Technology Integration 1: 6th Grade

This course endeavors to develop technological literacy to empower students to acquire necessary knowledge and skills (with specific focus on keyboarding for 6th grade). While along the way, developing critical thinking, problem solving, and career-focused soft skills through project-based learning, promoting innovation, creativity, and collaboration.

Course Information:

Frequency & Duration: Averaging 42 minutes; 5 days per week; approx. 7 weeks

Text: none

Content: Intro/Virtual Classroom/Keyboarding Skills/Word Processing   **Duration:** 1 week
(keyboarding skills continues daily throughout course)

Big Project(s):	Illustrated Word Document Keyboarding Lessons (continued throughout course)
Skills:	• Understand the expectations and scope of the technology integration course • Utilize social media based virtual classroom structure • Virtually submit assignments/manage deadlines • Basic computer file management • Create, format, and edit Microsoft Word documents • Develop typing skills and technique
Instructional/Engagement Activities:	• Typing.com lessons (comprehensive curriculum and typing games) • TI: Word Illustrated Intro (word document with 4 questions to introduce students and their interest in technology)

Assessment:	• Completed beginner level lessons on Typing.com, growth shown in typing speed and accuracy • Illustrated Word document (12 pictures), typed answers to all questions completed and submitted virtually
Resources:	www.edmodo.com www.typing.com Microsoft Word TI: Word Illustrated Intro, Word document
Standards:	15.4.8.A **Analyze the influence of emerging technologies on daily life.** 15.4.8.B **Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.** 15.4.8.K **Create a multimedia project using student-created digital media.** CC.3.6.6-8.C **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** CC.3.6.6-8.E **Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

Comments:

Content: Internet research   **Duration:** 1 week

Big Project:	Web Scavenger Hunt
Skills:	• Understand the process of internet search • Select keywords to conduct internet search for specific information • Execute efficient & accurate internet searches
Instructional/Engagement Activities:	• Google Search Lesson Plans #1 – Identifying keywords. • Internet search assignment: selecting keywords • Internet search assignment: (seasonal) "Gobble, Gobble" Web quest, Black History Month Scavenger Hunt, etc.
Assessment:	• Complete and accurate researched answers to all internet search assignment questions.
Resources:	Google Search Education Lesson Plans – from Google Worksheet(s): keywords assignment (Word), Gobble, Gobble Web quest (pdf), Black History Month Internet Scavenger Hunt_Qs (Word), Internet search Black History Month Qs (Word) Video: "The Internet: How search works" (YouTube – code.org's channel) https://www.youtube.com/watch?v=LVV_93mBfSU&feature=em-subs_digest
Standards:	Standard - 15.4.8.A **Analyze the influence of emerging technologies on daily life.** Standard - 15.4.8.B **Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.**

Standard - 15.4.8.L

Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.

Standard - 15.4.8.M

Explore and describe how emerging technologies are used across different career paths.

Standard - CC.3.6.6-8.F
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
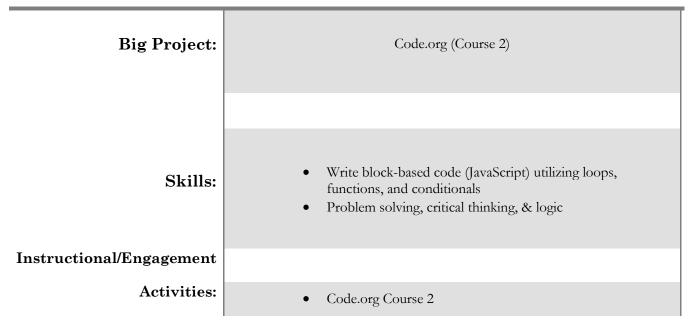
Standard - CC.3.6.6-8.G
Gather relevant information from multiple print and **digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism** and following a standard format for citation.

Comments: Search keyword activities are seasonally interchangeable.

Content: Coding   **Duration:** 2 weeks

Big Project:	Code.org (Course 2)
Skills:	• Write block-based code (JavaScript) utilizing loops, functions, and conditionals • Problem solving, critical thinking, & logic
Instructional/Engagement Activities:	• Code.org Course 2

Assessment:	• Completed lessons in course 2 of code.org
Resources:	Website: www.code.org Extras: Blockly games (https://blockly-games.appspot.com), Made with code by Google (https://www.madewithcode.com), Scratch (https://scratch.mit.edu/)
Standards:	15.4.8.A **Analyze the influence of emerging technologies on daily life.** 15.4.8.G **Create an advanced digital project using appropriate software/application for an authentic task.** 15.4.8.I **Solve a problem with an algorithm.** 15.4.8.J **Explain the basic differences between encoding and decoding.** 15.4.8.M **Explore and describe how emerging technologies are used across different career paths.**

Comments:

Content: Video Game Design   **Duration:** 2 weeks

Big Project:	Student designed video game
Skills:	- Understand the aspects of video game design - Play and design video games - Create and design a Microsoft PowerPoint slide
Instructional/Engagement Activities:	- Play through Gamestar Mechanic Quest (5 episodes) - Use Gamestar Mechanic workshop to design and publish student created game. - Play and review/comment on peer created games. - Using Microsoft PowerPoint, create mock-up of case design for student created video game.
Assessment:	- Progress in Gamestar Mechanic Quest: 5 episodes complete, @ least 50% overall - Designed video game - Video game case design (Cover art, title, screenshots, game description, aesthetic/creativity)
Resources:	Website: www.gamestarmechanic.com Microsoft PowerPoint Video game case design template (.ppt file)
Standards:	15.4.8.B **Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.** 15.4.8.D **Create projects using emerging input technologies.** 15.4.8.G **Create an advanced digital project using appropriate**

software/application for an authentic task.
15.4.8.K
Create a multimedia project using student-created digital media.
15.4.8.M
Explore and describe how emerging technologies are used across different career paths.
Standard - CC.3.5.6-8.D
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Comments:

Content: Digital Citizenship   **Duration:** 1 week

Big Project:	Digital Citizenship Scenarios
Skills:	• Explore digital citizenship in the areas of: Strategic Searching, Cyberbullying, A Creator's Rights, & Safe Online Talk • Find facts and gather data for conscientious decisions • Synthesize information and evaluate options • Assess situations in order to make informed judgments • Reflect on decisions and determine alternative choices • Build interpersonal empathy by role-playing and taking the perspective of others • Develop skill-based competencies through game-based learning • Apply learnings to real-world situations
Instructional/Engagement Activities:	Digital Citizenship Scenarios on digitalcompass.org: Citation Infestation (INFORMATION LITERACY) Hack-a-wrong (CREATIVE CREDIT & COPYRIGHT) Digital Heartbreak (CYBERBULLYING) Break It Down (INTERNET SAFETY)
Assessment:	• Achievement of badges for multiple results in each digital citizenship scenario.

Resources:	Website: www.digitalcompass.org
Standards:	Standard - 15.4.8.A **Analyze the influence of emerging technologies on daily life.** Standard - 15.4.8.B **Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.**

Comments: Inclusion and/or duration of this unit dependent upon available time.