Hello and welcome to the 2014-2015 school year! The curriculum for computer technology class in sixth grade is meant to teach students about the history and functions of the Internet, how to write and execute code as well as Website design and development. Please take the time to review the curriculum below. I have also attached my grading policy as well as my code of conduct that is to be signed and returned.

I look forward to a positive, exciting and eventful year!

Sincerly,

Mrs. Bloom
Keep Calm and Tech On

6th Grade "Learning the Internet through the Cloud"

Introduction

- Introduction to the Computer and Chromebook Lab and AUP
- Revisit typing by practicing advanced skills using Typing Web at the beginning of each class

Internet: History

- Introduction to the Internet and World Wide Web via a Prezi Presentation- students will evaluate the components of the Internet and learn how the Internet and WWW are not the same term. Short online quiz given.
- WebQuest on the other components of the Internet. In this lesson students will work as part of a team to research, create a Prezi Presentation to teach their peers, create flashcards on Quizlet for their peers to study, and create a graded online quiz (which of course is approved by Mrs. Bloom).

Internet: Safety

- Cyber Bullying- students will watch videos and have discussions about the dangers of Cyber Bullying. Students will then create a whole-class collaborative video sending an important message to the rest of the school using Pixorial cloud video editing and publishing.

Internet: Language (code)

- Learn the basics of HTML and javascript using [Code Avengers](#); learn how to create student Websites using Weebly and tweaking the platform's existing code.

Message board and class Edmodo site for participation and may be assigned as homework from time to time.

Sixth Grade Learning Standards covered via the above curriculum:

❖ **Creativity and innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
   c. Use models and simulations to explore complex systems and issues
   d. Identify trends and forecast possibilities

❖ **Communication and collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
   d. Contribute to project teams to produce original works or solve problems

❖ **Research and information fluency**

Students apply digital tools to gather, evaluate, and use information.
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

❖ **Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
   a. Identify and define authentic problems and significant questions for investigation
   b. Plan and manage activities to develop a solution or complete a project
   c. Collect and analyze data to identify solutions and/or make informed decisions
   d. Use multiple processes and diverse perspectives to explore alternative solutions

❖ **Digital citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   a. Advocate and practice safe, legal, and responsible use of information and technology
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. Demonstrate personal responsibility for lifelong learning
   d. Exhibit leadership for digital citizenship

❖ **Technology operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.
   a. Understand and use technology systems
   b. Select and use applications effectively and productively
   c. Troubleshoot systems and applications
   d. Transfer current knowledge to learning of new technologies

Common Core Standards

"Students who are college and career ready employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."

- ➔ RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- ➔ RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ➔ RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ➔ RST.6.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- ➔ W.6.2 Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ➔ W.6.6 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.
- ➔ W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- ➔ SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- ➔ SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

K-8th Grade Computer Education
Mrs. Bloom
Grading Policy and Procedures

Most projects in computer class for sixth grade are spread over a few classes and require more time. For large projects, students will be graded at a halfway point to ensure proper comprehension of instructions/skills and to make certain that student success is at the forefront. They will then be re-assessed at the completion of the project.

Students are continuously evaluated based on the skills being addressed. Rubrics are used for grading in all aspects of my computer technology classes. Before submitting their project, students are required to "check off" their rubric as they complete their assignment.

Sample of Rubric:

Project Criteria	Did you meet it?	Score
The Prezi Presentation is error free and is well written?		_____ /25
The Prezi Presentation addresses the historical impact that the Internet has on our society? (*Explain at least two problems)		_____ /10
The Prezi Presentation is a collaborative effort where all individuals involved participated in their assigned roles.		_____ /10

Grades are weighted accordingly:

Participation 10%   Project Checkpoints 25%   Skills Assessed 15%   Major Projects 50%

Homework (Edmodo Discussion Questions) is required at the sixth grade level. Because of the importance of technology and making certain that sixth grade skills are acquired, the student may be asked to complete assignments at home/stay after to complete an assignment if they fall behind or do not complete an assignment on the due date. Late assignments will acquire point deductions.

K-8ᵗʰ Grade Computer Education
Mrs. Bloom
Code of Conduct

Respect³
(Respect to the 3ʳᵈ Power)

- ✓ **Respect** and be courteous to <u>all adults</u> that enter the computer lab.
- ✓ **Respect** one another.
- ✓ **Respect** the technological equipment and furnishing in the computer lab.

In addition:
- ✓ *You will come prepared and ready to learn each and every computer class and make certain that all assignments are completed on time!!!!*
- ✓ *You will also abide by the computer Acceptable Use Policy.*

Your Rights & Responsibilities

<u>You have the right to:</u>	<u>You are responsible for:</u>
*A safe learning environment	*Maintaining a safe learning environment
*Make choices	*The consequences for your choices
*Your own thoughts and ideas	*Respecting others
*Be treated fairly	*Your own actions
*Be yourself	

Consequences if you chose to break a rule:
First Time: Name written on teacher's personal board and a warning will be given.
Second Time: One check after your name and I will speak with your homeroom teacher.
Third Time: A second check is placed after your name, I will speak with your homeroom teacher and a phone call will be placed at home.
Fourth Time: Third Check after your name, possible after school detention and a student discipline referral will be written and given to Mrs. Damico
Parents, please review with your child and sign below. Forms are due by your child's next computer class. Thank you.

I have read and understood Mrs. Bloom's Code of Conduct and Grading Policy

_____   _____
Parent Signature   Date
_____
Parent Name

_____   _____
Student Signature   Date
_____
Student Name and Grade