

# Technology Grade 6 Unit 3

Content Area: **Technology**  
Course(s): **Technology 6**  
Time Period: **March**  
Length: **Trimester 3**  
Status: **Published**

## Unit 3 Overview (Trimester 3)

---

During the third trimester, the students in sixth grade will explore in detail the importance of Digital Citizenship.

The students will understand the appropriate uses for social media and the negative consequences of misuse. Internet safety, etiquette, and security will be emphasized.

Students will use various digital tools to practice appropriate uses for social media. Students will also explore the possible ways of using digital tools to become a life-long learner.

**NOTE: This unit takes place during the 3rd Trimester. This Trimester contains 10 class meetings, however, due to various other activities including PARCC Testing, field trips, end-of-year activities, and assemblies, some classes may meet less than 10 times. The teacher will modify each of the lessons to fit the actual classes.**

## Unit 3 Essential Questions

---

- How can I become a life-long learner?
- How can I keep myself safe when using the Internet?
- What does it mean to be a Good Digital Citizen?

## Unit 3 Priority Standards

---

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.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
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.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

## Unit 3 Learning Goals

---

### Learning Goals

- I can use digital tools to access, manage, evaluate, and synthesize information in order to solve problems.
- I can use digital media and environments to communicate and work collaboratively to support learning.
- I can understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can demonstrate personal responsibility for lifelong learning.
- I can exhibit leadership for digital citizenship.

### Targets

- I can use digital 1
- I can use digital 1
- I can understand technology, and I
- I can advocate an technology.
- I can demonstrate
- I can exhibit lea
- I can exhibit leadership for digital citizenship.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- I can use digital media and environments to communicate and work collaboratively to support learning.
- I can use digital tools to access, manage, evaluate, and synthesize information in order to solve problems.
- I can demonstrate personal responsibility for lifelong learning.

## Unit 3 Targets

---

- I can exhibit leadership for digital citizenship.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can demonstrate personal responsibility for lifelong learning.
- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can use digital media and environments to communicate and learn.
- I can use digital tools appropriately for various purposes.

## Unit 3 Learning Plan

---

**Class Target**

**Learning Plan**

Beginning with this class and c  
Digital Citizenship.

Students will learn through gui  
teacher, what being a good Dig  
learn.

In order to make the role play a  
will mimic social media, howe  
will not extend outside of the c

During each of the classes, a di  
following: internet safety, lega  
etiquette and appropriateness.

Students will also be introduce  
screencast and publish it.

The students will create a PSA  
directed by the teacher. The stu  
topic.

2nd of 9

Students will learn through gui  
teacher, what being a good Dig  
learn.

In order to make the role play a  
will mimic social media, howe  
will not extend outside of the c

During each of the classes, a di  
following: internet safety, lega  
etiquette and appropriateness.

Students will also be introduce

Week  
21

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.

Week  
22

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.

screencast and publish it.

The students will create a PSA directed by the teacher. The stu topic.

3rd of 9

Week  
23

- I can use digital tools appropriately for various purposes.

Students will learn how to use

4th of 9

Students will learn through gui teacher, what being a good Dig learn.

Week  
24

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

In order to make the role play a will mimic social media, howe will not extend outside of the c

During each of the classes, a di following: internet safety, lega etiquette and appropriateness.

Students will also be introduce screencast and publish it.

The students will create a PSA directed by the teacher. The stu topic.

Week  
25

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.

5th of 9

Students will learn through gui teacher, what being a good Dig

- I can advocate and practice safe, legal, and responsible use of learn. information and technology.
- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

In order to make the role play & will mimic social media, howe will not extend outside of the c

During each of the classes, a di following: internet safety, lega etiquette and appropriateness.

Students will also be introduce screencast and publish it.

The students will create a PSA directed by the teacher. The stu topic.

6th of 9

Students will learn through gui teacher, what being a good Dig learn.

In order to make the role play & will mimic social media, howe will not extend outside of the c

During each of the classes, a di following: internet safety, lega etiquette and appropriateness.

Students will also be introduce screencast and publish it.

The students will create a PSA

Week  
26

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

directed by the teacher. The stu  
topic.

7th of 9

Students will learn through gui  
teacher, what being a good Dig  
learn.

In order to make the role play a  
will mimic social media, howe  
will not extend outside of the c

During each of the classes, a di  
following: internet safety, lega  
etiquette and appropriateness.

Students will also be introduce  
screencast and publish it.

The students will create a PSA  
directed by the teacher. The stu  
topic.

8th of 9

Students will learn through gui  
teacher, what being a good Dig  
learn.

In order to make the role play a  
will mimic social media, howe  
will not extend outside of the c

During each of the classes, a di

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

Week  
27

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

Week  
28

following: internet safety, legal etiquette and appropriateness.

Students will also be introduce screencast and publish it.

The students will create a PSA directed by the teacher. The student topic.

9th of 9

Students will learn through guided teacher, what being a good Digital learn.

In order to make the role play activity will mimic social media, however will not extend outside of the classroom.

During each of the classes, a discussion following: internet safety, legal etiquette and appropriateness.

Students will also be introduce screencast and publish it.

The students will create a PSA directed by the teacher. The student topic.

Week  
29

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.
- I can advocate and practice safe, legal, and responsible use of information and technology.
- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

Week  
30

- I can understand that human, cultural, and societal issues exist, that are related to technology, and I can practice legal and ethical behavior.
- I can demonstrate personal responsibility for lifelong learning.
- I can use digital media and environments to communicate and learn.
- I can advocate and practice safe, legal, and responsible use of

This is the last class of the school year.

information and technology.

- I can exhibit leadership for digital citizenship.
- I can use digital tools appropriately for various purposes.

## **Unit 3 Assessments**

---

- Keyboarding Skills: Online Typing Test
- PSA Project: Student Submission Assessed by Rubric
- Screencasting: Student Screencast Submission Assessed by Rubric
- Vocabulary and General Knowledge: Online Quizzes/Tests

## **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 Life & Careers**

---

**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

- ICT (Information, Communications, and Technology) Literacy
- Information Literacy
- 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.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
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.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

## **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