"The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn before, and so in a sense it is all about potential."

Curriculum Guide: Digital Composition Enduring Understandings	**Expression: Literacy in a Digital World** Essential Questions
Technology profoundly alters communication.	• What are ethics? • What is the ethical responsibility of a website publisher? A website author? • What is a digital community? • How has online communication (blogs, IM, and text messaging) influenced written language? • What is communication?

Cross Curricular Connections:

Pacing	**Knowledge and Performance Standards (G.L.E.s)** Emphasis is on review of the Anchorage School District's English Grade Level Expectations.	**Performance Task Assessments**	**Literary Devices/Terms**	**Resources**
Unit: 18 Weeks	***Reading Focus:*** *Teacher selected fiction and nonfiction* *Relevant technological articles (to use in threaded discussion)* *Student selected novels* ***Writing Focus*:*** *Select at least six out of the following basic writing forms**:* *Narrative* *Description* *Illustration* *Process* *Comparison/Contrast* *Classification/Division* *Definition* *Cause and Effect* *Argumentation/Persuasion* *The purpose of reviewing these specific modes would be to use the final draft as starting point for the electronic publishing of specific assignments. **A critical review of a website/web site evaluation would also be appropriate. ISTE National Educational Technology Standards and Performance Indicators for Students:	***Formative:*** •Teacher controlled class blog; students must make periodic submissions and participate in the discussion and article reviews. Check for understanding during discussion and from written and oral communication. •Create and publish individual or group ethics statements. •Select articles about the internet and privacy issues to read and post brief discussions (requirement: students must also respond appropriately to other posts). •Write and send appropriate emails for	***Course Specific Vocabulary*:*** Media literacy (http://www.amlainfo.org/what-is-media-literacy) E-publishing Blog Vlog Wiki Search engine Browser Fine print Copyright Filters Author Purpose Ethics Empathy Types of propaganda Bias Tone Domain extensions (.org, .com, .gov) Transitions	***Reading:*** "How to Stop Worrying and Learn to Love the Internet" Adams, Douglas http://www.douglasadams.com/dna/19990901-00-a.html ***Core Materials (Computer Applications/Hardware):*** iLife Suite Microsoft Office Adobe Acrobat FirstClass CD/DVD burner Digital Camera Pen drive Blank Cds/DVDs Internet Access Digital Video Camera Hard drive Elluminate Dreamweaver Atomic Learning

"I believe that this notion of self-publishing, which is what Blogger and blogging are really about, is the next big wave of human communication. The last big wave was Web activity. Before that one it was e-mail. Instant messaging was an extension of e-mail. real-time e-mail." Eric Schmidt

" "It's a fact that more people watch television and get their information that way than read books. I find new technology and new ways of communication very exciting and would like to do more in this field." Stephen Covey

	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities. **2. 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. Students: a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems. **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results. **4. Critical Thinking, Problem-Solving & Decision-Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a	specific audiences (using the same content, but for different audiences). •Electronic survey: create an online survey for an iSearch/research project. •"This I Believe" Podcast/Vlogcast •Storyboarding (using OmniGraffle) ***Summative:*** • Screenplay of short story/text the students have read. • Video biography or autobiography. • Electronic public service announcement (iMovie/Apple Website) about a selected issue (tie to a research/iSearch paper). • Digital archive an event. • Google Literature Trip (http://www.googlelittrips.com/). • Electronic portfolio of class assignments (via a webpage or blog). Create and maintain a class webpage; students can link	Montage Credibility Authenticity Audience Pacing Viruses Tagging Point of view C.R.A.P. (design principles by Robin Williams): Contrast Repetition Alignment Proximity http://edweb.sdsu.edu/courses/EDTEC470/graphics/carp/index.htm & http://www.colorado.edu/AmStudies/lewis/Design/graprin.htm *Recognizing that technology changes at a faster pace than the guide, the teacher will need to adjust for technological advancements in both hardware, software, and terminology. Additionally, the teacher should continue with SAT/literature specific vocabulary.	***Websites:*** www.gutenberg.org/ http://www.4teachers.org www.atomiclearning.com http://www.alaskastatewritingconsortium.org/survey.htm ***Websites with Lesson Plans:*** http://www.uni.uiuc.edu/library/computerlit/ http://education.apple.com/education/ilife/subject_template.php?subject_id=2 http://education.apple.com/education/ilife/subject_template.php?subject_id=5 http://www.technospud.com/blog/ (links to helpful sites and discussion about using technology) http://www.dare-to-dream--classroom-technology.blogspot.com/ http://www.udel.edu/fth/MultilitTeleWebCourse.html http://www.nettrekker.com

"One of the most important things you learn from the internet is that there is no 'them' out there. It's just an awful lot of 'us'." Douglas Adams

	project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions. **5. Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship. **6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems and operations. Students: a. understand and use technology systems. b. select and use applications effectively and productively. c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies. 	their electronic portfolio off the class webpage. • Threaded discussion/debate of this question: is shared technology beneficial for society?		http://thecreativeeducator.com/lessons/current/video_bio.html http://www.bham.wednet.edu/bio/biomaker.htm http://teacher.scholastic.com/writewit/index.htm http://teacher.scholastic.com/writewit/biograph/biography_sketch.htm ***Media Literacy:*** (Lesson plans, et cetera) http://www.amlainfo.org/lesson-plans http://www.frankwbaker.com/ http://www.adbusters.org/home/ http://www.adcouncil.org/ http://www.cyberbully.org/ ***Survey Creation:*** http://www.surveymonkey.com

"The same thing is happening in communication technology. Most of us are stumbling along in a kind of pidgin version of it, squinting myopically at things the size of fridges on our desks, not quite understanding where email goes, and cursing at the beeps of mobile phones. Our children, however, are doing something completely different. Risto Linturi, research fellow of the Helsinki Telephone Corporation, quoted in Wired magazine, describes the extraordinary behaviour kids in the streets of Helsinki, all carrying cellphones with messaging capabilities. They are not exchanging important business information, they're just chattering, staying in touch. 'We are herd animals,' he says. 'These kids are connected to their herd – they always know where it's moving.' Pervasive wireless communication, he believes will 'bring us back to behaviour patterns that were natural to us and destroy behaviour patterns that were brought about by the limitations of technology.'" D. Adams