

**Computer Technology Curriculum  
Grade 6 – Marking Period 1  
Curriculum Map**

**Big Idea: Keyboarding / Word Processing**

Enduring Understandings	Essential Questions	Skills/21 <sup>st</sup> Century Skills	Standards	Assessments
<p>Students use proper keyboarding.</p> <p>Students use word processors for a variety of purposes.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Keyboarding Terms: WPM, accuracy</li> <li>- Text alignment</li> <li>- Line spacing</li> <li>- Page layout</li> <li>- Tab stops</li> <li>- Compare &amp; contrast</li> </ul>	<p>Why is keyboarding important and how can I improve my keyboarding skills?</p> <p>How can I use word processing in everyday tasks?</p> <p>How can I become more confident and independent with using word processors?</p> <p><b>Suggested Modifications:</b></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Chunking of skills</li> <li>- Shorten length assignment</li> <li>- Tiered assignment</li> <li>- Independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of using proper keyboarding technique to improve speed and accuracy.</li> <li>• Define keyboarding terms: WPM (Words Per Minute) and accuracy.</li> <li>• Use proper keyboarding technique.</li> <li>• Identify uses of a word processor.</li> <li>• Use following word processing features: insert header, insert footer, insert page number, modify font, bullet text, modify text alignment, modify line spacing, copy/cut/paste, insert image (resize, wrap text), set tab stops, modify page layout (columns), change page margins, spell checker, grammar checker, save, print.</li> <li>• Compare/contrast features of word processors.</li> </ul> <p><i>Communicate clearly, Collaborate with others, Think creatively.</i></p>	<p><b>NJCCCS – Technology 8.1.8.A.2</b></p> <p>Create a document (e.g., newsletter, reports, personalized learning plan, business letter or flyers) using one or more digital applications to be critiqued by professional for usability.</p> <p><b>CCSS.ELA-LITERACY.W.6.6</b></p> <p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>- All The Right Type</li> <li>- Microsoft Word</li> <li>- Google Docs</li> <li>- Google Classroom</li> </ul>	<p>Observation</p> <p>Formative Assessment</p> <p>Summative Assessment</p> <p>Projects</p>

**Computer Technology Curriculum  
Grade 6 – Marking Period 2  
Curriculum Map**

**Big Idea: Digital Citizenship / Research & Information Literacy**

Enduring Understandings	Essential Questions	Skills/21 <sup>st</sup> Century Skills	Standards	Assessments
<p>Students understand the importance of being a good digital citizen.</p> <p>Students understand the importance of working together digitally.</p> <p>Students apply various online search and research techniques.</p> <p>Students evaluate credibility of online sources and determine which ones to use for a specific task.</p> <p>Students understand the purpose of bibliographic citations.</p>	<p>What does it mean to be a responsible digital citizen?</p> <p>What rights and responsibilities do I have as a digital citizen?</p> <p>How do we participate respectfully and responsibly in an online community?</p> <p>How do we develop queries for research and why is this an effective way to conduct research?</p> <p>How and why do we evaluate credibility of online information?</p> <p>How and why do we use citations for online resources?</p> <p>How can I be a responsible digital citizen and respect other creators' rights?</p> <p><b>Suggested Modifications:</b></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Chunking of skills</li> <li>- Shorten length assignment</li> <li>- Tiered assignment</li> <li>- Independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rights/responsibilities of a digital citizen.</li> <li>• Evaluate digital citizenship scenarios.</li> <li>• Participate and communicate effectively and respectfully with others in an online community.</li> <li>• Parse a question to form query.</li> <li>• Use filters and operators to narrow online searches.</li> <li>• Use text features/search tools to efficiently locate information.</li> <li>• Identify major parts of the search results page.</li> <li>• Identify main parts of an individual search result.</li> <li>• Decode web addresses.</li> <li>• Evaluate credibility online information.</li> <li>• Create citations for online resources.</li> <li>• Explain copyright and creators' rights.</li> <li>• Evaluate what is fair and legal usage of information or media, and what is not.</li> </ul> <p><i>Critical thinking, Reasoning, Communicate clearly, Collaborate with others, Information literacy.</i></p>	<p><b>NJCCCS – Technology</b></p> <p><b>8.1.8.D.1</b> Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p><b>8.1.8.D.2</b> Demonstrate the application of appropriate citations to digital content.</p> <p><b>8.1.8.D.3</b> Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p><b>8.1.8.D.4</b> Assess the credibility and accuracy of digital content.</p> <p><b>8.1.8.D.5</b> Understand appropriate uses for social media and the negative consequences of misuse.</p> <p><b>8.1.8.E.1</b> Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>Observation Formative Assessment Summative Assessment Projects</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Digital citizen</li> <li>- Digital citizenship: Safety &amp; Security, Digital literacy, Ethics &amp; community</li> <li>- Search engines</li> <li>- Search terms</li> <li>- Queries</li> <li>- Search results</li> <li>- Filters &amp; operators</li> <li>- Credibility</li> <li>- Intellectual property</li> <li>- Copyright</li> <li>- Public domain</li> <li>- Fair use</li> <li>- Creative commons license</li> <li>- Piracy</li> <li>- Citing sources</li> <li>- Plagiarism</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>- Cable in the Classroom lessons</li> <li>- Google/Search Education Online Curriculum</li> <li>- Internet</li> <li>- Grolier Online</li> <li>- Google Classroom</li> <li>- NoodleTools</li> </ul>

**Computer Technology Curriculum  
Grade 6 – Marking Period 3  
Curriculum Map**

**Big Idea: Spreadsheet**

Enduring Understandings	Essential Questions	Skills/21 <sup>st</sup> Century Skills	Standards	Assessments
<p>Students use a spreadsheet for a variety of purposes.</p>	<p>How can I use a spreadsheet?</p> <p>How can I become more confident and independent with using spreadsheets?</p>	<ul style="list-style-type: none"> <li>• Use the following spreadsheet features: enter data, format cells, modify font, modify alignment, use formulas for calculations, modify column width, add gridlines, modify cell borders, insert header, change page margins, save, print</li> <li>• Use the following spreadsheet graphing features: enter/select data, select chart type, modify chart (title, axis title, legend, gridlines, font, data labels), move chart, insert header, change page margins, save, print.</li> </ul> <p><i>Critical thinking, Reasoning, Communicate clearly, Collaborate with others.</i></p>	<p><b>NJCCCS – Technology</b> <b>8.1.8.A.4</b> Graph and calculate data within a spreadsheet and present a summary of the results.</p>	<p>Observation Formative Assessment Summative Assessment Projects</p>
<p><b>Vocabulary:</b> - Spreadsheet: Column, Row, Cell, Alignment, Modify, Gridlines, Cell Borders, Margins, Chart Type, Axis, Legend, Data Labels</p>	<p><b>Suggested Modifications:</b> - Small group instruction - Chunking of skills - Shorten length assignment - Tiered assignment - Independent work</p>			<p><b>Suggested Resources:</b> - Microsoft Excel - Google Sheets - Google Classroom</p>

**Computer Technology Curriculum  
Grade 6 – Marking Period 4  
Curriculum Map**

**Big Idea: Database**

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Skills/21<sup>st</sup> Century Skills</b>	<b>Standards</b>	<b>Assessments</b>
<p>Students use a database for a variety of purposes.</p>	<p>How are databases used?</p>	<ul style="list-style-type: none"> <li>Use the following database features: create database, define field/field type, enter data, sort data, filter data, query data, generate report, save.</li> </ul>	<p><b>NJCCCS – Technology 8.1.8.A.5</b> Create a database query, sort and create a report and describe the process, and explain the report results.</p>	<p>Observation Formative Assessment Summative Assessment Projects</p>
<p><b>Vocabulary:</b> - Database: Table, Record, Field, Data Integrity, Template, Data Type, Primary Key, Forms, Query, Relationships, Search, Sort, Filter, Report</p>	<p><b>Suggested Modifications:</b> - Small group instruction - Chunking of skills - Shorten length assignment - Tiered assignment - Independent work</p>			<p><b>Suggested Resources:</b> - Microsoft Access</p>