Unit 1 Digital Citizenship

Content Area: **Technology**
Course(s): **Sample Course, Computers 6**
Time Period: **September**
Length: **7 Sessions, Grade 6**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Computer Applications Grade 6

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Jacqueline Pagano

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

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Unit Overview

Unit 1 Digital Citizenship (7 sessions) This unit initially teaches or reviews the basics of the Acceptable Use Policy, appropriate online behavior, exhibit legal and ethical behaviors, describe and practice safe internet usage. This unit also prepares the student with appropriate log on credentials for the computer and different web sites that will be used throughout the term.

Exit Skills

By the end of Unit 1 students will be able to:

- Understand the necessary ideas to make safe and ethical decisions when using the internet.
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics.

- Effective use of digital tools assists in gathering and managing information.

Enduring Understanding

All students can benefit from a basic to moderate understanding of computer and keyboarding skills to allow for their proper and effective use of technology.

It is essential that students be exposed to the proper use of Technology so that they may possess the skills necessary to excel in both their academic and long-term careers.

Essential Questions

- **What are safe and appropriate internet surfing procedures?**
- **What are steps to responding to online communication that makes you feel uncomfortable?**
- **Why should you respect copyright law and other people's rights while online?**
- **Why should you keep your identity private?**

Learning Objectives

- Students will demonstrate, understand and model appropriate online behaviors related to cyber safety, cyber security, and cyber ethics including appropriate use of social media.
- Students will research a product that was designed for a specific demand and identify how the product has changed to meet new demands.
- Using a simple, visual programming language, create a program using algorithms, loops, events and procedures to generate specific output.

By completing the following skills by unit of instructions as described by the objectives above:

Orientation to:

the class and grading

learning the content and purppose of the Acceptable Use Policy

social media

copyright laws

Identity theft

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.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.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.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.
LA.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.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- Mathematics
- Economics

- Science
- Geography
- History

21st Century/Interdisciplinary Themes

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

21st Century Skills

- Communication and Collaboration

- Creativity and Innovation

- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy

- Information Literacy

- Life and Career Skills

- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen
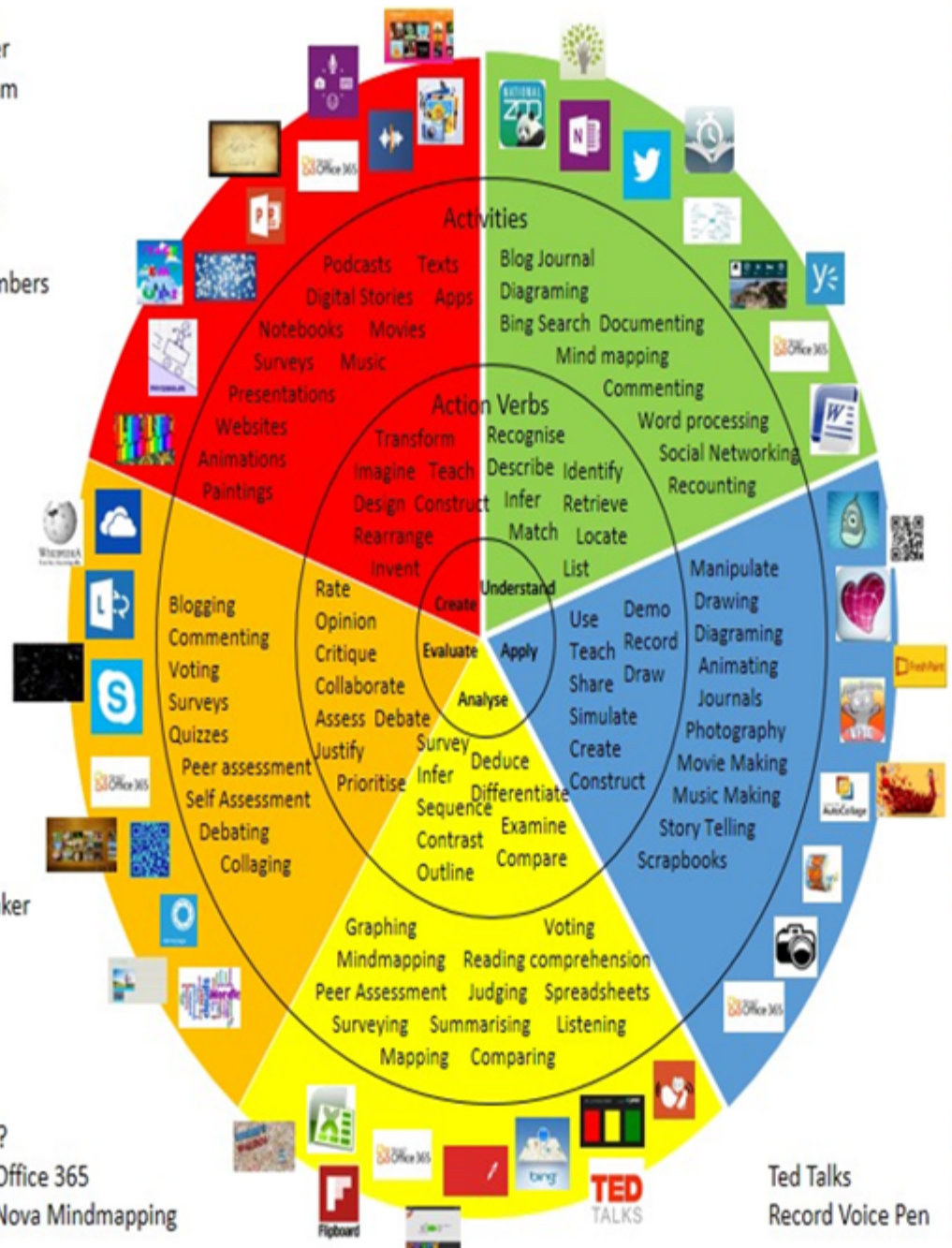
Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Microsoft Word
- Teacher-made handouts
- Office 365
- Digitools, textbook
- Code.org https://code.org/

Worksheets/Online Typing Websites:

- Dance Mat Typing: http://bbc.co.uk/schools/typing/
- Keyboard Puzzle: http://www.abcya.com/standard_keyboard.htm
- More Typing Lesson: http://www.typing-lessons.org/lesson_1.html
- Spider Typing Game: http://resources.kaboose.com/games/super-hyper-spider-typer.html
- Touch Typing Practice: http://sense-lang.org/typing/
- Typing Lessons/Test: http://typeonline.co.uk/lesson1.html
- Typing.com: https://www.typing.com/
- Typing club: https://www.typingclub.com/

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

Ancillary Resources
Please list ALL other resources available to strengthen your lesson.

Sample Lesson
One Lesson per Curriculum must bein this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: