:

1. Use Scratch, a block-based programming environment, to create the reminder program.
2. Within the programming environment remove any sprites (characters) or images not needed for the program.
3. Upload a a water-themed background image for the program.
4. Within the programming environment, add a sprite of your choice to represent a water bottle or reminder icon and name the sprite "ReminderIcon".
5. Create two variables by clicking on the "Variables" block category and then clicking "Make Variable." The variables should be:
 - "Time Passed"
 - Keeps track of the time passed since last water intake
 - "Interval"
 - Stores the time interval (in minutes) between water reminders such as 30 minutes or 60 minutes
6. Create the reminder logic needed for the program by following the steps listed below:
 - In the "Events" block category, drag and drop the "when green flag clicked" block to start the program.
 - Use a "forever" loop block to continuously check to see if it is time for a water reminder.
 - Inside the loop, use a "wait" block to pause the program for a specific duration such as one minute.
 - After the "wait" block, use a "change" block to increment the "TimePassed" variable by 1 (representing 1 minute passing).
 - Next, use an "if" block to check if the "TimePassed" variable is equal to or greater than the "Interval" variable. If so, it's time for a water reminder.
 - Inside the "if" block, use a "broadcast" block to trigger the water reminder message. For example, 'broadcast water_reminder'.
7. Create the message you would like displayed as the reminder message by following the steps below:
 - In the sprite of the "ReminderIcon," use the "when I receive" block and select

Block-Based Programming

"water_reminder" from the dropdown. This will handle the water reminder message display.

- Inside the "when I receive" block, use a "say" block to display a message to the user, reminding them to drink water. For example, 'say "It's time to drink water!" for 2 seconds'.

8. Add user interaction by completing the following steps:

- To make the activity more interactive, use the "Events" block category to trigger a message or animation when the user clicks on the "ReminderIcon" sprite.
- Inside the "when this sprite clicked" block, use a "say" block to display a message, such as "Great job! You hydrated yourself!" or an animation to celebrate the user's action.

9. Test the program by completing the following steps:

- Click the green flag to start the activity and test if the water reminder works as intended.
- Ensure that the water reminder message appears at the specified time intervals and that the user interaction provides positive feedback.

10. Submit the program to your instructor based on their directions. You have the ability to share a link to your program by clicking the "Share" button in Scratch.

Text-Based Programming

Activity Overview:

You will utilize text-based programming to create a shopping list manager program which can be viewed and have items added and removed.

Directions:

1. Use a Python Integrated Development Environment (IDE) or text editor to write the code in Python.
2. Create the shopping list manager logic by entering the code into a Python Integrated Development Environment (IDE) or text editor:

```
# Initialize an empty shopping list
shopping_list = [ ]

# Function to add an item to the shopping list
def add_item(item):
    shopping_list.append(item)
    print(f"Added {item} to the shopping list.")

# Function to view the shopping list
def view_list():
    if not shopping_list:
        print("Your shopping list is empty.")
    else:
        print("Shopping List:")
        for index, item in enumerate(shopping_list, start=1):
            print(f"{index}. {item}")

# Function to remove an item from the shopping list
def remove_item(item):
    if item in shopping_list:
        shopping_list.remove(item)
        print(f"Removed {item} from the shopping list.")
    else:
        print(f"{item} not found in the shopping list.")

# Function to clear the shopping list
def clear_list():
    shopping_list.clear()
    print("Shopping list cleared.")
```

Text-Based Programming

3. Implement main program loop by entering the code into a Python Integrated Development Environment (IDE) or text editor:

```
while True:
    print("\nMENU")
    print("1. Add Item to Shopping List")
    print("2. View Shopping List")
    print("3. Remove Item from Shopping List")
    print("4. Clear Shopping List")
    print("5. Exit")

    choice = input("Enter the number of your choice: ")

    if choice == '1':
        item = input("Enter the item to add to the shopping list: ")
        add_item(item)
    elif choice == '2':
        view_list()
    elif choice == '3':
        item = input("Enter the item to remove from the shopping list: ")
        remove_item(item)
    elif choice == '4':
        clear_list()
    elif choice == '5':
        print("Exiting Shopping List Manager.")
        break
    else:
        print("Invalid choice. Please enter a valid number.")
```

4. Test and run the program by completing the following steps:
 - Save the Python code with a filename, such as, "shopping_list_manager.py".
 - Open your terminal or command prompt and navigate to the directory where you saved the file.
 - Run the Python script by typing `python shopping_list_manager.py` (if python is installed on your computer).
 - When running the script, the shopping list manager will display a menu to add, view, remove, clear the list or exit.
 - Add five items and remove two items from the list to test the program.
5. Submit your shopping list manager program based on your instructor's directions.

Evaluating Data & Outcomes

Designing a process using digital tools to compare, contrast, and evaluate outcomes involves a structured approach that utilizes technology to efficiently collect, analyze, and assess the work of individuals from students in the classroom to employees in the workplace.

A basic process for utilizing digital tools for evaluation can involve the following design and implementation process.

Step 1: Define Learning Objectives and/or Evaluation Criteria

Clearly outlining the learning objectives or evaluation criteria for a project, assignment, or assessment helps define what is being. Additionally, establishing specific criteria aligned with the learning objectives or desired project outcomes can help students and/or employees have a clear defined purpose on how they are being evaluated.

Step 2: Choose Digital Platforms and Tools

Individuals creating the evaluation tool should select appropriate digital platforms and tools that facilitate the submission, organization, and evaluation of the work or project being submitted. This could include Learning Management Systems (LMS), assessment and grading software, digital portfolios, or collaborative platforms depending on the audience or project.

Step 3: Work Submission

It should be clear to students or employees how work should be submitted electronically through the chosen digital platform and that the process is straightforward.

Step 4: Organize and Categorize Submissions

Use the digital tools to organize and categorize student-generated outcomes or employee project submissions based on the assessment criteria and learning/project objectives. This step may involve tagging, labeling, or sorting the submissions for easy comparison.

Step 5: Anonymize Submissions

If anonymity is essential for impartial evaluation, ensure that the digital tools allow for anonymous submission and review. This can help reduce potential bias during the assessment process. For instance, this practice is utilized when many professionals submit research articles to journals for peer-review.

Step 6: Comparison and Contrast

Utilize the digital tools to compare and contrast submitted work systematically. Look for patterns, strengths, and areas of improvement among the submissions. Digital tools may offer features like side-by-side comparisons or data visualization to aid in

Evaluating Data & Outcomes

this process.

Step 7: Evaluation and/or Grading

Use the assessment criteria and learning/project objectives to evaluate each submitted work objectively. Leverage the digital tools to streamline the review process, provide feedback, and assign scores or grades efficiently.

Step 8: Data Analysis and Reporting

Leverage the capabilities of the digital tools to analyze the data collected during the evaluation process. Generate reports that summarize the overall performance of the individuals, identify common challenges, and highlight exemplary work.

Step 9: Provide Feedback

Use the digital platform to provide timely and constructive feedback to individuals. When providing feedback, make it personalized and focus on specific areas of improvement and be sure to acknowledge strengths.

Step 10: Reflection and Improvement

Engage individuals in the evaluation process by encouraging self-reflection on their work and feedback received. Digital tools can facilitate communication between individuals to discuss the feedback and identify strategies for improvement.

Step 11: Iterative Improvement

Continuously refine the process based on feedback from both students and educators as well as managers and employees. Identify areas where the digital tools could be enhanced or additional features that would benefit the assessment process.

Step 12: Maintain Data Privacy and Security

Always be sure digital tools and platforms used for assessment and evaluation adhere to data privacy and security standards. Additionally, safeguard information and adhere to relevant data protection regulations.

By following this design process and leveraging digital tools effectively, anyone can efficiently assess outcomes, gain valuable insights, and create a data-driven approach to support individual learning and growth

Cafeteria Data Analysis

Project Overview:

Your school cafeteria is trying to cut costs by decreasing the amount of food waste. You will survey your peers and create a presentation based upon the outcomes of their survey answers.

Directions:

1. Conduct research to identify the foods sold by the cafeteria for the current month and create a list of the foods.
2. Using a digital survey tool specified by your instructor and the foods discovered in your research, design a digital survey which allows students to identify their favorite and least favorite foods.
3. Collect data by digitally distributing your survey and collecting responses from at least ten peers to obtain student-generated data. Collect as many surveys as possible to make the data more substantial.
4. Compile data using the data display tool specified by your instructor. Summarize the data received to display the most and least liked foods served in the cafeteria in a graph based on survey responses. Separate data by breakfast or lunch items.
5. Identify uptrends, downtrends and stagnation points in data and make inferences by viewing the graph.
6. Write a paragraph about which foods the cafeteria should purchase more of, discontinue or highlight to boost purchases. Use data to support your findings.
 - For example, "According to the graph, the most disliked food at lunch time is meatloaf, evidenced by the height of the bar in my graph. Also according to the graph, there is an uptrend for pizza. My suggestion is to offer pizza daily. Advertising the chicken nuggets may increase purchases and remove chicken nuggets from stagnant growth, as seen on the graph."
7. Using the slideshow presentation application specified by your instructor, create a slideshow presentation to report your findings. Include all data, trends and the analysis paragraph.
8. Present your findings to the class.
9. While others are presenting take notes to compare and contrast their findings with your own findings. Based on your notes, add two summary slides to your presentation outlining similarities and differences found throughout the groups based on the results of all of the groups' surveys.

Cafeteria Data Analysis

10. Turn in your survey links and presentations to your instructor.

Suggested Materials or Technology Needed:

- Google Forms™
- Survey Monkey®
- Microsoft® PowerPoint®
- Google Slides™
- Microsoft® Word
- Google Docs™

Rubric

Description	Possible Points	Your Score
Research & Organization: <ul style="list-style-type: none"> • Proper research was conducted to complete the assignment • Sources were cited appropriately based on instructions provided • Information was presented in a logical organized manner 	35	
Concept & Understanding: <ul style="list-style-type: none"> • Understanding of the concept is clearly evident • Effective strategies were used to achieve the end product • Logical thinking was utilized to arrive at the conclusion 	35	
Creativity/Craftmanship: <ul style="list-style-type: none"> • End product is unique and reflects the student's or group's individuality • End product is clearly high quality 	15	
Production/Effort: <ul style="list-style-type: none"> • Class time provided for the project was used efficiently • Time and effort are evident in the execution of the end product 	15	
Total Points	100	

Additional Comments:

Acceptable Use Policy (AUP)

- Defines guidelines for acceptable conduct and behaviors for online users to foster a safe, ethical and positive environment
- Guideline examples to adhere to include:
 - ethical behavior
 - cyberbullying
 - privacy and security
- Can be implemented by independent organizations, AUP examples include:
 - local school district's technology policy
 - social platform

Ethical & Unethical Comparison Bell Ringer/Exit Ticket

Activity Overview:

You will list ways individuals use the internet ethically and unethically.

Directions:

1. In the T-chart, list ways individuals use the internet ethically and unethically. List three to five examples in each category.
2. Select one example from each category.
3. For the unethical example, describe a law or regulation which prohibits this action or would eliminate the action from occurring.
4. For the ethical example, write a guideline which could be listed in an Acceptable Use Policy which encourages this example as an acceptable behavior.
5. In three to five sentences, describe the importance for adhering to laws and regulations, such as an Acceptable Use Policy.
6. Turn your assignment into your instructor when you are finished.

Ethical & Unethical Comparison Bell Ringer/Exit Ticket

Ethical

Unethical

Describe the importance for adhering to laws and regulations, such as an Acceptable Use Policy.

Cited!

Activity Overview:

You will practice citing different forms of digital media to provide appropriate attribution and not infringe upon intellectual property.

Directions:

1. Read the **Citation Guidelines Student Handout**.
2. Locate five different forms of digital media which could be used in developing a research article focusing on “Technology Use by Middle School Students.” Remember forms of digital media can include a variety of media such as photographs, graphs, scholarly articles, blogs, videos and more.
3. Evaluate each of the items you have chosen and create a citation for each which could be used in a works cited for the article. Refer to the Citation Guidelines Student Handout as needed.
4. Discuss with a partner the items you selected and how you cited each.
5. Follow the instructor’s directions to turn in the citations.

Citation Guidelines

Citations are used to provide credit to the original creator of a creative work or intellectual property. Citations can be used for crediting print items like books, journals and magazines or digital forms such as images, websites or scholarly articles. Regardless of the medium, citations are essential to avoid plagiarism or infringing on intellectual property.

Providing credit is accomplished by properly citing creative works based on the necessary guidelines. Certain rules or expectations exist for different types of citations. For example, creative content on social media should always include the name of the original creator, the title of the work and a link to the original source whenever possible. Citation guidelines may be dictated by MLA or APA style guides which establish how categories of information are included and ordered. However, even within a single guide, the citation structure and information changes based on the work being cited. For example, images found online differs from a book, and so on.

Citation Guidelines

MLA

- In-text citations should include the author's name and page number in parentheses at the end of the sentence
 - use only the page number if the author's name is written in the sentence
- The works cited page should list all sources used, in alphabetical order by the author's last name with the following format:
 - Author. Title of the source. *Title of the production*, Other contributors, Edition or version, Number of the volume, Publisher, Date, Location. Access date.
- Elements may include the following information, as it is available:
 - Author
 - Last name, First name.
 - Title of the source.
 - books should be italicized
 - web pages, journals and newspaper articles should be in quotations
 - *Title of the production*,
 - should be italicized
 - if a magazine article is a source, the title of the production would be the magazine name
 - Other contributors,
 - include their role and name
 - for example: Edited by John Smith,
 - Edition or version,
 - for example: English version, or 5th ed.,
 - Number of the volume,
 - for example: vol. 3,
 - Publisher,
 - *for example: Institute of Research and Publications,*
 - Date.
 - *for example: 2006.*
 - dates on digital forms, such as a website, can be located using the content timestamp, url structure or copyright information
 - Location.
 - *page numbers: pp. 12-27.*
 - *URLs: www.instituteresearchpublication.org.*
- Access date

An example citation for an image found online may appear as:
 Perti, Alex. "Apricots in Night". *Institute of Research and Publications*, 2020, <http://www.instituteofrandp.org/explore/collection/perti57>. Web. 30 January 2022.

Citation Guidelines

APA

- In-text citations should include the author's last name and year of publication
- The references page should list all sources used, in alphabetical order by the author's last name with a hanging indent in between each line of the entry, in the following format:
 - Author. (Year). Title of the source. Title of the production. URL or DOI
- Has varying formats for different types of sources, both print and digital, for example:
 - web page:
 - Author's Last name, First initial. (Year of publication). Title of article or web page. *Title of website in italics*. from URL.
 - books:
 - Author's Last name, First initial. (Year of publication). *Book title in italics*. Publisher.
- Example citation for an image found online:
Perti, A., (2020). *Apricots in Night*, Painting. Institute of Research and Publications. <http://www.instituteofrandp.org/explore/collection/perti57>

Misinformation Online

Whether an individual is conducting research for a project, asking a question, or catching up on the news, the internet is a quick and easy way to find information.

While the internet contains information on just about anything an individual could want to learn, it is important to remember not everything on the internet is true. Anyone can publish a webpage, share media, write a post or a blog, or create and share data. In addition, some individuals and businesses may post content for their benefit, whether to spread their point of view, make money, or other reasons. Consider the following ways in which information can be misrepresented or exaggerated online:

Selective and Out-of-Context Information: Parts of a speech, a quote, a research article, or any other kind of information can be taken out of context and shared. This may result in the information being misinterpreted, as the original intention and context is taken away. In addition, cherry-picking data or facts may be done to support one side of an argument or viewpoint. Another example of selective information is businesses only sharing positive reviews on their website. Leaving out the overall picture can greatly skew information. One way to avoid this issue is to seek out the original source of information to see it in its full context.

Misinformation: False information and fake news can be spread rapidly by users on platforms such as social media. This occurs when individuals lack bias awareness, do not fact-check, or check the credibility of the sources. Fact checking can easily be done by cross-checking information by referencing multiple sources. It is also important to think critically by analyzing for inconsistencies, conflicting information, or gaps in a claim or argument.

Algorithms and Confirmation Bias: Apps, websites, search engines, and social media platforms use algorithms to customize an individual's content. This is used in hopes of providing more relevant content to the user as well as to keep the user using the website or app. For example, if an individual searches for "political headlines", their results may differ greatly from another individual's results. This process is completed by using cookies and accessing and analyzing user information such as location, search history, clicks and interaction history, connections on social platforms, and more.

Artificial Intelligence: Images, audio and video content are all able to be manipulated using artificial intelligence (AI). These deepfakes are becoming more and more widespread, and it is becoming increasingly more difficult to tell what is real or fake. Detecting deepfake images and videos is a difficult task, however they can be identified by:

- analyzing for inconsistencies such as unnatural sounds, features or movements
- verifying the original source of the content

Misinformation Online

- reverse image/video search to determine if the content appears elsewhere

Exaggerated Information: Information online may be exaggerated to grab an individual's attention and get them to navigate to a site, also known as clickbait. Common forms of exaggerated information to be aware of include sensationalism. In sensationalism, content is exaggerated to emphasize importance which can lead to distortion of facts or events seeming more important than they are. Memes and satire are also common forms of exaggerated information for comedic effect. Additionally, out of context quotes, confirmation bias, and influencer amplification contribute to exaggerated information.

These are only a few ways information may be misrepresented or exaggerated online. However, this can be avoided by thinking critically, checking multiple reliable sources and considering context.

Fact or Fiction Bell Ringer

Activity Overview:

You will perform a scavenger hunt to find an example of exaggerated or misrepresented information online and explain how the information is inaccurate.

Directions:

1. Use the internet to locate an example of exaggerated or misrepresented information. This could include, but is not limited to: heavily photoshopped images, deep fake videos or information from unconfirmed/anonymous sources.
2. Include a screenshot or link to the information below.
3. Write three to five sentences explaining how the information is exaggerated or misrepresented and how you identified it to be exaggerated or misrepresented.
4. Be prepared to share your response with the class when prompted by your instructor.

Keyboarding Drill 1

Activity Overview:

You will practice typing using proper finger placement on the home row while using correct keyboarding posture.

Directions:

1. Using a word processing application, open a new, blank document.
2. Set up the document according to the instructor's directions.
3. On the first three lines of the document, enter your name, date and class period, each on their own line. (See the sample on the following page.)
4. Obtain the typing prompt from your instructor.
5. Start a timer and type out the prompt on your own. Stop the timer once you complete the prompt.
6. Calculate your words per minute (WPM) using the following equation and record it as your "before" time.
 - $(\text{number of characters in the prompt including spaces} / 5) / \text{time taken in minutes}$
7. On the same document, press enter twice to skip one line and begin typing the following text on the fifth line of your document using the correct finger placement and keyboarding posture. Type the text five times and press the space bar between each series of letters and press the enter key (hard return) when you reach the end of each line.

```

aaaa ffff ssss dddd ffff aaaa dddd ssss
jjjj ;;;; kkkk llll ;;;; kkkk jjjj llll
asdf asdf fdsa fdsa asdf fdsa
jkl; jkl; ;lkj ;lkj jkl; ;lkj
asdf jkl; fjdk sla; a;sl dkfj

```

8. After entering the text five times, press enter twice to skip a line.

Keyboarding Drill 1

9. Using the correct finger placement and keyboarding posture, enter the following text five times. Do NOT press enter at the end of the line, allowing the word processing software to wrap the words (word wrap) for you. This may result in a different location of the end of the line than what is shown below in the example.

ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf
fdsa aaaa ffff sss dddd ffff aaaa jjjj ;;; llll kkkk jjjj kkkk llll ;;; ;lkj jkl; j;j;
klkl ;j;j lkkl jkl; ;lkj ;;; llll kkkk jjjj jkl; ;lkj jjjj ;;; llll kkkk jjjj kkkk llll ;;; ssss
dddd aaaa ffff dddd ssss afsd fads fafa dsds ;lkj jkl; j;j; klkl ;j;j lkkl jkl; ;lkj
afaf sdsd asdf fdsa a;sl dkfj fjdk sla; asdf jkl; ;lkj fdsa

10. Start a timer and type out the same prompt from the beginning of the activity. Stop the timer once you complete the prompt.
11. Calculate your words per minute (WPM) using the following equation and record it as your “after” time.
- $(\text{number of characters in the prompt including spaces} / 5) / \text{time taken in minutes}$
12. Compare your “before” and “after” scores to determine your keyboarding progress.
13. Follow the instructor’s directions to save and submit the document.

Keyboarding Drill 1

Sample:

First Name Last Name
 Month Day, Year
 1st Period

aaaa ffff ssss dddd ffff aaaa dddd ssss
 jjjj ;;; kkkk llll ;;; kkkk jjjj llll
 asdf asdf fdsa fdsa asdf fdsa
 jkl; jkl; ;lkj ;lkj jkl; ;lkj
 asdf jkl; fjdk sla; a;sl dkfj
 aaaa ffff ssss dddd ffff aaaa dddd ssss
 jjjj ;;; kkkk llll ;;; kkkk jjjj llll
 asdf asdf fdsa fdsa asdf fdsa
 jkl; jkl; ;lkj ;lkj jkl; ;lkj
 asdf jkl; fjdk sla; a;sl dkfj
 aaaa ffff ssss dddd ffff aaaa dddd ssss
 jjjj ;;; kkkk llll ;;; kkkk jjjj llll
 asdf asdf fdsa fdsa asdf fdsa
 jkl; jkl; ;lkj ;lkj jkl; ;lkj
 asdf jkl; fjdk sla; a;sl dkfj
 aaaa ffff ssss dddd ffff aaaa dddd ssss
 jjjj ;;; kkkk llll ;;; kkkk jjjj llll
 asdf asdf fdsa fdsa asdf fdsa
 jkl; jkl; ;lkj ;lkj jkl; ;lkj
 asdf jkl; fjdk sla; a;sl dkfj

ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd ffff aaaa
 jjjj ;;; llll kkkk jjjj kkkk llll ;;; ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj ;;; llll kkkk jjjj jkl; ;lkj jjjj ;;; llll kkkk jjjj kkkk llll ;;;
 ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj afaf sdsd asdf fdsa a;sl dkfj
 fjdk sla; asdf jkl; ;lkj fdsa
 ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd ffff aaaa
 jjjj ;;; llll kkkk jjjj kkkk llll ;;; ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj ;;; llll kkkk jjjj jkl; ;lkj jjjj ;;; llll kkkk jjjj kkkk llll ;;;
 ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj afaf sdsd asdf fdsa a;sl dkfj
 fjdk sla; asdf jkl; ;lkj fdsa
 ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd ffff aaaa
 jjjj ;;; llll kkkk jjjj kkkk llll ;;; ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj ;;; llll kkkk jjjj jkl; ;lkj jjjj ;;; llll kkkk jjjj kkkk llll ;;;
 ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj afaf sdsd asdf fdsa a;sl dkfj
 fjdk sla; asdf jkl; ;lkj fdsa
 ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd ffff aaaa
 jjjj ;;; llll kkkk jjjj kkkk llll ;;; ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj ;;; llll kkkk jjjj jkl; ;lkj jjjj ;;; llll kkkk jjjj kkkk llll ;;;
 ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj afaf sdsd asdf fdsa a;sl dkfj
 fjdk sla; asdf jkl; ;lkj fdsa
 ffff aaaa ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds afaf sdsd asdf fdsa aaaa ffff sss dddd ffff aaaa
 jjjj ;;; llll kkkk jjjj kkkk llll ;;; ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj ;;; llll kkkk jjjj jkl; ;lkj jjjj ;;; llll kkkk jjjj kkkk llll ;;;
 ssss dddd aaaa ffff dddd ssss afsd fads fafa dsds ;lkj jkl; j;j; klll ;j;j llll jkl; ;lkj afaf sdsd asdf fdsa a;sl dkfj
 fjdk sla; asdf jkl; ;lkj fdsa

Rubric

Description	Points	Your Score
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The text in the document accurately reflects the text prompt provided.	40	
Total Points	100	

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