

# WESTSIDE MIDDLE SCHOOL 6TH GRADE TECHNOLOGY COMMUNICATIONS CURRICULUM MAP

Teacher: Cavanaugh

| Unit Goal: Review touch typing technique (Weeks 1-12)  |  |  |
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| Frameworks / CCSS  | Content (Noun)   | Skills (Verb)  |
| <p><b>Performance Indicators</b><br/>                     1.1 Review touch typing technique<br/>                     1.1.1 Demonstrate touch method to alpha-numeric keys/symbols</p> <p><b>CCSS—W5-6</b> use tech. &amp; Internet...keyboarding skills...to produce 2 pp. of text....single sitting</p> | <p>Alphanumeric keys<br/>                     Numeric keys<br/>                     Symbols<br/>                     Technique</p>   | <p><i>The student will....</i><br/> <b>key</b> words, phrases, sentences, numbers, and paragraphs while applying correct technique</p>   |
| Activities   | Assessments  | Resources  |
| <p>Use computers to key<br/>                     Use online resources for additional practice<br/>                     Microtype</p>   | <ul style="list-style-type: none"> <li>● Observe technique skills</li> <li>● Use technique checklist to document skill level</li> <li>● Quiz to test understanding of technique terminology</li> </ul> | <p><b>**The following link provides online resources for all units of study for Technology Communications curriculum.</b></p> <p><a href="http://arkansastechteachers.weebly.com/input-technologies.html">http://arkansastechteachers.weebly.com/input-technologies.html</a></p> |

**Unit Goal: Standard 1.0 Ownership and Ethics in the Business World (Weeks 13 -16)**

| Frameworks / CCSS   | Content ( <i>Noun</i> )   | Skills ( <i>Verb</i> )  |  |
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| <p><b>Performance Indicators 1.1</b><br/>           1.1.1 Explain what a <b>copyright</b> is.<br/>           1.1.2 Explain <b>plagiarism</b> and its consequences.<br/>           1.1.3 Explain <b>ethics</b> in the business world.</p> <p>CCSS—W6-8.1c, W6-8.1d, W6-8.8<br/>           ....Gather relevant data from multiple print and digital resources, integrate and avoid plagiarism...provide basic source credit</p> | <p>Copyright<br/>           Fair Use<br/>           Public Domain<br/>           Ethics<br/>           Plagiarism<br/>           Business Ethics<br/>           Personal Ethics</p> | <p><i>The student will...</i></p> <ul style="list-style-type: none"> <li>● <b>Compare</b> copyright and fair use. <b>Describe</b> fair use for music, text, video, and graphics. (www.copyright.gov can provide laws and life spans of laws).</li> <li>● Cite evidence of plagiarism in the news; giving credit where credit is due (work cited); analyze the consequences associated with plagiarism.</li> <li>● <b>Create</b> and <b>critique</b> a document for cheating and honesty in the classroom; investigate popular ethics violations and digital ethics violations.</li> </ul> |  |
| <b>Activities</b>   |   | <b>Assessments</b>  | <b>Resources</b>   |
| <p>Graphic Organizer<br/>           Plagiarism Scavenger Hunt<br/>           Research Activity<br/>           Copyright Laws Protected/Not Protected</p>  |   | <p>Completed research documents<br/>           Poster, quality, and presentation<br/>           Graphic Organizer<br/>           Vocabulary Quiz</p>  | <p>Internet<br/> <a href="http://arkansastechteachers.weebly.com/technology-communications.html">http://arkansastechteachers.weebly.com/technology-communications.html</a></p> |

**Unit Goal: Standard 2.0 Computer Basics and Why they are important (Weeks 17-26)**

| Frameworks / CCSS  | Content ( <i>Noun</i> )   | Skills ( <i>Verb</i> )   |
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| <p><b>Performance Indicator 2.1</b></p> <p>2.1.1 Label and define hardware components of a computer system: system units and peripherals.<br/>           2.1.2 Explain the care and handling of storage devices.<br/>           2.1.3 Explain the proper procedures for starting and shutting down the system unit.</p> <p>CCSS- L6.4<br/>           Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>Performance Indicator 2.2</b></p> <p>2.2.1 Discuss operating system with emphasis on the specific system used in the classroom.</p> <p>CCSS—6.1C<br/>           ...Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>Performance Indicator 2.3</b></p> <p>2.3.1 Create a folder and document.<br/>           2.3.2 Move and copy a folder.<br/>           2.3.3 Rename or delete folder.<br/>           2.3.4 Identify application file types: Word Processing, Spreadsheet, Database, and Presentation.</p> <p>CCSS—L6.6<br/>           Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p> | <p>Label<br/>           Define<br/>           Hardware<br/>           Peripherals<br/>           StorageDevices</p> <p>Operating System</p> <p>Folder<br/>           Document<br/>           Microsoft Word<br/>           Microsoft Powerpoint<br/>           Microsoft Access<br/>           Micosoft Excel</p> | <p><i>The student will....</i></p> <ul style="list-style-type: none"> <li>● <b>Create</b> a diagram of a computer hardware system - printers, scanners, speakers, microphone, headsets/earphones, etc., and how they function together and label them as input or output devices</li> <li>● <b>Discuss</b> different ways to handle storage devices. In small groups construct a set of “care and handling instructions” for one type of storage media.</li> <li>● <b>Demonstrate</b> and have students apply concepts of the proper procedure for starting and shutting down a computer.</li> </ul><br><ul style="list-style-type: none"> <li>● <b>Analyze</b> and <b>synthesize</b> information based on major operating system specific to the classroom</li> <li>● <b>Compare</b> multiple OS using a literacy strategy of your choice</li> </ul><br><ul style="list-style-type: none"> <li>● <b>Demonstrate</b> the proper steps in creating a folder and a document. Students will create a folder in an appropriate location</li> <li>● Move folder to another location.</li> <li>● Copy folder back to original location.</li> <li>● <b>Demonstrate</b> the proper steps in renaming and deleting a folder. Students will rename the folder created above and then delete the renamed folder.</li> </ul> |

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| gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  | <ul style="list-style-type: none"> <li>● <b>Create</b> a document with Word Processing software that lists the various application file types. Save document into the folder created.</li> <li>● <b>Describe</b> various uses for the application software.</li> </ul> |
| Activities  | Assessments                                  | Resources  |
| Video<br>Worksheet<br>Poster<br>Create Folder/Save/Rename/Delete<br>Create Document/Save/Move/Rename    | Vocabulary Quiz<br>Hands on<br>Demonstration | <a href="http://arkansastechteacher.s.weebly.com/technology-communications.html">http://arkansastechteacher.s.weebly.com/technology-communications.html</a><br><br>Online examples<br>Youtube  |

| <b>Unit Goal: Standard 3.0 Word Processing (Weeks 27-31)</b>  |   |  |
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| <b>Frameworks / CCSS</b>  | <b>Content (Noun)</b>   | <b>Skills (Verb)</b>   |
| <p><b>Performance Indicator 3.1</b><br/> 3.1.1 Review business document formats: Letter, Memorandum, Report, E-Mail, and Table.</p> <p>3.1.2 Edit a document using basic features: Font, Point Size, Copy and Paste, Cut and Paste, Drag and Drop, Find and Replace, Spell Check, Thesaurus.</p> <p>3.1.3 Format document layout: Margins, Alignment (left, Right, Center, Justified, Top, Bottom), Indent, Tab Stops (Left, Right,</p> | <p>Letter<br/> Memo<br/> Email</p> <p>Document<br/> Font<br/> Review<br/> Spell Check<br/> Copy/Paste</p> <p>Alignment<br/> Margins</p> | <p><i>The student will...</i></p> <ul style="list-style-type: none"> <li>● <b>Connect</b> with prior knowledge to create a letter, report, and table. Model proper use of templates to create business documents and e-mails.</li> <li>● Open a teacher created document and apply editing, formatting, and advanced features.</li> <li>● Suggested resource: FBLA Formatting Guide.</li> <li>● <b>Edit</b> a document previously created (i.e., letter, report, memo, and drafted e-mails).</li> <li>● <b>Create</b> an autobiography formatting the document using the correct margins, alignment, indent, tab stops, line spacing, paragraph, and page breaks; and/or create a character biography based on literary character covered in an English class. Work cited page will be required for the character</li> </ul> |

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| <p>Center, Decimal), Line Spacing, Paragraphs, Page Breaks.</p> <p>3.1.4 Use advanced features: Borders and Shading, Bullets and Numbering, Table, Template, Header, Footer, Sort.</p> <p>3.1.5 Examine onscreen document layouts (View); Save, preview, and print document.</p> <p>CCSS—W6-8.2<br/>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> | <p>Bullets<br/>Header<br/>Footer</p> <p>Save<br/>Print Preview<br/>Orientation</p> | <p>biography.</p> <ul style="list-style-type: none"> <li>● <b>Apply</b> the following techniques to the autobiography/character biography previously created: borders and shading, bullets and numbering, table, template, header, footer, and sort.</li> <li>● <b>Describe</b> and illustrate the differences between document page layouts available using the previously created document. Save this document in the student’s class folder previously created before previewing and then printing.</li> </ul> |
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| Activities | Assessments | Resources |
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| <p>Create Business Memo<br/>Create Email<br/>Create Powerpoint<br/>Print Document<br/>Create Autobiography<br/>Edit Document</p> | <p>Formative<br/>Observation<br/>Check off points<br/>Questioning</p> <p>Summative<br/>Completed products:<br/>Formatted paragraph<br/>Memorandum/email<br/>Report</p> | <p><a href="http://arkansastechteachers.weebly.com/technology-communications.html">http://arkansastechteachers.weebly.com/technology-communications.html</a></p> <p>Keyboarding Text Examples</p> |
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| <p>symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>  |  |  |  |
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| <p><b>Activities</b></p>  |  | <p><b>Assessments</b></p>  | <p><b>Resources</b></p>  |
| <p>Create formulas in excel<br/>         Create a spreadsheet<br/>         Enter data into the columns using different alignment techniques<br/>         Print Spreadsheet<br/>         Create table documents and input data<br/>         Label Parts of a spreadsheet</p> |  | <p>Demonstration<br/>         Input formulas into Excel<br/>         Completed documents<br/>         Worksheets</p> | <p><a href="http://arkansastechteachers.weebly.com/technology-communications.html">http://arkansastechteachers.weebly.com/technology-communications.html</a><br/><br/>         Keyboarding Text Examples</p> |