Grade 6 Technology
Technology 6

Communication and Collaboration

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

9. Understand that grace is a participation in the life of God (CCC 1997).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking & Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. digital media/environments
2. visual displays/drawings
3. Internet usage
4. productivity tools (word processing, spreadsheets, presentations)
5. distance learning/virtual field trips
6. social networking
7. cultural understanding
8. email

Skills

1. Use a variety of digital media.
2. Interact and collaborate with others.
3. Produce and publish writing.
4. Create visual displays and drawings.
5. Contribute to group projects.
6. Solve problems.
7. Participate in cultural experiences through virtual field trips.
8. Develop cultural awareness via distance learning opportunities.
9. Use email to communicate with others.

Essential Questions

1. To what extent can I communicate information to varied audiences through different media formats?
2. To what extent can I use technology tools to develop cultural understanding and global awareness ?

Standards Vocabulary

1. collaborate
2. global awareness
3. cultural understanding

Resources

Stage 2: Assessment Evidence

Storytelling

Formative: Oral Assessment

The students create a video or audio recording of themselves reading their favorite story/book from a younger grade. They will then give the recordings to the younger grade to watch/listen to.

Game Show Quiz Maker

Summative: Online Learning

Students will use a quiz maker website such as Jeopardy Rocks (<http://www.jeopardy.rocks/>) or Flip Me Quiz (<http://flipquiz.me/>) to create their own quiz on a given topic using interdisciplinary connections from other classes' content.

Tour of Ancient Ruins

Summative: Online Learning

Students will create a tour of ancient ruins (Ancient Egypt, Rome, Greece, etc.) using Google Earth, placing pins at sites and incorporating visual graphics and text as needed. Students will share tours with others.

Stage 3: Learning Plan

Learning Experiences

1. **Storytelling**: The students create a video or audio recording of themselves reading their favorite story/book from a younger grade. They will then give the recordings to the younger grade to watch/listen to.
2. **Cooperative Learning Group**: Working together, the students will create a presentation on a given topic using collaborative software (Google Slides, Prezi, etc.) to present information to the class.
3. **Field Trip**: Students will take a virtual field trip to a historical place.
4. **Pen Pals**: Students communicate via email in a child-protected site or with teacher supervision with other students across the globe.
5. **Online Learning**: Students will create a tour of ancient ruins (Ancient Egypt, Rome, Greece, etc.) using Google Earth, placing pins at sites and incorporating visual graphics and text as needed. Students will share tours with others.
6. **Interactive Instruction**: Students will use a quiz maker website such as Jeopardy Rocks (<http://www.jeopardy.rocks/>) or Flip Me Quiz (<http://flipquiz.me/>) to create their own quiz on a given topic using interdisciplinary connections from other classes' content.
7. **Collaborative Science Projects:** Students will participate in a global collaboration project from the CIESE Website:<http://ciese.org/materials/k12/>

Resources

**Multimedia Presentations**

1. Prezi <https://prezi.com>
2. Kaywa QR Code  <https://qrcode.kaywa.com/>

**Video**

1. iMovie
2. Movie Maker
3. Animoto  <https://animoto.com/business/education>

**Create Websites**

1. Google Sites
2. Office
3. Weebly <http://www.weebly.com/>

**Blogging**

1. Edublog <https://edublogs.org/>

**Create/Publish Documents**

1. Club Academia
2. iBooks Author
3. iTunes U

**Virtual Field Trip**

1. <http://www.areavibes.com/library/online-field-trips-for-students/>
2. <http://www.theteachersguide.com/virtualtours.html>
3. <http://www.eschoolnews.com/2013/04/07/ten-of-the-best-virtual-field-trips/>

**Citations**

1. <http://www.easybib.com>
2. <http://www.bibme.org>

Resources

* <http://www.readwritethink.org/>

Grade 6 Technology
Technology 6

Computer Science (Critical Thinking)

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Content

1. coding
2. forms and databases
3. computational thinking
4. digital tools
5. troubleshooting
6. network basics
7. innovative technologies
8. computer careers

Skills

**Coding**

1. Assess and analyze a situation. Code to solve the problem using various programming languages such as Scratch, Java, HTML, CSS (see list in resources).
2. Continue to improve troubleshooting, critiquing, and modifying their own or others' code (steps).
3. Continue to analyze code using the principles of cause and effect to make adjustments to code.
4. Design a webpage using drag-and-drop, and then manipulate the code behind the web page.

**Forms & Databases**

1. Continue to use forms and databases to facilitate learning in other academic areas.
2. Continue to utilize effective search strategies, including Boolean operators, to find information within a database.

**Troubleshooting**

1. Continue to practice good problem-solving skills including:

analysis of error messages, connectivity issues, performance issues.

use of Task Manager.

lookup of possible solutions online for computer problems.

**Networking**

1. Continue to effectively use various data storage types and locations.
2. Continue to utilize proper networking terms when speaking.

**Computer Careers/Innovative Technologies**

1. As a group, predict how future technologies will affect the fields of science, commerce, media, and the arts.
2. Continue to explore the effects technological innovations have on our lives.

Essential Questions

1. Why is coding important in the world around me?
2. What do I do if there is a problem with my computer?
3. To what extent is technology involved in my life?

Standards Vocabulary

1. cause and effect
2. predict
3. compare
4. identify
5. observe
6. critique
7. problem/solution
8. troubleshoot
9. analyze
10. modify

Additional Vocabulary

**Emerging Vocabulary:**

1. Scratch
2. Java
3. HTML
4. CSS

**Mastered Vocabulary:**

1. See attached document

Resources

Stage 2: Assessment Evidence

Exploratory Learning: 3D Design and Printing

Summative: Oral Assessment

Students will be given a rubric or list of questions that they must reflect on and then present to the class. (ex. What did you design? Why did you design it? What problem does it solve? What improvements would you make? What problems did you encounter? etc.) Grade students on the process not on the product.

Guest Speaker

Formative: Online Learning

Invite adults (parents, local business, virtual, etc.) to speak with the students about careers in technology and/or how current technologies affect their business. Before the interview have each student write a couple of questions for the guest. After the session, have students report out on one or two statements that most impressed them and why. The students can produce a document or presentation of some sort.

Self-Guided Online Tutorial: Hour of Code

Summative: Online Learning

Set a goal for what level your students should achieve within the app/website being used. Determine which skills they should master. Focus on using the least amount of code possible.

Collaborative Learning: News Report/Documentary

Summative: Interactive Media

Using a rubric, evaluate students on their ability to present information accurately, make predictions and justify their predictions, and answer the questions below. What current technology being used will still be around in 10 years? What new technology will there be? What will it do? What will it look like? Students will present the results in a special news report (iMovie, News Booth) or as a newspaper article (Google Docs, Word, Publisher, Lucid Press, etc.).

Stage 3: Learning Plan

Learning Experiences

**Coding**

1. **"Unplugged" Simulation**: Students can use  [code.org](https://code.org/) for suggestions on "unplugged" computer science activities.
2. **Self-Guided Online Tutorial**: Students can participate in the Hour of Code (see [code.org](https://code.org/)) in December. They should be reminded that good programmers use the least amount of code possible to achieve their goal. (Advanced students can be challenged with Code Academy or Khan Academy.)
3. **Exploratory Learning**: If possible, the classroom can purchase a simple robot (such as Lego robotics or Hummingbird Duo kits: <http://www.hummingbirdkit.com/>). In small collaborative groups, the students can create and program the robot. They can venture into advanced programming with sound and light sensors, etc. If using Hummingbird, students can create robots related to a character in history or a book they have read.
4. **Exploratory Learning**: Students can celebrate National Robotics Week in April (see link below).

**Website Design**

1. **Collaborative Learning**: In pairs or small groups, students can design a webpage (tie it in with other subject areas such as a website on Egyptian gods or the parts of a cell). They can use a drag-and-drop web page designer such as Google Sites, Weebly, Kids Website Creator or Wix. Once the page has been created, students can learn how to view the underlying HTML (or other languages). Students can explore changing things in the code (i.e., background color). They can see how the changes affect the webpage.

**Networking & Troubleshooting**

1. **Problem Solving**: Students can look up computer problems on the Internet (ex. in Google, YouTube) to find solutions. They should be cautioned to evaluate the websites they are using to ensure that they are trusted and reliable.

**Careers/Innovative Technology**

1. **Collaborative Learning**: Students can build on the News Reports/Documentaries that they made in 5th grade. Last year, the students broke into groups by interest area to explore the contributions of computer science to current and future fields of science, commerce, media, and the arts. Students researched and explained current effects of technology on these fields. This year, they can research and predict how technology will change this industry in the future. What current technology being used will still be around in 10 years? What new technology will there be? What will it do? What will it look like? Students will present the results in a special news report (iMovie, News Booth) or as a newspaper article (Google Docs, Word, Publisher, Lucid Press, etc.).
2. **Exploratory Learning**: Students can continue to explore innovative technology, such as drones or 3D printing in the classroom. They don't need to have a 3D printer in order to learn how to design items using Blender, SketchUp, or Tinkercad. Also, they can order items they have designed to be printed through the vendor and shipped to them. Some offer course content as well such as <http://www.youthdigital.com/courses.html> or <http://www.inventorcloud.net/>. Ideas for use: economics lesson: design and sell iPod cases or iPad stands; social studies: build a 3D model of a piece of architecture they are studying (i.e., pyramids); science: design and build bridges or cases for egg drops; language arts: design a 3D model of a character in a story or the setting; cooking: design molds, or invent a product to solve a need in the classroom.
3. **Exploratory Learning**: Students might consider starting an elective or after school tech club that explores more advanced applications of technology such as 3D printing, webpage design, programming/coding, network/computer maintenance, broadcasting, drones, etc. The club is also a great place to pilot programs that in the future can be implemented in the classroom. The club also creates student experts who can help teachers and other students.
4. **Guest Speaker**: Students can listen to invited adults (parents, local business, virtual, etc.) speak about careers in technology and/or how current technologies affect their business.

Resources

**Coding**

1. <http://hourofcode.com/us>
2. <http://www.codecademy.com/>
3. <https://code.org/>
4. <https://www.tynker.com/>
5. <http://www.kodugamelab.com/>
6. <http://edu.symbaloo.com/mix/codeprogramsites>
7. <http://www.symbaloo.com/mix/coding-coding-coding>
8. <https://scratch.mit.edu/>
9. http://www.stencyl.com/
10. http://gamestarmechanic.com/
11. <http://kidsruby.com/>
12. <https://www.madewithcode.com/>
13. <http://www.candystand.com/play/electric-box>

**Apps**

1. Lightbot Programming Puzzles
2. CodeMonster from Crunchzilla
3. HopScotch
4. Cato's Hike: A Programming and Logic Odyssey

**Forms & Databases**

1. <http://www.socrative.com/>
2. <https://www.infohio.org/> (need username and password; state password can be used or school may have individual login information. Username **infohio** and password **power**.)

**Robotics**

1. <http://nationalroboticsweek.org/resources.php>
2. <http://www.makeymakey.com/>

**Networking**

1. <http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

**Troubleshooting**

1. <http://science.opposingviews.com/troubleshoot-computers-kids-11420.html>
2. <http://www.slideshare.net/Yfandes/troubleshooting-16626396>

**3D Printing**

1. <http://www.teachthought.com/technology/10-ways-3d-printing-can-be-used-in-education/>
2. <http://www.youthdigital.com/courses.html>
3. <http://www.blender.org/>
4. <http://www.sketchup.com/>
5. <https://www.tinkercad.com/>
6. <http://www.inventorcloud.net/>
7. <https://www.bing.com/explore/conversationsworthsharing> (Albert Manero)

**Website Creation**

1. [http://kidswebsitecreator.com/#](http://kidswebsitecreator.com/)
2. <http://www.weebly.com/>
3. <http://kidswebsitecreator.com/>

**Careers/Innovations**

1. <http://www.futureintech.org.nz/>
2. Virtual Guest Speakers: <https://education.skype.com/>

Grade 6 Technology
Technology 6

Creativity and Innovation

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking & Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Reading: Informational Text

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Resources

Content

1. multimedia sources
2. augmented reality
3. desktop publishing
4. video tools
5. audio tools (podcast, screencast)
6. photography tools
7. website creation
8. animation
9. avatar creation
10. QR resources
11. drawing tools
12. cartoon creation
13. visual displays
14. presentation tools
15. graphics
16. formatting

Skills

1. Analyze different media resources to differentiate learning experiences.
2. Express information using a variety of digital media.
3. Enhance understanding of learning concepts by presenting information.
4. Produce original works to allow creativity and ownership.
5. Publish individual and group work.
6. Interact with peers and adults to collaborate in learning experiences.
7. Create audio/visual components of projects to enhance learning objectives.
8. Organize information in a logical sequence.
9. Integrate and develop digital works to understand content.
10. Use or create QR resources to learn more about a given topic.
11. Use or create augmented reality programs to enhance learning objectives.

Essential Questions

1. How can technology tools advance my learning?
2. How can technology be used effectively to communicate information?
3. To what extent can I communicate information to varied audiences through different media formats?
4. To what extent can I select and use appropriate multimedia sources for a defined need?

Standards Vocabulary

1. digital media
2. visual displays
3. presentations
4. Internet
5. collaboration
6. digital tools
7. audio recordings

Additional Vocabulary

1. avatar
2. QR
3. augmented reality
4. podcast
5. screencast
6. animation
7. multimedia

Stage 2: Assessment Evidence

Ancient Civilizations Map

Summative: Visual Arts Project

Each student will utilize a word processing program to create and label a map of the world illustrating the locations of the nine ancient civilizations including Mesopotamia, China, Egypt, India, Greece, Rome, Aztec, Maya, and Inca, along with the continents in which they are located.

Day I Was Born WebQuest Presentation

Summative: Online Learning

Students will research the day that they were born and find interesting facts, people, and significant events associated with that day. Then they will create a presentation using any presentation software.

Compare and Contrast

Formative: Graphic Organizer

Students will create a Venn diagram using a document publishing program or drawing program and compare and contrast the difference between shopping online and shopping in stores.

Document Creation

Formative: Project

Students will design and create a menu for a restaurant from their cultural background and one of a friend to learn about their culture too.

Photo

Formative: Visual Presentation

Students will create a photo montage during Catholic Schools Week using a photo program (Animoto, iPhoto, PowerPoint, etc.) to be presented to the school at the end of the week.

Stage 3: Learning Plan

Learning Experiences

1. **Compare and Contrast**: Students will create a Venn diagram using a document publishing program or drawing program and compare and contrast the difference between shopping online and shopping in stores.
2. **Cooperative Learning**: Students will design and create a menu for a restaurant from their cultural background and one of a friend to learn about their culture too.
3. **Creative Expression**: Students will create a photo montage during Catholic Schools Week using a photo program (Animoto, iPhoto, PowerPoint, etc.) to be presented to the school at the end of the week.
4. **Independent Research:**Students will research the day that they were born and find interesting facts, people, and significant events associated with that day. Then they will create a presentation using any presentation software.
5. **Concept Mapping:**Each student will utilize a word processing program to create and label a map of the world illustrating the locations of the nine ancient civilizations including Mesopotamia, China, Egypt, India, Greece, Rome, Aztec, Maya, and Inca, along with the continents in which they are located.

Resources

**Slideshows**

1. PowerPoint
2. Prezi <http://www.prezi.com>
3. Keynote

**Create Videos**

1. iMovie
2. Movie Maker
3. Animoto <https://animoto.com/>

**Create Websites**

1. Google sites
2. Office
3. Weebly <http://www.weebly.com/>

**Blogging**

1. Edublog <https://edublogs.org/>
2. Tumblr <https://www.tumblr.com/>

**Create/ Publish documents**

1. Club Academia
2. iBooks Author
3. iTunes U
4. Google Docs
5. Word
6. Pages
7. Canva
8. Create a Graph  <http://nces.ed.gov/nceskids/createagraph/>
9. Scholastic Story Starter <http://www.scholastic.com/teachers/story-starter/>
10. Sketch Lot  [www.sketchlot.com](http://www.sketchlot.com)

**Citations**

1. <http://www.easybib.com>
2. <http://www.bibme.org/>

**Create Charts/Graphs**

1. htttp://chartgen.blogspot.com/
2. <http://www.mathcracker.com/pie_chart.php>

**Augmented Reality**

1. Aurasma App
2. Elements 4D
3. Google Translate
4. Amazing Space Journey
5. Layar
6. Word Lens
7. AR Basketball

**QR Code Resources**

1. <http://www.qr-code-generator.com/>
2. <http://goqr.me/>
3. <http://qrcode.kaywa.com/>
4. webqr.com
5. Quick Scan App
6. QR Reader for iPhone/iPad/Android

**Screencasting**

1. Vimeo  <https://vimeo.com>
2. Learn Zillion  <https://learnzillion.com/>
3. Screencast-o-matic <http://www.screencast-o-matic.com/>
4. screencast.com

Grade 6 Technology
Technology 6

Digital Citizenship

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

13. Show special regard for the poor (CCC 2443).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

2. Understand that God blessed all living beings (CCC 1080).

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Resources

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. **Digital Rights and Responsibilities:** the privileges, freedoms and behavioral expectations extended to all digital technology users
2. **Digital Communication:** the exchange of electronic information
3. **Digital Access:** full participation in the digital society
4. **Digital Etiquette:** the standards of conduct
5. **Digital Security:** precautions taken to guarantee personal safety and the security of networks
6. **Digital Literacy:** the knowledge of digital technology and knowing when and how to use it
7. **Digital Law:** the legal rights and restrictions governing the use of technology
8. **Digital Health and Wellness:** the elements of physical and psychological well-being related to digital technology use

Skills

1. Explain and follow procedures relating to Internet safety.
2. Exchange information online.
3. Participate in digital society.
4. Demonstrate digital etiquette.
5. Know precautions for personal safety and a secure network.
6. Know what constitutes appropriate and inappropriate use of hardware and software.
7. Recognize legal rights and restrictions governing technology.

Essential Questions

1. Why are the rules, laws and accepted behaviors in society also necessary in the digital world?
2. What is the digital divide, and why should we strive for universal access to the digital world?
3. What are the best ways to use digital technologies to maximize educational opportunities?
4. How does the use of digital technologies affect others?
5. How am I legally accountable in the uses of digital technologies?
6. How are the rights of others infringed upon by inappropriate digital behavior?
7. Which me should I be online?
8. How do I judge the intentions and impact of people's words and actions online?

Standards Vocabulary

1. copyright
2. digital citizenship
3. digital divide
4. digital health and wellness
5. digital etiquette
6. digital society
7. digital security
8. plagiarism

Additional Vocabulary

**Emerging Vocabulary**

1. technology and good health
2. technology copyright laws
3. technology etiquette
4. technology protection

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Formative: Online Learning

Investigate strategies to recognize legitimate websites from hoax sites.

Good-Natured Teasing vs. Cyberbullying

Summative: Lab Assignment

Create a presentation on the difference between good-natured teasing and cyberbullying.

Making Good Online Choices

Summative: Interactive Media

Student plays "Jo-Cool or Jo-Fool" online game about making good online choices. Twenty question quiz follows.

Stage 3: Learning Plan

Learning Experiences

1. **Online Learning Experience**: Students investigate how to avoid fake websites. <http://www.d214.org/district_library/Fake_sites.aspx>
2. **Role Playing**: Students learn to distinguish good-natured teasing from cyberbullying. <https://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8>
3. **Online Interactive Learning:** Students learn and discuss proper Internet use. <http://mediasmarts.ca/game/jo-cool-or-jo-fool-grades-6-8>
4. **Online Interactive Learning:**Student plays "Jo-Cool or Jo-Fool" online game about making good online choices. Twenty question quiz follows.  <http://mediasmarts.ca/game/jo-cool-or-jo-fool-grades-6-8>
5. **Guest Speaker**: Students can listen to a local authority who is invited into school to talk about sexual predators and Internet safety.

Resources

The Nine Elements of Digital Citizenship <http://www.digitalcitizenship.net/Nine_Elements.html>

Common Sense Media for Educators <https://www.commonsensemedia.org/educators>

**Avatars (promoting digital privacy)**

1. Lego Avatar <http://www.reasonablyclever.com/mini/kidsafe.htm>
2. Animal Avatar <http://www.buildyourwildself.com/>
3. Make Me a Hero Avatar <http://cpbherofactory.com/>
4. AvatarVoki <http://voki.com/>

**Cyberbullying**

1. StopBullying.gov. <http://www.stopbullying.gov/>
2. Bullying <http://www.pacerkidsagainstbullying.org/kab/>
3. Cyberbullying <https://www.commonsensemedia.org/cyberbullying>
4. Cyberbullying BrainPop (requires log in) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>
5. Think Time: How Does Cyberbullying Affect You? [https://www.youtube.com/watch?v=0oGFh0mwrjM&lr=1](https://www.youtube.com/watch?v=0oGFh0mwrjM&amp;lr=1)

**Digital Citizenship**

1. Net Safe Videos for Parents <http://www.netsafeutah.org/parents/parent_videos.html>
2. NSTeens <http://www.nsteens.org/>
3. Brain Pop Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
4. Think You Don't Have Personal Information Worth Protecting? <http://media.commonsensemedia.org/games/top-secret.swf>
5. Generation Safe: Quick Tips Videos <https://www.youtube.com/playlist?list=PLcCI70ryDObamcsmHveyCTsOcuHREC3v0>
6. Teaching Channel: Digital Citizenship Video Playlist <https://www.teachingchannel.org/blog/2013/10/18/digital-citizens-video-playlist/>
7. Jo Cool or Jo Fool (interactive website) <http://mediasmarts.ca/game/jo-cool-or-jo-fool-grades-6-8>
8. Digital Presence <https://www.youtube.com/watch?v=gi7EDNFI_w0>
9. O2 Keeping Kids Safe <http://www.o2.co.uk/help/everything-else/digital-family>
10. CommonCraft Videos <https://www.commoncraft.com/videolist?qt-cc_video_quicktab=0#qt-cc_video_quicktab>

**Digital Communications**

1. Facebook, YouTube, Texting: Rules of the Road for Kids [https://www.youtube.com/watch?v=Gd520wZZGDE&feature=relmfu](https://www.youtube.com/watch?v=Gd520wZZGDE&amp;feature=relmfu)

**Digital Footprint**

1. Digital Footprints <http://www.kidsmart.org.uk/digitalfootprints/>
2. Protecting Online Reputations <https://www.commoncraft.com/video/protecting-reputations-online>
3. What's a Digital Dossier? [https://www.youtube.com/watch?v=79IYZVYIVLA&feature=player\_embedded](https://www.youtube.com/watch?v=79IYZVYIVLA&amp;feature=player_embedded)

**Digital Law**

1. Copyrights BrainPop (login required) <https://www.brainpop.com/english/writing/copyright/preview.weml>
2. Copyright and Fair Use: Common Sense Media Video [https://www.youtube.com/watch?v=suMza6Q8J08&list=TL0OM\_K6i\_7wY6V35BIjapD44wkpRCwmWl&utm\_content=buffer407a7&utm\_medium=social&utm\_source=twitter.com&utm\_campaign=buffer](https://www.youtube.com/watch?v=suMza6Q8J08&amp;list=TL0OM_K6i_7wY6V35BIjapD44wkpRCwmWl&amp;utm_content=buffer407a7&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer)
3. Copyright Law Explained <https://www.youtube.com/watch?v=tk862BbjWx4>
4. Copyright Law Curriculum <http://www.teachingcopyright.org/>
5. Videos on Licensing, Copyrights, and More (from Creative Commons) <https://creativecommons.org/videos/>

**Digital Privacy**

1. Post to Be Private (NSTeens) <http://www.nsteens.org/Videos/Post-to-bePrivate>
2. Privacy on the Internet (Common Sense Media) [https://www.youtube.com/watch?v=44me3yq-qq0&feature=youtu.be](https://www.youtube.com/watch?v=44me3yq-qq0&amp;feature=youtu.be)

**Digital Rights and Responsibilities**

1. Digital Passport <https://www.digitalpassport.org/educator-registration>
2. Digital Rights: Sharing Info [https://www.youtube.com/watch?v=qiP79vYsfbo&feature=youtu.be](https://www.youtube.com/watch?v=qiP79vYsfbo&amp;feature=youtu.be)

**Digital Search/Research**

1. Basic Search Tips from Google <https://support.google.com/websearch/answer/134479?hl=en>
2. BrainPop Internet Sources <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
3. Citation Machine <http://www.citationmachine.net/>
4. Google Course on Searching the Internet <https://www.google.com/search/about/>
5. Power Search <http://www.powersearchingwithgoogle.com/course/ps/course.html>
6. Remix [https://www.youtube.com/watch?feature=player\_embedded&v=UP468k1u\_Mk](https://www.youtube.com/watch?feature=player_embedded&amp;v=UP468k1u_Mk)
7. Websites: How to Evaluate Sources <http://library.acadiau.ca/tutorials/webevaluation/>

**Fair Use/Public domain**

1. A Fair(y) Use Tale [https://www.youtube.com/watch?v=CJn\_jC4FNDo&feature=youtu.be](https://www.youtube.com/watch?v=CJn_jC4FNDo&amp;feature=youtu.be)

**Image Copyright**

1. Google Images Reverse Image Search (drop an image onto the page and search) <https://images.google.com/?gws_rd=ssl>
2. Image Edit Exposure Tool <http://www.fourandsix.com/>
3. Image Edited? Check Here <http://imageedited.com/>
4. Is This Picture Real? <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
5. Tineye Reverse Image Search <http://www.tineye.com/>

**Images (free)**

1. Free Photo <http://www.freefoto.com/index.jsp>
2. Open Photo <http://openphoto.net/>
3. Smithsonian Wild <http://siwild.si.edu/>
4. Wiki Images <https://commons.wikimedia.org/wiki/Main_Page>

**Internet Hoaxes**

1. Fake Baseball Blog <http://bottomofthefourth.blogspot.com/2011/06/target-field-collapses-due-to-resonant.html>
2. Hoax or Not? <http://www.kidsnetsoft.com/webquest/html/index.html>
3. Save the Tree Octopus <http://zapatopi.net/treeoctopus/>

**Internet Safety**

1. Digital Safety Informational Guide (staying safe online, includes search engine safety, scams, and identity theft) <https://www.budgetdirect.com.au/blog/2015/01/digital_safety_staying_safe_online.html>
2. Internet Safety Quiz <http://www.safekids.com/quiz/q1.htm>
3. Internet Safety Video: Day in Digit's Life [https://www.youtube.com/watch?v=89eCHtFs0XM&feature=youtu.be](https://www.youtube.com/watch?v=89eCHtFs0XM&amp;feature=youtu.be)
4. iSafe (a helpful resource completely centered around E-Safety Technology and Education)
5. Mirror Image (free download about answering an online modeling job 7/8th grade) <http://www.ophea.net/product/cybercops-grade-7-mirror-image-teacher-resource#.VYg7TRNViko>
6. My Online Neighborhood Video by CommonSense Media  <https://www.youtube.com/watch?v=vUO7t92k4Xg>
7. NSTeens <http://www.nsteens.org/>
8. Online Safety Quiz <http://www.iol.ie/~dromore/safety/quiz/quiz.htm#quest1>
9. Online Safety Quiz II <http://www.safekids.com/quiz/q1.htm>
10. Online Safety Video <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/preview.weml>

**Netiquette**

1. You Can't Take it Back <http://www.netsmartz.org/RealLifeStories/CantTakeItBack>

**Online Ads**

1. Admongo (explore, discover and learn about online ads while playing a game) <http://www.admongo.gov/>

**Online Plagiarism**

1. Plagiarism Video <https://www.commoncraft.com/video/plagiarism>
2. Plagiarism Check <http://www.turnitin.com>
3. Plagiarism Check <http://www.plagtracker.com/>

**Passwords**

1. Broken Friendship <http://www.netsmartz.org/RealLifeStories/BrokenFriendship>
2. Password Creator: 3 Steps <http://passcreator.com/>
3. Passwords: How Secure Is Yours? <https://howsecureismypassword.net/>

**Social Media**

1. #Hashtag: You're It [https://www.youtube.com/watch?v=abgRCmkm6No&feature=youtu.be](https://www.youtube.com/watch?v=abgRCmkm6No&amp;feature=youtu.be)
2. Look up: Don't Let Social Media Take Over Your Life [https://www.youtube.com/watch?v=Z7dLU6fk9QY&feature=player\_embedded](https://www.youtube.com/watch?v=Z7dLU6fk9QY&amp;feature=player_embedded)
3. Email and IM Video <https://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>
4. Social Media Revolution (video; great music) [https://www.youtube.com/watch?v=sIFYPQjYhv8&feature=youtu.be](https://www.youtube.com/watch?v=sIFYPQjYhv8&amp;feature=youtu.be)

**Texting**

1. Texting: Chicken Road YouTube <https://www.youtube.com/watch?v=aWT-BDKPKsY>

**Extras (classroom visual aids, tips and more)**

1. Nine Pillars Poster <http://www.fractuslearning.com/wp-content/uploads/2014/09/digital_citizenship_1280-740x523.png>
2. Digital Safety Word Cloud Example <http://www.kings.k12.ca.us/VideoConferencing/FrontPageImages/digital%20cit%20wordle.png>
3. Plagiarism Cartoon <http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/404/cartoon.jpg>
4. Password Poster <http://4.bp.blogspot.com/-pD360uCuS1c/VH8bwOOp_kI/AAAAAAAAJlA/2qW1x3cI8DU/s1600/WorstPasswords-2013.jpg>
5. Digital Law Poster <https://www.guidancesoftware.com/PublishingImages/Solutions/iStock_000019902035XSmall.jpg>
6. Digital Commerce Poster <http://cdn2.business2community.com/wp-content/uploads/2014/01/Digital-Commerce-and-Online-Spending.jpg>
7. Digital Commerce Poster 2 <http://www.sabreairlinesolutions.com/blog/wp/wp-content/uploads/E-Commerce.jpg>
8. Digital Communication Cartoon [www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg](http://www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg)
9. Digital Communication Summary <http://image.slidesharecdn.com/digitalcommunication-130325142615-phpapp01/95/digital-communication-3-638.jpg?cb=1364221615>
10. Digital Health and Wellness <https://lh5.googleusercontent.com/zvfEku8NVDCfhme9xtrUYtUsIku_SHKOThZwxiI1gp3SmkdqYX-YApKQqLeZRtXOIycxMoiJG0G_Een2A0RmLVmjaP0WDKCVZwnEpsauALo6zN0-2KU>
11. Digital Rights <http://763599703245015737.weebly.com/uploads/2/3/6/5/23654578/1382197966.jpg>
12. Digital Security Image <http://crystallakeoralsurgery.com/wp-content/uploads/2013/01/security-digital.jpg>
13. Personal Information Graphic <https://d3nsxkvkfprphq.cloudfront.net/blog/wp-content/uploads/2013/09/acxiom-1.png?e835a1>
14. Digital Etiquette Poster <http://areyouadigitalcitizen.weebly.com/uploads/6/8/9/9/6899478/5538654_orig.jpg>
15. Digital Literacy Cartoon <https://kristinconradi.files.wordpress.com/2013/05/cartoon_newliteracies.jpg>
16. Digital Literacy Pyramid <http://blogs.reading.ac.uk/digitallyready/files/2012/10/Work_placements.jpg>
17. Definition of Digital Citizenhip <http://www.teachthought.com/technology/the-definition-of-digital-citzenship/?crlt.pid=camp.tkYSuE8oJHju>
18. Copyright Flowchart: Can I Use It? Yes? No? If This, Then <http://langwitches.org/blog/2014/06/10/copyright-flowchart-can-i-use-it-yes-no-if-this-then/>
19. Classroom Resources for Digital Citizenship <http://www.educatorstechnology.com/2014/08/classroom-posters-and-resources-for.html>
20. Don't Just Copy, Do the Right Thing <http://venspired.com/dont-just-copy-do-the-right-thing/>
21. Edutopia <http://www.edutopia.org/blog/pbl-pilot-formative-assessment-pbl-matt-weyers-jen-dole>
22. Digital Health and Wellness <http://sealadycb.edu.glogster.com/digital-health-and-wellnes/>
23. Digital Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Grade 6 Technology
Technology 6

Research and Information Fluency

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Call to Family, Community, and Participation

The Rights of Children

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. relevant information
2. multiple digital sources/tools
3. credibility and accuracy
4. plagiarism
5. organization of data/results
6. searching techniques
7. citations

Skills

1. Gather information from the Internet using searching techniques.
2. Evaluate the credibility of print and digital sources.
3. Recall the definition of plagiarism.
4. Utilize their understanding of plagiarism in creating original works.
5. Take notes by summarizing, paraphrasing, and quoting information.
6. Organize information for use.
7. Use strategies such as definition, classification, comparison/contrast, and cause/effect in writing.
8. Use online tools to create basic bibliographic information for sources.
9. Publish results using digital tools.

Essential Questions

1. How can utilizing the research process model make me become an information literate learner?
2. Why is it important to identify, access, and evaluate the quality and appropriateness of digital resources?
3. What is the importance of academic integrity?

Standards Vocabulary

1. plagiarism
2. credibility
3. accuracy
4. data
5. summarizing
6. paraphrasing

Additional Vocabulary

**Emerging Vocabulary**

1. definition
2. classification
3. comparison/contrast
4. cause/effect
5. searching techniques see links below

**Mastered Vocabulary**

1. See attached document

Resources

* <https://owl.english.purdue.edu/owl/resource/558/01/>

Stage 2: Assessment Evidence

MLA Citation

Summative: Quiz

Students will use the link provided and complete the drag/drop quiz using the correct formatting order, completing it for both Book Citations and Web Pages Citations.

Evaluating Websites

Formative: SmartBoard/ActivBoard Interactive Activity

Teacher will display the Evaluating Websites link on the Smart Board. Students will work through the questions for a chosen or given website and conclude the site's credibility and accuracy.

Research Project

Summative: Research Project

Students will research a topic, take notes, organize information, create a final report, including citations, and publish their work.

Stage 3: Learning Plan

Learning Experiences

1. **Concept Map**: Students will organize information gathered from websites to create a concept map on the topic.
2. **Writing Product**: Students will create an organizational outline.
3. **Digital Drawing**: Students will communicate the information learned in the form of a drawing or poster.
4. **Report/Book**: Students will use the information gathered on a teacher-assigned topic to create a report or book.
5. **Website Exploration**: Students will visit websites and assess their credibility and accuracy as well as gather information.
6. **Independent Work**: Students will evaluate credibility of sources and take notes.
7. **Research Project**: Students will complete a research project on a particular topic and publish the final project.
8. **Online Activity**: Students will use the links below and complete the drag/drop quiz using the correct formatting order, completing it for both Book Citations and Web Pages Citations. <http://www.grammar-quizzes.com/wrcite1_book.html> and <http://www.grammar-quizzes.com/wrcite5_web.html>

Resources

**Mapping & Drawing Tools**

1. Google Drawings
2. Paint
3. Glogster
4. Kidspiration
5. Inspiration
6. <http://eduplace.com/graphicorganizer/>
7. <https://www.mindmup.com/#m:new>

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Pages

**Publishing Tools**

1. Google Docs
2. Edublog <https://edublogs.org/>
3. Kidblog <http://kidblog.org/home/>
4. Blogger
5. Weebly <http://www.weebly.com/>
6. TikaTok <https://www.tikatok.com/>

**Presentation Tools**

1. Microsoft PowerPoint
2. Google Slides
3. Keynote
4. Prezi <http://prezi.com>

**Search Engines/Tips**

1. [http://www.freetech4teachers.com/2015/06/10-important-google-search-strategies.html?utm\_source=feedblitz&utm\_medium=FeedBlitzRss&utm\_campaign=freetech4teachers#.VYruwflViko](http://www.freetech4teachers.com/2015/06/10-important-google-search-strategies.html?utm_source=feedblitz&amp;utm_medium=FeedBlitzRss&amp;utm_campaign=freetech4teachers#.VYruwflViko)
2. <http://www.infotopia.info/>

**Information Resources**

1. [www.infohio.org](http://www.infohio.org) (Need password - your school may have its own individual login, or you can use the statewide username **infohio** and password **power**)
2. [www.worldbookonline.com/student/home](http://www.worldbookonline.com/student/home)
3. <http://askatechteacher.com/great-kids-websites/research/>
4. <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
5. <http://www.kyvl.org/kids/portal.html>
6. <http://owl.english.purdue.edu>
7. <http://www.plagiarism.org/>

**Citation Tools**

1. <http://citationmachine.net/index2.php>
2. <http://www.easybib.com/>
3. <http://www.bibme.org/>

**Plagiarism Checker**

1. turnitin.com
2. <http://www.plagtracker.com/>

Grade 6 Technology
Technology 6

Technology Operations and Concepts

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Speaking & Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Reading: Informational Text

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

**Advancing Technologies**

**Hardware/Peripherals**

1. components

**Software/Operating Systems**

1. organization
2. productivity/digital tools

presentations

word processing

spreadsheets

drawing/illustrator

**Keyboarding**

**Internet**

1. providers
2. malware and viruses

Skills

**Advancing Technologies**

1. Describe and explain new and advancing technologies.

**Hardware/Peripherals**

1. Identify different computing components.

**Software/Operating Systems**

1. Save files in appropriate locations.
2. Utilize folders in personal drives.
3. Upload, download and save files and programs to different locations and devices.
4. Introduce task manager/force quit.
5. Be able to produce in a variety of productivity/digital tools.

word processing

spreadsheets

presentation

drawing/illustrators

**Keyboarding**

1. Produce three-page document in a single sitting.

**Internet**

1. Identify different providers.
2. Understand what a virus is and how to protect your device from them.

Essential Questions

1. How has technology evolved over time and how will it continue to change?
2. How do all the different parts of technology work together?
3. What skills will help me become efficient in technology?

Standards Vocabulary

1. digital media/digital tools
2. applications
3. presentation
4. technology
5. Internet
6. collaborate
7. keyboarding
8. formatting
9. chart

Additional Vocabulary

**Emerging Vocabulary**

1. task manager
2. force quit
3. header
4. footer
5. page break preview
6. named ranges
7. freeze (rows)
8. firewall

**Master Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Rubic for Skills

Formative: Lab Assignment

Student will be able to use technology to produce and publish writing as well as to interact and collaborate with others. This template is used for all programs: word processing, spreadsheet, presentation and internet lab assignments.

Internet Search Projects

Formative: Cooperative Group Work

Student will be able to use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Keyboarding

Summative: Class Work

Students will demonstrate a sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Group Research and Presentation

Summative: Cooperative Group Work

Students will demonstrate presentation skills and be able to integrate information to develop a coherent understanding of a topic or issue.

Stage 3: Learning Plan

Learning Experiences

**Advancing Technologies**

1. **Research**: Students will research an emerging technology and be able to present findings in a clear and concise manner.

**Hardware/Peripherals**

1. Students will be able to identify the components of devices used in the school.

**Software/Operating Systems**

Productivity/ Digital Tools

Word Processing

**Document Creation:** Students will be able to open and create a document by using word processing program or app. Students will type into the document. As year progresses, have students format text with different font, font size and color, add bullets, numbering, clip art, objects or photos.

Spreadsheet

**Independent Practice**: Students can collect data on a spreadsheet and convert it to a chart, such as a bar graph, pie graph, or line graph.

Presentation

**Interdisciplinary Approach**: Students can create a presentation on an assigned curricular topic. They will present or share the presentation with classmates or other students in the school.

Drawing/Illustration

**Cooperative Learning Group**: In a small group, students will collaboratively write and illustrate a teacher-assigned topic.

**Keyboarding**

1. **Practice**: Students can use a typing website to reinforce learning of the skill: <https://www.nitrotype.com/>

**Internet**

1. **Independent Learning**: Students gather information on a computer virus and malware at  [http://www.teach-ict.com/gcse\_new/protecting\_systems/malware/miniweb/index.htm](http://www.teach-ict.com/gcse_new/protecting_systems/malware/miniweb/index.htm%20)

Resources

* [http://www.westonps.org/pageprint.cfm?p=4345keywords=Search](http://www.westonps.org/pageprint.cfm?p=4345&keywords=Search)

Resources

**Technology Hardware/Software**

1. <http://electronics.howstuffworks.com/tech>
2. <https://www.google.com/edu/training/get-trained/>

**Productivity Tools**

1. Microsoft Word, Excel, PowerPoint
2. Google Docs, Slides, Sheets, Draw, Drive
3. Apple Pages, Numbers, Keynote
4. Wordle <http://www.wordle.net/>
5. Tagxedo <http://www.tagxedo.com/>
6. <http://www.scholastic.com/browse/collection.jsp?id=658>

**Other**

1. Interactive Board Lessons (SmartBoard, Promethean, Epson)

**Internet**

1. Internet Browser (Google Chrome, Internet Explorer, Safari, Mozilla Firefox)

**Keyboarding**

1. <http://www.typingclub.com/>
2. <http://www.typingtest.com/>
3. <http://www.powertyping.com/>
4. <https://www.nitrotype.com/>

**Presentation Tools**

1. Prezi <https://prezi.com/>
2. Glogster <https://www.glogster.com/#one>
3. Popplet <https://popplet.com/>
4. Show Me <http://www.showme.com/>
5. iMovie