

Technology Grade 6 Unit 2

Content Area: **Technology**
Course(s): **Technology 6**
Time Period: **December**
Length: **Trimester 2**
Status: **Published**

Unit 2 Overview (Trimester 2)

During the Second Trimester, students in Sixth-Grade will learn how to use data and create a document to present the data to a selected audience.

Students will conduct research on a specific issue or topic to gather data. Students will then make a decision based on their research findings. The students will then support their decision by creating a document using a spreadsheet program. The document the students create will be presented to a target audience determined by the teacher.

Unit 2 Essential Questions

- How do I analyse information found during research to make informed decisions?
- How do I present data to my audience appropriately?
- What digital tool is best for working with data?

Unit 2 Priority Standards

| | |
|-------------------|--|
| CS.6-8.8.1.8.AP.1 | Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode. |
| 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.CS.1 | Recommend improvements to computing devices in order to improve the ways users interact with the devices. |
| CS.6-8.8.1.8.DA.3 | Identify the appropriate tool to access data based on its file format. |

Unit 2 Learning Goals

Learning Goals

- I can use digital tools to access, manage, evaluate, and synthesize information in order to solve problems.
- I can synthesize and publish information about a local or global issue or event.
- I can create original works as a means of personal or group expression.
- I can use digital media and environments to communicate appropriately for learning.
- I can apply digital tools to gather, evaluate, and use information.
- I can collect and analyze data to made informed decisions.

Targets

- I can u
- I can u
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- I can u
appropri
- I can a
- I can c

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Unit 2 Targets

- I can collect and analyze data to make informed decisions.
- I can create an original work based on my research and analysis.
- I can use digital media and environments to communicate appropriately for learning.
- I can apply digital tools to gather evaluate, and use information.
- I can use a spreadsheet program/app appropriately.
- I can use data and information and publish it on a given topic.

Unit 2 Learning Plan

| Class | Targets | Learning Plan |
|---------|--|--|
| Week 10 | <ul style="list-style-type: none">• I can communicate information and ideas using a variety of media and formats that are appropriate for my audience.• I can use digital media and environments to collaborate with others for learning.• I can create original works as a means of personal or group expression. | <p>This is the fourth of four classes dedicated to t</p> <p>Students will begin a project that requires rese in MLA Style using a word processing progra</p> |

All information, directions, and rubrics will be provided. The assignment (project) will be completed, turned in, and graded.

Students will be introduced to a spreadsheet application.

First, students will become familiar with the program and the basic tools available in the spreadsheet application and learn the vocabulary appropriately.

Next, students will explore using a spreadsheet application to create a document.

Naming conventions for documents will also be discussed.

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Next, students will explore using a spreadsheet application to create a document.

Naming conventions for documents will also be discussed.

First of two classes.

Students will review how to use digital tools to gather, evaluate, and use information in response to queries provided by the teacher.

Emphasis will be on understanding and evaluating digital tools.

Week
11

- I can use a spreadsheet program/app appropriately.

Week
12

- I can use a spreadsheet program/app appropriately.

Week
13

- I can apply digital tools to gather, evaluate, and use information.

Second of two classes.

Week
14

- I can apply digital tools to gather evaluate, and use information.

Students will review how to use digital tools to in response to queries provided by the teacher

Emphasis will be on understanding and evaluation

Today students will learn how to use additional appropriate for their target audience.

Week
15

- I can use data and information and publish it on a given topic.

The teacher will demonstrate several tools and

Students will have the opportunity to practice previously.

First of five classes.

Students will begin a project using the skills learned

Week
16

- I can use a spreadsheet program/app appropriately.
- I can use data and information and publish it on a given topic.
- I can create an original work based on my research and analysis.
- I can use digital media and environments to communicate appropriately for learning.
- I can apply digital tools to gather evaluate, and use information.
- I can collect and analyze data to make informed decisions.

The teacher will post the details of the project necessary including project requirements, rubric

The project will require the students to conduct then present the data in a spreadsheet. The results will need to make an informed decision using decision.

The project will be worked on and turned in through specific task due dates to ensure the students v

The project will be assessed using a rubric which The students will be required to refer to the rubric

Second of five classes.

Week

- I can use a spreadsheet program/app appropriately.
- I can use data and information and publish it on a given topic.
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Third of five classes.

Students will begin a project using the skills le

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Fourth of five classes.

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Week
19

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Week
20

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Unit 2 Assessments

- Keyboarding Assessment: Online Test
- Project Assessment: Document Assessment using Rubric
- Spreadsheet Creation: Document Assessment Using Rubric
- Vocabulary and General Knowledge: Online Assessments

Technology

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

Materials & Resources

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

21st Century Themes

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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 - Media Literacy

Career Readiness, Life Literacies, & Key Skills

| | |
|-----------------|--|
| 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.6 | Analyze online information to distinguish whether it is helpful or harmful to reputation. |

Interdisciplinary Connections

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