

**Shrewsbury Borough School Technology Curriculum 2012  
Grade 6**

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>Topic 1: Internet Safety/Cyberbullying</b></p> <p><b>Objectives:</b></p> <p>Understand the positive and negatives to the internet.</p> <p>Demonstrate ability to know how to surf the web safely.</p> <p>Understand the signs to be concerned with when online.</p> <p>Understand entire definition of Cyberbullying.</p> <p>Watch a video clip from Netsmartz.org.</p> <p><b>Essential Questions:</b></p> <p>In a world of constant change, how should students stay proactive in the fight against internet crimes?</p> <p>Why is it important to</p> | <p><b>Student Products:</b></p> <p>Students will have a group discussion with teacher about internet safety and cyberbullying.</p> <p>Review how the internet is a way people use to get information about them.</p> <p>They understand the definition of cyberbullying.</p> <p>Students can discuss what they like to do online and teacher will explain how to make sure they are being safe.</p> <p>Questions will be answered about the subject.</p> <p>Watch video clip about “Target Kids Online” at <a href="http://www.nsteens.org/Videos/TrackingTeresa">http://www.nsteens.org/Videos/ TrackingTeresa</a></p> | <p><b>Materials:</b></p> <p>Internet Connection</p> <p>SMART Board</p> <p>State Police’s <i>Internet Safety Initiative</i> Notes</p> <p>Website- NSTeens on Netsmartz.org (Making Safer Choices Online- Tracking Teresa)</p> | <p><b>Assessment:</b></p> <p>Teacher Observation</p> <p>Classroom Participation/ Acknowledgement</p> | <p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology 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.</u></b></p> <p><b>8.1.8.D. Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p> <p><b>8.1.8.D.3:</b> Demonstrate how information on a <a href="#"><u>controversial issue</u></a> may be biased.</p> |
|---|---|--|--|--|

|  |   |   |   |  |
|--|---|---|---|--|
| <p>teach about cyberbullying to students?</p>  |   |   |   |  |
| <p><b>Topic 2: Pop Art: Andy Warhol</b></p> <p><b>Objectives:</b></p> <p>Demonstrate ability to find large images full size from internet.</p> <p>Demonstrate ability to change image title.</p> <p>Compose an Andy Warhol of a pop art icon changing the hue and saturation of each layer.</p> <p>Watch a short video of “Pop Art” from Brain Pop.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p> | <p><b>Student Products:</b></p> <p>Students will watch a Brain Pop video about “Pop Art”.</p> <p>Students will research and pick famous icons known by their generation.</p> <p>Go on the internet and find full size images of their icon/symbol.</p> <p>They will review how to change the name of images in their folder.</p> <p>Create an Andy Warhol of their icon in Imageblender.</p> <p>Students will change the Hue and Saturation of the colors to come up with a bright and different color scheme.</p> <p>Students have the opportunity to change</p> | <p><b>Materials:</b></p> <p>Internet Connection</p> <p>Imageblender</p> <p>Directions for students</p> <p>Colored Printer</p> | <p><b>Assessment:</b></p> <p>Rubric for <i>Pop Art: Andy Warhol</i></p> <p>Teacher Observation</p> <p>Class Work Grade/ Use of Class Time</p> | <p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology 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.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter personalized learning plan, business letter or flyer) using advanced</p> |

|  |   |  |  |   |
|--|---|--|--|---|
| <p>How can I transfer what I know to new technological situations/experiences?</p> | <p>the texture of the picture also.</p> |  |  | <p>features of a word processing program.</p> <p><b>8.1.8.A.5:</b> Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p><b>8.1.8.D. Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p> <p><b>8.1.8.D.2</b> Summarize the application of the fair use and Creative Commons guidelines.</p> |
|--|---|--|--|---|

|   |  |   |   |   |
|---|--|---|---|---|
| <p><b>Topic 3: Andy Warhol Yourself</b></p> <p><b>Objectives:</b></p> <p>Students will take pictures of themselves in Photobooth.</p> <p>Demonstrate ability to change image title.</p> <p>Compose an Andy Warhol of a pop art icon changing the hue and saturation of each layer.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p> <p>How can I transfer what I know to new technological situations/ experiences?</p> | <p><b>Student Products:</b></p> <p>Students will take a regular picture of themselves in Photobooth.</p> <p>Then students will take a silly picture of themselves using effects.</p> <p>They will review how to change the name of images in their folder.</p> <p>Create an Andy Warhol of their pictures in Imageblender.</p> <p>Students will change the Hue and Saturation of the colors to come up with a bright and different color scheme.</p> <p>Students have the opportunity to change the texture of the picture also.</p> | <p><b>Materials:</b></p> <p>Internet Connection</p> <p>Imageblender</p> <p>Directions for students</p> <p>Colored Printer</p> | <p><b>Assessment:</b></p> <p>Rubric for <i>Pop Art: Andy Warhol</i></p> <p>Teacher Observation</p> <p>Class Work Grade/ Use of Class Time</p> | <p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology 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.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> |
|---|--|---|---|---|

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <p><b>8.1.8.A.5:</b> Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p><b>8.1.8.D. Digital Citizenship:</b> Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> |
|--|--|--|--|---|

|  |  |   |  |   |
|--|--|---|--|---|
| <p><b>Topic 4: Collage of Fruit/Vegetable Benefits</b></p> <p><b>Objectives:</b></p> <p>Students will learn how to add layers in Imageblender to create a collage format.</p> <p>Show ability to find images of specific subject on the internet.</p> <p>Research specific information for benefits of their fruit or vegetable.</p> <p>Show ability to layer and create a collage using both images and words.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p> | <p><b>Student Products:</b></p> <p>Students will select a fruit or vegetable they want to research.</p> <p>They will fill out the answers to specific questions on the worksheet.</p> <p>They will find images of their vegetable or fruit on the internet and put the pictures in their folders.</p> <p>The students will then use the program, Imageblender to layer their images on a single canvas.</p> <p>They will use effects and other aspects of the program to help type and be able to see their information they want to portray on the collage.</p> | <p><b>Materials:</b></p> <p>Benefits Question Worksheet</p> <p>Imageblender</p> <p>Internet Connection</p> <p>Pencil</p> <p>Printer</p> | <p><b>Assessment:</b></p> <p>Rubric for <i>Collage of Benefits</i></p> <p>Teacher Observation</p> <p>Class Work Grade/ Use of Class Time</p> | <p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology 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.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> |
|--|--|---|--|---|

|  |  |  |  |   |
|--|--|--|--|---|
| <p>How can I transfer what I know to new technological situations/experiences?</p> |  |  |  | <p><b>8.1.8.A.5:</b> Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p><b>8.1.8.D. Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p> <p><b>8.1.8.D.2</b> Summarize the application of the fair use and Creative Commons guidelines.</p> |
|--|--|--|--|---|

|  |  |   |  |   |
|--|--|---|--|---|
| <p><b>Topic 5: Zodiac Graph</b></p> <p><b>Objectives:</b></p> <p>Students will research their zodiac sign and collect their class data on each student's sign.</p> <p>Demonstrate how to create a pie graph in Microsoft Excel.</p> <p>Be able to change color, put title, and add percents and labels.</p> <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p> | <p><b>Student Products:</b></p> <p>Students will research their zodiac sign.</p> <p>They will put a tally next to their sign on the SMART Board.</p> <p>Then the students will add the data and import it into Microsoft Excel.</p> <p>The students will complete a pie graph.</p> <p>Students will change the color of each one of the pieces of the pie.</p> <p>They will add a title and show percents on their pie graph and labels of each piece.</p> | <p><b>Materials:</b></p> <p>SMART Board</p> <p>Internet Connection</p> <p>Microsoft Excel</p> | <p><b>Assessment:</b></p> <p>Rubric for <i>Zodiac Sign Graph</i></p> <p>Teacher Observation</p> <p>Class Work Grade/ Use of Class Time</p> | <p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology 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.</u></b></p> <p><b>8.1.8.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.2:</b> Plan and create a simple database, define fields, input data, and produce a report using sort and query.</p> <p><b>8.1.8.A.4:</b> Create a simple spreadsheet, enter data, and interpret the information.</p> |
|--|--|---|--|---|



|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <p><b>8.1.8.D. Digital Citizenship:</b><br/><b>Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p> |
|--|--|--|--|---|

|   |  |   |   |  |
|---|--|---|---|--|
| <p><b>Topic 6: Zodiac Movie</b></p> <p><b>Objectives:</b></p> <p>Students will research about their zodiac characteristics and information that correlate to their sign.</p> <p>Demonstrate knowledge of iMovie and how to import clips, pictures, videos, etc.</p> <p>Create an interesting script including intro, body, conclusion.</p> <p>Demonstrate ability to record their own voice in iMovie using voice over techniques.</p> <p>Create a interesting and creative movie.</p> <p>Create song in Garageband.</p> <p>Be able to create pictures in other applications and export to use in iMovie.</p> | <p><b>Student Products:</b></p> <p>Students will research their zodiac sign.</p> <p>They will write a script on how they are like and not like their zodiac characteristics.</p> <p>They will have to figure out a way to represent each characteristic.</p> <p>They can use any program/application and learn how to import them in to iMovie.</p> <p>They will record an introduction, body and conclusion.</p> <p>They will create music in Garageband and export song to iTunes and then to iMovie.</p> <p>Students will export movie when finished.</p> | <p><b>Materials:</b></p> <p>Microsoft Word</p> <p>Pencils/Paper if needed</p> <p>iMovie</p> <p>Photobooth</p> <p>Imageblender<br/>Pixie</p> <p>Internet Connection</p> <p>Headphones</p> <p>Microphones</p> <p>iTunes</p> <p>Garageband</p> | <p><b>Assessment:</b></p> <p>Rubric for <i>Zodiac Movie</i></p> <p>Teacher Observation</p> <p>Class Work Grade/ Use of Class Time</p> | <p><b>NJCCCS:</b></p> <p><b><u>8.1 Educational Technology 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.</u></b></p> <p><b>8.1.4.A. Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</b></p> <p><b>8.1.8.A.1:</b> Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.</p> |
|---|--|---|---|--|

|  |  |  |  |   |
|--|--|--|--|---|
| <p><b>Essential Questions:</b></p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>In a world of constant change, what skills should we learn?</p> |  |  |  | <p><b>8.1.8.A.3:</b> Create a multimedia presentation including sound and images.</p> <p><b>8.1.8.A.5:</b> Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p><b>8.1.8.D. Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</b></p> <p><b>8.1.8.D.1:</b> Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</p> <p><b>8.1.8.D.2</b> Summarize the application of the fair use and Creative Commons guidelines.</p> |
|--|--|--|--|---|