UNIT 3 MINECRAFT - SPECIALIZED JOBS

Content Area: **Technology**
Course(s):
Time Period: **November**
Length: **10 Days**
Status: **Published**

Unit Overview

The Minecraft units in 6th grade are both an integration with the 6th grade social studies curriculum and a method of practicing proper online behavior. Overall, students follow the progression of the rise of human civilization, from primitive hunter-gatherers, to tribal nomads, to full city-states. Students act within these roles inside of the minecraft server, as guided by the Technology and Social Studies teachers. Along the way, they will learn basic networking topics such as server/client relationships, Internet Protocol addressing, and wifi vs ethernet communications. In addition, they will learn about the concept of communications lag and discuss reasons for lag occurring in online experiences.

This particular section examines the transition from hunter-gatherer tribes to agriculturally oriented groups that lived in permanent locations. The students then build each of the aspects of a civilization, as outlined in the 6th grade social studies textbook.

Standards

- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer
- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

Materials

- Laptops

Assessment

Formative Assessment

- Teacher Observation
- Checks for Understanding
- Exit Tickets

Summative Assessment

- Performance Tasks & Projects

Accommodations & Modifications

Special Education

- Follow IEP Plan which may contain some of the following examples…
- In class/pull out support with special ed teacher or assistant
- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

504

- In class/pull out support with special ed teacher or assistant
- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

ELL

- Translation device/dictionary
- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

At-risk of Failure

- Preferred seating
- Directions repeated/clarified
- Extended time for completing tasks
- Vocabulary support
- Limit number of tasks

Gifted & Talented

- Independent projects
- Online games
- Extension activities

Interdisciplinary Connections

6.2.1	The Beginnings of Human Society
6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

21st Century Life Literacies & Key Skills