

6th Grade Digital Literacy Course

Week	Digital Literacy Standard	Activity	Resource
One	Technology Operations and Concepts	<p>Computer Basics: Explore the machine, Programs, Control Panel (if accessible), RAM, ROM, basic workings of machine.</p> <p>h-drives: How to save to h-drive, create folders on h-drive, manage folders etc.</p> <p>Printers: Choosing a printer, printer folders etc.</p> <p>Introduce Web 2.0 using Youtube video.</p> <p>Introduce Cloud Computing with Youtube video</p> <p>Edmodo: Sign up for account, explore tools, resources, practice saving and downloading a document from Edmodo, TURN IN option with attachment.</p> <p>Touch Typing: First 5 minutes of each class, while attendance is being taken etc., students practice touch typing.</p>	<p>www.edmodo.com</p> <p>Cloud Computing video http://www.youtube.com/watch?v=TTNgV0O_oTg&feature=player_embedded</p> <p>Web 2.0 video http://www.youtube.com/watch?v=NLIgopyXT_g&feature=player_embedded</p> <p>Vision of the Future video http://www.youtube.com/watch?v=dGCJ46vyR9o&feature=player_embedded</p> <p>Typing practice: http://www.nimblefingers.com/ http://www.sense-lang.org/typing/tutor/keyboarding.php http://www.typing-lessons.org/ http://www.phoboslab.org/ztype/</p>
Two	Communication and Collaboration Creativity and	<p>Email</p> <ul style="list-style-type: none"> • Create, Save to a folder 	<p>Diigo www.diigo.com</p>

	<p>Innovation</p>	<ul style="list-style-type: none"> • Use contacts, address book • Reply and Reply All • Send an email with an attachment <p>Tables and Charts</p> <ul style="list-style-type: none"> • Use OO.o Calc or Excel to make a simple table in spreadsheet, covert to visual chart. Save to h-drive, upload to Edmodo • Use OO.o Writer or WORD to create a table, manipulate rows, columns, colors . Save to h-drive, upload to Edmodo. <p>Diigo: Get Diigo account, load diigolet, go to My Groups, open article on Internet Safety. Begin highlighting and sticky notes of article. Share to group. (Teaching Diigo using the Internet Safety article is suggested because it scaffolds the teaching of</p>	<p>http://www.diigo.com/education</p> <p>Interactive Graphic Organizer http://my.hrw.com/nsmedia/intgos/html/igo.htm</p> <p>Internet Safety Article: http://kidshealth.org/teen/safety/safebasics/internet_safety.html</p> <p>Cyber Bullying Article: http://www.pbs.org/parents/childrenandmedia/article-protecting-kids-from-cyberbullying.html</p>
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		internet safety with this skill.)	
Three	Digital Citizenship Communication and Collaboration	<p>Diigo: Continue with Safety on Internet article. When done with notetaking and sharing, fill in the interactive graphic organizer with the main ideas of the article.</p> <p>Cyber Bullying: Students complete a “scavenger hunt” on a cyberbullying website. (or similar activity exposing student to information on this topic.)</p> <p>Blog or Wiiki: Students read posts about Cyber-bullying and comment on a blog, or read article on Cyber-bullying and participate with a wiiki. (Using blogs and wiikis are goal for 6th grade, creating them will be introduced in 7th grade.) (Using Cyber Bullying as a vehicle for teaching blogs and wiikis will scaffold the skill with Digital</p>	<p>See above for resources.</p> <p>Cyberbullying Website: http://www.cyberbullying.info/</p>

		<p>Citizenship.)</p> <p>Students can use Diigo to note take and collaborate on Cyber Bullying article.</p>	
Four	<p>Research and Information Gathering</p> <p>Critical Thinking, Problem Solving, Decision Making</p>	<p>Search Engines: How do search engines work? Boolean searches etc. Practice using several different search engines for research.</p> <p>Evaluating websites: Students learn skills to evaluate websites for authenticity and validity.</p>	<p>(Lessons with worksheets available.)</p> <p>Websites to investigate for authenticity:</p> <p>http://zapatopi.net/treeoctopus/ http://www.thedogisland.com/ http://www.ovaprima.org/index.htm http://www.sulabhtoiletmuseum.org/mus02.htm http://www.ent.iastate.edu/misc/insectsasfood.html http://fromtheleft.wordpress.com/2011/09/24/the-tree-climbing-goats-of-morocco/</p> <p>Websites to help determine authenticity:</p> <p>http://www.factcheck.org/ http://www.snopes.com/ http://www.politifact.com/ http://www.truthorfiction.com/ http://www.HoaxSlayer.com</p>
Five Six Seven	<p>Creativity and Innovation</p> <p>Research and Information Gathering</p>	<p>Research: Students choose a topic to research with a structured guideline to help them gather information. Part of this guide asks them to evaluate the value of the websites they are using.</p> <p>Organization: Students organize their information</p>	<p>Many online tools to explore:</p> <p>http://cooltoolsforschools.wikispaces.com/Home</p> <p>Resources for presentation:</p> <p>www.animoto.com www.prezi.com www.kerpoof.com www.xtranormal.com www.glogster.com</p>

		using online graphic organizers. Presentation: Students explore a number of presentation options, practice as many as time permits, choose one to present their research.	
Eight	Creativity and Innovation	Students Present their projects to the class.	
Nine			Open to complete presentations, and for teacher choice. Example: How to make forms in WORD or OO.o Writer. How to write HTML, make webpages etc.
Ten			Teacher choice.
The time table is flexible because completion of the tasks in the time outlined depends on student prior experience, performance of machines, school vacation days, etc. The final two weeks might be needed to complete the curriculum as outlined, or could be used for teacher preferences.			