

Pequannock Township School District

Curriculum Syllabus

Computer Applications / Grade 6

Course Description:

The sixth grade Computer Applications course is an elective cycle course that is taught in each trimester for Grade 6. This course provides students with 21st century technology skills in the area of Microsoft Office and Google Apps for Education. Students will have prior knowledge that will be significantly developed as they are taught and experiment with these applications. It is imperative for all students to obtain and implement technology into their academic and personal lives to be abreast of the continuously changing technological world. Digital Citizenship and Social Media Awareness are also crucial to the development of our adolescent learners.

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1. Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.1
2. Demonstrate the application of appropriate citations to digital content. 8.1.8.D.2
3. Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.3
4. Assess the credibility and accuracy of digital content. 8.1.8.D.4
5. Understand appropriate uses for social media and the negative consequences of misuse. 8.1.8.D.5
6. Demonstrate knowledge of a real world problem using digital tools. 8.1.8.A.1
7. Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.A.2
8. Use and/or develop a simulation that provides an environment to solve a real world problem or theory. 8.1.8.A.3
9. Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.8.C.1
10. Graph and calculate data within a spreadsheet and present a summary of the results. 8.1.8.A.4
11. Create a database query, sort and create a report and describe the process, and explain the report results. 8.1.8.A.5

12. Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.E.1
13. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.B.1
14. Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.1.8.F.1
15. *Act as a responsible and contributing citizen and employee.* Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. CRP1
16. *Apply appropriate academic and technical skills.* Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. CRP2
17. *Communicate clearly and effectively and with reason.* Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. CRP4
18. *Consider the environmental, social and economic impacts of decisions.* Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. CRP5
19. *Demonstrate creativity and innovation.* Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. CRP6

20. *Employ valid and reliable research strategies.* Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. CRP7
21. *Utilize critical thinking to make sense of problems and persevere in solving them.* Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. CRP8
22. *Model integrity, ethical leadership and effective management.* Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. CRP9
23. *Use technology to enhance productivity* . Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. CRP11
24. *Work productively in teams while using cultural global competence.* Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. CRP12
25. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ELA-SL.6.1
26. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ELA-SL.6.5
27. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELA-W.6.4
28. 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. ELA-W.6.6

Scope and Sequence

Unit 1: (Computer Ethics and Etiquette)

In this unit, you will learn about the issues of digital copyright and plagiarism, become aware of appropriate online etiquette, and understand the consequences of cyberbullying.

Unit 2 (Microsoft Word/Google Docs)

Computers and word processing programs have transformed the process of typing reports, making it easier than ever to edit, rearrange and even proof papers before printing a single word. Word processing is the most common computer application. Students use word processing to enhance learning, to increase productivity and creativity, and to publish their work.

Unit 3 (Microsoft Excel/Google Sheets)

Spreadsheets allow students to play a more active role in their learning. Students can change variables and instantly see results of data analysis and calculations. There are numerous personal and business real-world uses of spreadsheets. Students will create their own tables and graphs in this unit.

Unit 4 (Microsoft PowerPoint/Google Slides)

All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. In this Unit, students will: apply principles of effective slide design, create a presentation using different slide layouts, and create multiple PowerPoint presentations.

Unit 5 (Desktop Publishing)

This unit provides an introduction to Microsoft Publisher as a means for providing professional documents.

Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed through observation, participation, and self-reflection exercises and criteria in the form of rubrics.

1. The trimester grade for each student will be calculated by weighted classwork, tests, quizzes, and projects according to the District's grading policy.
2. Rubric based projects

Curriculum Resources

Anchor Programs/Teacher Materials

- Each student will have his/her own operating computer with Internet access
- Google Drive Assignments
- Websites
- Instructional Handouts
- <https://www.youtube.com/watch?v=eRqUE6IHTEA>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Chromebooks
- Google Apps for Education
- Microsoft Office Suite
- www.typing-lessons.org
- www.journeyed.com

