

# Technology Grade 6 Unit 1

Content Area: **Technology**  
Course(s): **Technology 6**  
Time Period: **September**  
Length: **1 Trimester**  
Status: **Published**

## Overview

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In this unit, Sixth-Grade students will learn how to use a blended learning program. This platform will be used to access assignment directions, create and complete assignments, and turn in assignments when completed. The assignments will also be graded through the platform.

The students will be able to collaborate using the blended learning platform and the teacher will be able to monitor work, answer questions, and help students as needed.

Students will also learn how to conduct research, cite sources, and evaluate sources from the internet.

## Essential Questions

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- How can I use digital tools to help me learn?
- How do I properly cite my sources when conducting research?
- How do I use a blended learning platform effectively and efficiently?

## Priority Standards

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CS.6-8.8.1.8.AP.2	Create clearly named variables that represent different data types and perform operations on their values.
CS.6-8.8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
CS.6-8.8.2.8.ED.7	Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

## Learning Goals

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### Learning Goals

- I can use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- I can understand and use technology systems.
- I can create original works as a means of personal or group expression.
- I can use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- I can communicate information and ideas to multiple audiences using a variety of media and formats.
- I can create original works as a means of personal or group expression.
- I can understand and use technology systems.
- I can use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- I can communicate information and ideas to multiple audiences using a variety of media and formats.
- I can use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

## Targets

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- I can use digital media and environments to collaborate with others for learning.
- I can communicate information and ideas using a variety of media and formats that are appropriate for my audience.
- I can create original works as a means of personal or group expression.
- I can understand and use technology systems.
- I can use digital tools for various purposes as needed.

## Learning Plan

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Class	Target	Learning Plan
		Welcome/Introduction to Class
		The teacher will introduce the expectations and
		Students will log on to Windows on their PC's
Week 1	• I can understand and use technology systems.	The teacher will then introduce the blended learning model. The teacher will guide the students through the login process and passwords to students. Students will access and

Week 2	<ul style="list-style-type: none"> <li>• I can understand and use technology systems.</li> <li>• I can use digital media and environments to collaborate with others for learning.</li> </ul>	<p>Review of expectations and routines will take</p> <p>Students will access and log on to their blends</p> <p>Students will then learn how to find assignme</p> <p>Students will also access an online typing pro rubrics for these skills will be reviewed and d</p>
Week 3	<ul style="list-style-type: none"> <li>• I can communicate information and ideas using a variety of media and formats that are appropriate for my audience.</li> </ul>	<p>Students will be introduced to MLA Style for</p> <p>Naming conventions for documents will also introduced.</p>
Week 4	<ul style="list-style-type: none"> <li>• I can use digital media and environments to collaborate with others for learning.</li> </ul>	<p>Students will learn how to cite sources in ML formatting of the citations.</p>
Week 5	<ul style="list-style-type: none"> <li>• I can use digital media and environments to collaborate with others for learning.</li> </ul>	<p>Students will learn how to begin using a searc engine and how to use keywords to get the be value as a source.</p>
Week 6	<ul style="list-style-type: none"> <li>• I can use digital media and environments to collaborate with others for learning.</li> </ul>	<p>Students will practice using a search engine to</p>
Week 7	<ul style="list-style-type: none"> <li>• I can communicate information and ideas using a variety of media and formats that are appropriate for my audience.</li> <li>• I can use digital media and environments to collaborate with others for learning.</li> <li>• I can create original works as a means of personal or group expression.</li> </ul>	<p>This is the first of four classes dedicated to th</p> <p>Students will begin a project that requires rese formatted in MLA Style using a word process</p> <p>All information, directions, and rubrics will b assignment (project) will be completed, turne This is the second of four classes dedicated to</p>
Week 8	<ul style="list-style-type: none"> <li>• I can communicate information and ideas using a variety of media and formats that are appropriate for my audience.</li> <li>• I can use digital media and environments to collaborate with others for learning.</li> <li>• I can create original works as a means of personal or group expression.</li> </ul>	<p>Students will begin a project that requires rese formatted in MLA Style using a word process</p> <p>All information, directions, and rubrics will b The assignment (project) will be completed, t</p>

This is the third of four classes dedicated to th

Week 9	<ul style="list-style-type: none"><li>• I can communicate information and ideas using a variety of media and formats that are appropriate for my audience.</li></ul>	Students will begin a project that requires reser
	<ul style="list-style-type: none"><li>• I can use digital media and environments to collaborate with others for learning.</li></ul>	formatted in MLA Style using a word process
	<ul style="list-style-type: none"><li>• I can create original works as a means of personal or group expression.</li></ul>	All information, directions, and rubrics will b The assignment (project) will be completed, t

## Unit 1 Assessments

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- Format a Document in MLA Style: Document Assessed using a Rubric
- Keyboarding Skills: Online Keyboarding Test
- Research Project: Document Assessed using a Rubric
- Vocabulary and Knowledge Assessment: Online Assessments

## Technology

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- Individual Student PC's
- Interactive White Board/Projector
- Teachner PC

## Materials & Resources

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- Internet Access
- Program Access: Keyboarding Practice
- Program Access: Student Learning Platform
- Program Access: Word Processing

## 21st Century Life & Careers

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**WRK.9.2.8.CAP4** Explain how an individual's online behavior (e.g., social networking, photo exchanges,

video postings) may impact opportunities for employment or advancement.

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
  - Media Literacy
  - ICT (Information, Communications, and Technology) Literacy
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  - Information Literacy
  - Media Literacy

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
TECH.9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.

## **Interdisciplinary Connections**

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**Literacy and language arts** in the technology context: writing, programming, word processing, and creativity with language

**Science:** understanding of computer components, operations of touchscreens and other user devices

**Social Studies:** Computers in the context of society; our relationships to computers as a tool

**Health:** Limits to screen time and healthy relationships with technology, online technologies