# 6TH GRADE TECHNOLOGY CURRICULUM

REVISED AS OF AUGUST 2012

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New Jersey Core Curriculum Content Standards

Educational Technology STANDARD 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- Use appropriate technology vocabulary.
- Use common features of an operating system (e.g., creating and organizing files and folders).
- Demonstrate effective input of text and data, using touch keyboarding with proper technique.
- Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
- Use network resources for printing, storing and accessing data.
- Create documents with advanced text formatting and graphics using word processing.

Rationale

- In sixth grade, students use the computer labs in conjunction with their class studies and for their keyboarding classes. As this is a lab/network environment as opposed to a classroom computer setup, students are required to utilize more sophisticated skills (e.g. saving and accessing work to and from network folders).
- There is a need for a unified, coordinated presentation of the material. As such, uniform instruction in Microsoft Word occurs in both in Selzer and Honiss. Not only does it help students with their regular sixth grade lab projects, but it also provides a segue to the 7th grade course, Information and Career Technology, Part 1.
- It is assumed that most students in both Selzer and Honiss have a computer at home or have access to a computer outside of school. With no formal instruction, many students devise some inefficient methods for accomplishing their work. The sixth grade technology/keyboarding course, along with Parts I and II of the Information and Career Technology course, are designed to provide students with an arsenal of skills usable both in school and at home.

Course Description

The focus of this course is:

- Sixth graders are taught proper keyboarding skills. Using the correct finger placement on the keyboard, students learn how to compose on screen and transcribe text from written and oral copy without looking at their fingers or the keyboard.
- Students learn the basics of the computer operating system, management of the computer desktop, strategies for saving and accessing their work in a network environment, as well as the basics of Microsoft Word.
- Students learn the importance of safe practices when using the Internet.
- Students learn the ramifications of cyber bullying and the importance of proper “netiquette.”

Keyboarding Skills
The students will learn:

- The alphabetic keyboard using the correct finger placement on the keyboard.
- Common punctuation: period, comma, slash, semicolon, colon, apostrophe, quotes and hyphen. (As the length of the class period differs slightly in Honiss and Selzer, how and when these skills are delivered differs somewhat.)
- To compose on screen and transcribe text from written copy without looking at their fingers or the keyboard.

**Technology Skills**

The students will learn:

- **Computer basics**
  - Desktop, icons, hard drive
  - Opening and quitting programs
  - Resizing and moving windows
  - Menus vs. Toolbars
  - Accessing Applications

- **File management**
  - Basic desktop management
  - Saving files to the desktop and organizing/nesting folders
  - Understanding the difference between Save and Save As

- **Microsoft Word**
  - Opening *Word*
  - Standard toolbar
  - Formatting Palette
  - Creating a document
  - Headers/footers, page breaks, show/hide
  - Formatting features:
    - ✔ Bold
    - ✔ Italic,
    - ✔ Font size
    - ✔ Font (serif, sans serif)
    - ✔ Text alignment and justification
    - ✔ Line spacing
  - Auto number; bullets
  - Paragraph formatting
- Tables: creating and formatting
- Graphics: inserting, formatting, positioning
- Page orientation: portrait vs. landscape
- Spell check, grammar check
- Tabs
- Drag and drop editing
- Tool bars, formatting palette
- Show/hide editing marks
- Saving

## Internet Safety

- Internet Terminology
- Cyber Bullying
- Social Media
  - For Example (These change over time):
    - Facebook
    - MySpace
    - Twitter
    - YouTube
- Personal Information
- Email
  - Attachments
  - Forwarding/Replying
  - Spamming & Phishing
- Netiquette
- Viruses/Malware/Spyware
- Verifying Validity Of Internet Sites

## Software

- *Mavis Beacon Teaches Typing, Version 16 for Schools*, Macintosh platform; software implemented September 2007 replacing previous software *EMC Keyboarding*

The keyboarding software provides for individualized lessons and student records. With each lesson, the program records the student’s speed and accuracy. The software uses this data to assign new lessons based upon the student’s progress. Three lesson formats are used to introduce and reinforce keyboarding skills: typing on screen, games on screen, and dictation. Lessons can
be customized, i.e. paragraphs from their science text or social studies notes can be loaded into the program to be used as the text the student types on screen.

The record-keeping component records each lesson’s adjusted words per minute. From this, a graph depicting the student’s progress towards a speed goal can be printed. A keyboard graph showing the keys mastered, the keys for which there is partial proficiency, and the keys not yet learned also can be generated for each student.

- Microsoft Word, 2004
- Various Online Resources

**Grading**

- Students in the 6th grade receive letter grades for each marking period they are in their technology course. Grades are based on a combination of class assignments, projects, quizzes, and participation.
Essential Question: How will using proper typing skills help you to enhance efficiency/productivity in your personal and professional lives?

Objectives:
The students will be able to:

- Use the alphabetic keyboard using the correct finger placement on the keyboard.
- Use the common punctuation keys. (i.e. period, comma, semicolon, colon, apostrophe, quotes, etc.)
- To compose on screen and transcribe text from written copy without looking at their fingers or the keyboard.

Standards:

- **Educational Technology STANDARD 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **Career Awareness, Exploration, and Preparation Standard 9.3:** All students will apply knowledge about a and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

Learning Activities/Tasks:

1. Direct and guided instruction/practice
2. Independent practice

Teacher Strategies:

1. Facilitate an environment in which students feel successful
2. Provide guided instruction for the progression of learning keyboard keys.
3. Provide opportunities for assessment and timely feedback
4. Differentiate instruction and make needed modifications

Assessments:

1. Classwork assignments
2. Class participation
3. Teacher observation
Essential Question: In what ways will knowing how to use Microsoft WORD help you in school, your life, and in a future career? Which skills in WORD do you think will be helpful to you, and why? What types of documents/desktop publishing will you use WORD to complete?

Objectives:
The students will be able to:

- Opening *Word*
- Standard toolbar
- Formatting Palette
- Creating a document
- Headers/footers, page breaks, show/hide
- Formatting features:
  - Bold
  - Italic,
  - Font size
  - Font (serif, sans serif)
  - Text alignment and justification
  - Line spacing
- Auto number; bullets
- Paragraph formatting
- Tables: creating and formatting
- Graphics: inserting, formatting, positioning
- Page orientation: portrait vs. landscape
- Spell check, grammar check
- Tabs
- Drag and drop editing
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- Saving

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Learning Activities/Tasks:
1. Direct and guided instruction/practice
2. Independent practice
3. Use technology to help organize data
Teacher Strategies:
1. Facilitate an environment that students feel successful
2. Provide examples
3. Provide opportunities for assessment and timely feedback
4. Differentiate instruction and make needed modifications

Assessments:
1. Classwork assignments
2. Project
3. Class participation
4. Teacher observation

Essential Question: How will knowing how to use the Internet using safe practices make you and others safer and more efficient when using the internet in personal, school and career settings?

Objectives:
The students will be able to:

- Internet Terminology
- Cyber Bullying
- Social Media
  - For example (These will change over time):
    - Facebook
    - MySpace
    - Twitter
    - YouTube
- Personal Information
- Email
  - Attachments
  - Forwarding/Replying
  - Spamming & Phishing
- Netiquette
- Viruses/Malware/Spyware
- Verifying Validity Of Internet Sites

Standards:
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Learning Activities/Tasks:
1. Present scenarios of unsafe & safe Internet usage.
2. Identify and analyze unsafe practices from examples.
3. Develop strategies for safe Internet use.
4. Use technology to help organize and present data.

Teacher Strategies:
1. Provide an environment in which students feel comfortable to discuss a variety of safe Internet usage topics.
2. Provide examples.
3. Provide opportunities for discussion with immediate feedback whenever possible.
4. Differentiate instruction and make needed modifications when necessary.

Assessments:
1. Test
2. Class discussions/participation
3. Teacher observation