

# Unit 2 Basic Computer Skills and Tools

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

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## Computer Applications Grade 6

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved - August 22, 2016

## **Unit Overview**

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Unit 2- Basic Computer Skills and Tools (7 sessions) This unit initially teaches or reviews the basics of the computer hardware, software, desktop orientation, login and log-out procedures. This unit will also introduce technology vocabulary.

## **Exit Skills**

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By the end of Unit 2 students will be able to:

- - Log in and out of the network.
- - Recognize and use desktop icons/tools and their functions: Menu Bar Recycle Bin
  - Use the Dock or Start button to open applications.
  - Use a menu command (or shortcut) to quit applications.

- Find or search for files and folders.
- Multitask by opening and using two applications at once.
- Open, close, minimize, maximize, and restore windows.
- Create and use a structure of files and folders.
- Create, name, and save files.
- Create and delete folders.
- Demonstrate effective input of text using a word processor.
- Demonstrate ability to create documents using appropriate text formatting features of a word processor program.

## **Enduring Understanding**

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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**

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- How can the computer be used as a tool?
- What process would you use to create a letter or newsletter in Microsoft Word?
- How can digital tools be used for creating original and innovative works, ideas, and solutions?

## **Learning Objectives**

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- - Students will demonstrate proper use of computer hardware Basic Computer Tools and Skills.
  - Students will demonstrate proper use of computer software using the Computer Operating System.

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

Orientation to:

- proper way to log on and off of a computer
- proper way to open applications and log out
- correct tools to use for different projects

## **Interdisciplinary Connections**

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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.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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.
LA.6.CCSS.ELA-Literacy.L.6.2b	Spell correctly.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

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

Key subjects include:

- English, reading or language arts
- Mathematics
- Economics
- Science
- Geography
- History

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- 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**

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

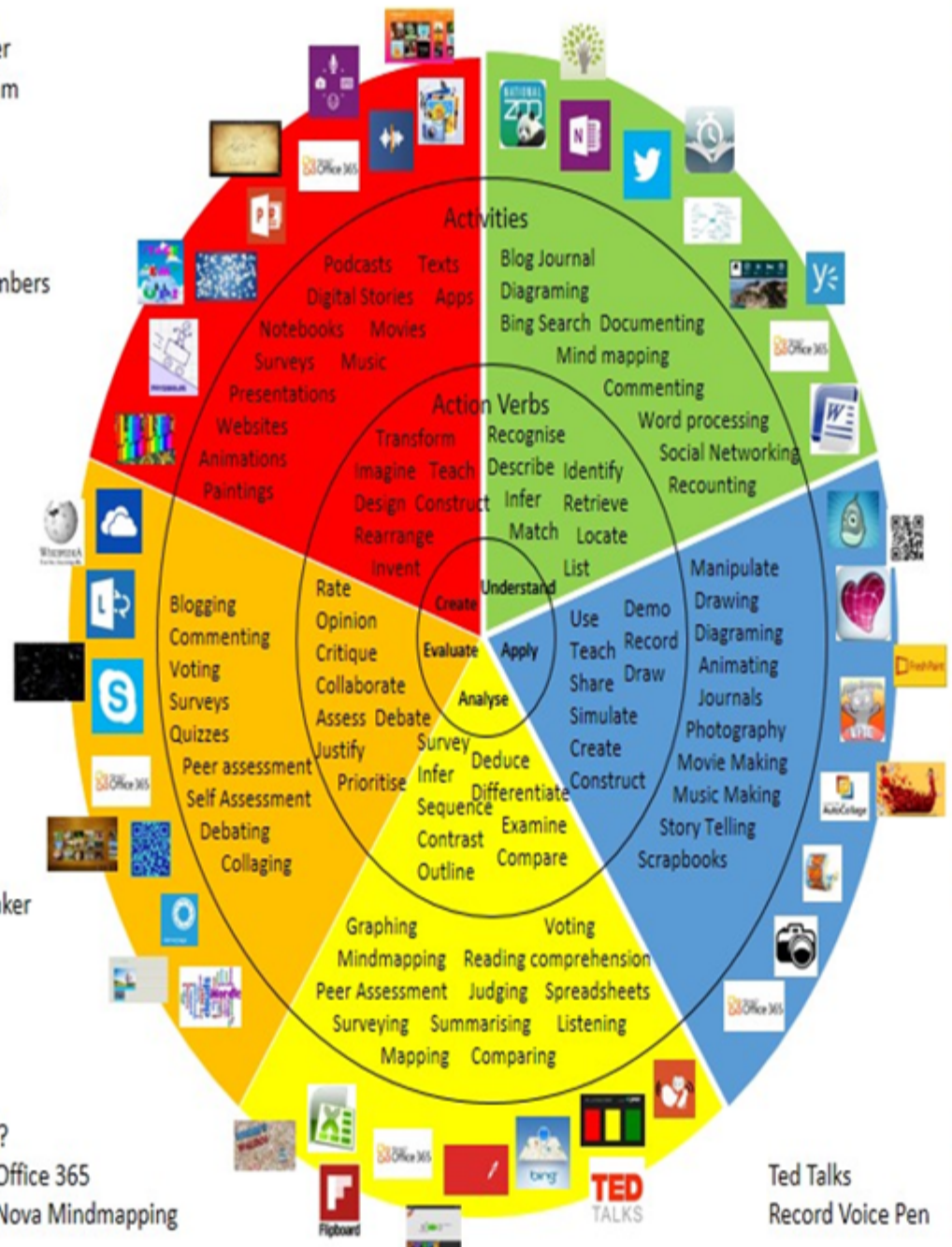
## Win 8.1 Apps/Tools Pedagogy Wheel

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  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## 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**

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- 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
- multi-sensory presentation
- multiple test sessions
- 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**

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- teaching key aspects of a topic. Eliminate nonessential information

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

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- 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 work presented 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**

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



- 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**

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- Microsoft Word
- Teacher-made handouts
- Office 365
- Digttools, 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](http://www.abcya.com/standard_keyboard.htm)
- More Typing Lesson: [http://www.typing-lessons.org/lesson\\_1.html](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**

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Please list ALL other resources available to strengthen your lesson.

## **Sample Lesson**

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One Lesson per Curriculum must be in 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: