

# Media Arts Curriculum Guidelines

## Grade 6

Grade Six Information Literacy				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
PA 3.2: Citizenship	Citizenship Review Library holdings	<b>Identifies</b> types and arrangement of books <b>Identifies</b> author, title, subject, and keyword search features of electronic resources <b>Identifies</b> periodicals, bound and computerized references <b>Identifies</b> a variety of formats (print, nonprint, graphical, audio, video, multimedia, web-based) <b>Identifies</b> a variety of resources such as school, public or community resources	<b>Have</b> scavenger hunt for holdings; as listed <b>Have</b> students match vocabulary words to definitions <b>Discuss</b> the purpose and elements of print and nonprint and why, who, where, when, and how it is delivered <b>Guided</b> selection with book talks/reports <b>Visit</b> local public library <b>Have</b> student volunteers check out and shelve books <b>Video</b> on <a href="#">fiction and nonfiction</a> books	Oral discussion Checklist Observation
Grade Six Technology				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
ISTE 1b: Empowered Learner  ISTE 2a; 2b; 2c; 2d: Digital Citizenship  ISTE 3b; 3c: Knowledge Constructor	Safe and Ethical Actions Review Internet use Review citing sources Review digital citizenship	<b>Follows</b> instructions and obeys rules <b>Understands and knows</b> to adhere to Acceptable Use Policy <b>Can</b> read information on website to avoid inappropriate choices <b>Recognizes and understands</b> how to avoid plagiarism <b>Understands</b> to observe proper use of other's material <b>Can</b> identify and properly cite <b>Remembers</b> how to treat others with respect online <b>Knows</b> not to communicate with unknown users online <b>Understands</b> to report objectionable websites and behaviors <b>Can</b> create and constantly working on a positive digital footprint <b>Can</b> create safe/secure usernames and passwords that are not shared with others	Use the video <a href="#">Finding Reliable Resources on the Internet</a> Use Common Sense lesson plan <a href="#">Evaluating Websites</a> <b>Demonstrate</b> how to examine and understand the purpose of a website Uses <a href="#">NoodleTools</a> for citing sources Use <a href="#">Carnegie Cyber Academy</a> Use Common Sense <a href="#">What's My Digital Footprint?</a> lesson Use <a href="#">Private and Personal Information</a> lesson on Common Sense Media	Use a rubric Checklist Observation

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STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
PA 1.3; 2.1: Organization	<b>Organization</b> <b>Review</b> materials provided by information networks and electronic databases <b>Review</b> cross references <b>Review</b> Dewey Decimal System <b>Review</b> Library of Congress System <b>Review</b> Boolean operators	<b>Understands</b> reference material is available in a variety of formats (e.g. print, electronic, and online) <b>Identifies</b> reference databases and Power Library <b>Identifies</b> cross references ( <b>See and See also</b> ) <b>Understands</b> purpose of the Dewey Decimal System to pull together same subject and literary form <b>Identifies</b> Dewey Decimal Classification headings and becomes familiar with books found in several classes <b>Identifies</b> Library of Congress system (where, what, and access to) <b>Identifies</b> Library of Congress as a source for primary and secondary sources <b>Identifies</b> Boolean operators, keywords, and subject terms (e.g.: “AND,” “OR,” “NOT”)	<b>Use</b> computer to access electronic databases and Internet <b>Use</b> a Dewey poster to review subjects and brainstorm topics that fit each general division in Dewey (Ex.: Social Science-armed forces; fairy tales; community helpers) <b>Visit</b> websites about the Dewey Decimal System and the Library of Congress ( <a href="#">Can You Do Dewey</a> , <a href="#">How To Use the Dewey Decimal System</a> , <a href="#">Match Dewey Decimal System Numbers</a> , <a href="#">Video Library of Congress-Call Number and Shelving</a> ) <b>Use</b> projectors to see easy and expanded search options (if applicable) <b>Use</b> websites to show <a href="#">Boolean operators</a> <b>Use</b> <a href="#">Boolean Table Game</a>	Oral questioning Visual Observation
Grade Six Technology				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
ISTE 1d: Empowered Learner	<b>Cross-Platform</b> <b>Review</b> computer use <b>Review</b> computer vocabulary <b>Review</b> printing steps	<b>Knows and reviews</b> basic care of computer; cleanliness, no food or drink, respect for property <b>Identifies</b> components of computer, digital devices, peripherals, and functions <b>Identifies and defines</b> technology terms and vocabulary <b>Can</b> log onto digital devices with username and password <b>Knows</b> how to shut down device <b>Can</b> open and use documents <b>Identifies and can use</b> effectively save and save as when creating a new document or using a previously saved document. <b>Know and identifies</b> where a document has been saved (network, flash drive, or cloud) <b>Understands and uses</b> icons to open files and applications <b>Can</b> locate and start a program and utilize the taskbar to switch between programs <b>Uses</b> the menu to select appropriate tasks <b>Selects</b> printer as well as changing number of copies and print <b>Uses</b> scroll bars to move up and down/left and right <b>Uses</b> and reads application menus and toolbars <b>Can</b> download an application on a computer or app on a tablet.	<b>Use</b> computers showing examples of how to care for computers <b>Use</b> <a href="#">Click-an-Learn</a> What’s inside a computer <b>Use</b> computers to show components of computers <b>Videos</b> <a href="#">CPU, memory, input &amp; output</a> , <a href="#">Introducing How Computers Work</a>	Oral discussion Checklist Observation

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Grade Six Information Literacy				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
PA 2.1; 2.3: Selection and Utilization	<b>Selection and Utilization</b> <b>Review</b> parts of a nonfiction book <b>Introduce</b> acknowledgements, graphics, footnotes, endnotes, appendix, bibliography, glossary, and sources <b>Review</b> electronic sources and online catalog access	<b>Identifies</b> words and definitions for parts of a nonfiction book <b>Uses and knows</b> nonfiction book parts <b>Identifies</b> materials and select formats based on information need (nonprint) <b>Understands</b> the authority of an online information source to determine the author's qualification to be an expert about a topic <b>Recognizes</b> how to access electronic resources at school and from home <b>Follows</b> acceptable use policy for electronic resources	<b>Assign</b> research projects <b>Use</b> books to identify helpful parts of a book as needed to collect information <b>Use</b> questioning, brainstorming, and webbing to identify what is needed. <b>Determine</b> usability of table of contents, indexes, headings, and subheadings <b>Examine</b> various print, nonprint, and electronic resources	Evaluate effectiveness of sources by using a rubric Computer research
Grade Six Technology				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
ISTE 1d: Empowered Learner	<b>Keyboarding and Manipulation Skills</b> <b>Review</b> keyboarding and proper posture <b>Review</b> digital equipment	<b>Identifies</b> and locate all keys on the keyboard <b>Using</b> both hands on the keyboard with correct hand placement for the alphabet and punctuation. <b>Can</b> use functional keys: enter, spacebar, tab, backspace, delete, arrows, and shift keys <b>Can</b> type for accuracy and speed <b>Can</b> turn equipment on and off <b>Can</b> use the mouse to click, double click, point, and right click <b>Can</b> swipe and scroll on screen device <b>Knows</b> how to select by tapping: single and double <b>Can</b> write or draw with finger or stylus	<b>Have</b> students use web based keyboarding programs ( <a href="#">Dance Mat Typing</a> , <a href="#">TypingClub</a> , <a href="#">Typing</a> ) <b>Have</b> students use <a href="#">Sunbust Type to Learn, Jr.</a> (Site license needed) or <a href="#">Typetastic</a> (Subscription) <b>Have</b> students use <a href="#">Crazy4Computers</a> <b>Use</b> <a href="#">Stylus Pen</a> on a Computer Trackpad <b>Have</b> students use <a href="#">Google Auto Draw</a>	Observation

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STANDARDS	CONTENT/TOPIC	Grade Six Information Literacy SKILLS	EXAMPLES	ASSESSMENT
PA 1,2; 1.3; 2.1; 3.2; 3.3: Comprehension	<b>Comprehension</b> <b>Review</b> reference books <b>Introduce</b> <i>Book of Quotations, Gazetteer/Geographical Dictionary, and Readers' Guide to Periodical Literature</i> <b>Review</b> specialized encyclopedias <b>Review</b> Works Cited <b>Review</b> MLA <b>Introduce</b> APA <b>Review</b> plagiarism <b>Review</b> note-taking and paraphrasing <b>Review</b> outlining <b>Introduce</b> endnotes and footnotes	<b>Identifies:</b> Dictionary, Thesaurus, Encyclopedia, Atlas, Almanac, Catholic Almanac, Books of Quotations, Gazetteer, Special Dictionaries and Encyclopedias <b>Identifies and uses</b> specialized encyclopedias <b>Identifies</b> qualities of a useful encyclopedia, signed and unsigned articles, general characteristics, and when to use an encyclopedia <b>Knows</b> online reference databases ( <a href="#">Power Library</a> , <a href="#">Fact Monster</a> , <a href="#">Refdesk</a> , <a href="#">Infoplease</a> , <a href="#">Brightpips</a> and other Online references) <b>Recognizes</b> online Readers' Guide to find periodicals <b>Identifies and uses</b> other computer reference databases (Power Library and Online encyclopedias) <b>Can</b> cite sources in correct format (using MLA: Modern Language Association) for books, magazines, reference books, interviews, and Internet <b>Identifies</b> APA as American Psychological Association used when creating science projects <b>Identifies</b> differences between MLA and APA <b>Can</b> understand, recall, interpret, summarize, and paraphrase material presented <b>Understands</b> plagiarism and its implications <b>Recognizes</b> how to construct endnotes and footnotes to prevent plagiarism <b>Understands</b> term "common knowledge"	<b>Reference</b> quest to know which book will access information the quickest <b>Assign</b> students a country to locate information using an <a href="#">Encyclopedia of Society and Culture in the Ancient World</a> <b>Show</b> visual examples of Readers' Guide <b>Have</b> students identify reference used when doing reports and research <b>Do</b> research project (through cooperative planning with teacher) including Works Cited <b>Revise and edit</b> project information <b>Have</b> students use <a href="#">Noodletools</a> website ( <a href="#">NoodleBib MLA Starter</a> ) <b>Practice</b> safe, responsible, ethical and legal use of materials <b>Use</b> Science Fair as project to integrate APA Style	Written reports Oral reports Rubrics for research Skills projects Rubric

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Grade Six Technology				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
<b>ISTE 1b; 1d: Empowered Learner</b>  <b>ISTE 4a; 4b; 4c; 4d: Innovative Designer</b>	<b>Word Processing</b> <b>Introduce</b> word processing terms <b>Review</b> document formatting <b>Introduce</b> special features	<b>Understands</b> terms, vocabulary, and purpose <b>Can</b> highlight and delete text <b>Can</b> import graphics from clip art, outside sources (Internet with citation/save to file), and file <b>Can</b> format graphics and pictures <b>Can</b> prepare and insert WordArt <b>Uses</b> find and replace, cut, copy, and paste <b>Create</b> an outline: use bullets, numbering, outline function, and symbols <b>Understands and chooses</b> appropriate visual modes: normal, print, and web mode <b>Can</b> use page setup for portrait/landscape choices, margins, paper choices <b>Can</b> choose line spacing: single, double, multiple line <b>Can</b> use spell check and thesaurus to enhance writing <b>Can</b> insert date, time, page numbering, headers, footers, hyperlinks <b>Can</b> use drawing tools. <b>Can</b> create and format a table (spacing, color, header rows, sizing) <b>Understands</b> and can use blogs to communicate, inserts text, saves posts when required (monitored by teacher) <b>Participates</b> in web design (WordPress, other tools using word processing style menu items) <b>Understands</b> the purpose for and uses email effectively (if permitted by the school)	<b>Emphasize</b> the use of word processing tools (including but not limited to) Google Docs, Microsoft Word, Open Office Writer, MAC IWork Pages, Blogs, and Email <b>Use</b> <a href="#">Word Processing Can Be Lots of Font!</a> videos <b>Use</b> <a href="#">Hot Chalk</a> lesson plans for Word Processing <b>Use</b> <a href="#">Google Docs Scavenger Hunt</a> <b>Using</b> <a href="#">Google Docs Toolbar</a> <b>Intro to</b> <a href="#">Google Docs</a> <b>Use</b> <a href="#">a short video for formatting</a> <b>Inserting</b> <a href="#">images into Google Docs</a> <b>Use</b> <a href="#">Google Docs Formatting site</a> <b>Using email</b> <a href="#">Common Sense Media</a>	Observation Checklist Rubrics for projects
Grade Six Technology				
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
<b>ISTE 3a; 3b; 3c; 3d: Knowledge Constructor</b>  <b>ISTE 4c: Innovative Designer</b>  <b>ISTE 5a; 5b: Computational Thinker</b>	<b>Research Skills and Interactive Discovery</b> <b>Review</b> acceptable Use Policy <b>Review</b> Internet searching <b>Review</b> citing information	<b>Knows</b> Acceptable Use Policy <b>Identifies</b> purpose of research <b>Uses</b> search terms <b>Knows</b> there are different browsers, inserting web address, keyword search, advanced search techniques, using Boolean operations ( <b>and/or/*/not</b> ) <b>Evaluates</b> a website for content, accuracy, legitimacy <b>Understands</b> copyright rules and laws <b>Cites</b> information using <a href="#">Noodletools</a> <b>Uses</b> Web 2.0 use skills for discovery <b>Uses</b> browser, links, Web 2.0 skills for discovery, tablet (iPad/Android), and Apps for inquiries	<b>Emphasize</b> the use of tools such as browsers, search engines, and Web 2.0 tools <b>Using</b> <a href="#">a web browser</a> , <a href="#">Boolean Logic Common Sense Media, Booleans and Logic</a> <b>Display</b> posters with Internet search ideas: <a href="#">Google Posters</a> , <a href="#">Research Skills Posters.pptx</a> , <a href="#">Free Classroom Poster, Conquer the Internet in Class (Safely!)</a>	Create a rubric Projects Observation

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ISTE 7d: Global Collaborator				
		<b>Grade Six Information Literacy</b>		
<b>STANDARDS</b>	<b>CONTENT/TOPIC</b>	<b>SKILLS</b>	<b>EXAMPLES</b>	<b>ASSESSMENT</b>
PA 1.3; 2.1; 3.2; 3.3: Presentation and Appreciation	<b>Presentation and Appreciation</b> Introduce history of a book and writing	Understands timeline of book and writing Understands oral and written tradition Identifies famous people in books (Guttenberg, Franklin, Dewey, and Carnegie) Role of monks, monasteries, and bible in early books Understands history of pen, feather, and steel nib	Visit <a href="#">The Newberry History of the Book</a> , <a href="#">Smithsonian TweenTribune</a> , <a href="#">A Brief History of Children's Picture Books and the Art of Visual Storytelling</a> , <a href="#">Middle Ages The Monastery</a> , <a href="#">Medieval Book Production and Monastic Life</a> Videos <a href="#">Great Innovators: "Gutenberg and the Printing Press"</a> , <a href="#">Introduction to Storytelling</a> Have students write comparison/contrast essays	Oral Observation Checklist
	Review author study	Discovers biographical information about an author Identifies books an author has written Recognizes genre of books Recognizes databases for author research Understands how to do an <a href="#">"Author Quest"</a>	Visit sites about authors <a href="#">Scholastic</a> , <a href="#">The Federation of Children's Book Groups</a> , <a href="#">HarperCollins Children's Books</a> , <a href="#">Reading Rockets</a> , <a href="#">TTLC</a> , <a href="#">University of West Florida Favorite Authors</a> , <a href="#">KidsReads</a> Have students choose author to study Read selected works in Lit Circle/Small group format Write to authors Visit website dealing with children's book awards <a href="#">ALA</a> , <a href="#">Infosoup</a> , <a href="#">Clemson Libraries</a> , <a href="#">The Children's Book Council</a> Have students do projects related to authors	Book talks Literature Circle Summary activity Author studies
	Review Copyright Law Review Library of Congress Review primary and secondary sources Review "fair use"	Knows copyright as protection by law Understands Library of Congress as place to obtain a copyright Recognizes Library of Congress as a source for primary and secondary sources Understands "fair use" as our right to use copyrighted materials	Visit <a href="#">Library of Congress</a> Visit <a href="#">Copyright with Cyberbee</a> Hold debate forum and/or kids' court to discuss rights of both parties	Oral Checklist Observation

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STANDARDS	CONTENT/TOPIC	Grade Six Technology SKILLS	EXAMPLES	ASSESSMENT
<b>ISTE 1b; 1d: Empowered Learner</b>  <b>ISTE 7a: Global Collaborator</b>	<b>Presentation</b> <b>Review</b> multimedia skills <b>Review</b> illustration, photo editing, web design skills	<b>Understand and can</b> choose layout and slide style <b>Can</b> create text and format text <b>Knows</b> how to choose bullets and symbols <b>Can</b> choose a new slide and/or duplicate a slide <b>Can</b> rearrange slides <b>Understands and can</b> insert background: color, patterns, and pictures <b>Understands and can</b> import graphics, pictures, and videos <b>Can</b> format graphics: resizing and layout <b>Can</b> insert sound: music or narration <b>Understands, prepare, and implements</b> transitions (controls timing) and animations (motion) <b>Can</b> create simple animation using transition and timing <b>Practices</b> inserting and creating buttons <b>Practices</b> how to switch between views: editing mode and viewing modes <b>Practices</b> applying timing <b>Practices</b> navigating slides during the presentation <b>Can</b> check presentation for readability, coherence, applicability, attractiveness, and uniformity <b>Understands</b> vocabulary of presentation tools <b>Can</b> create a simple illustration <b>Uses</b> various layouts and designs	<b>Creating</b> presentations using tools including but not limited to: Microsoft PowerPoint, Google Slides, Open Office Impress, and MAC IWork Keynote <a href="#">Great Google Slide Activity for Students</a> <a href="#">Google Slides: Ideas for the Classroom</a> <a href="#">Audio Recording Tools for Google Slides</a> <a href="#">How to Add Sound to Google Slides</a> <b>Use</b> <a href="#">Google Slides Resources</a>	Projects Observation Rubrics
<b>ISTE 1c: Empowered Learner</b>  <b>ISTE 2d: Digital Citizen</b>  <b>ISTE 3a; 3b: Knowledge Constructor</b>  <b>ISTE 5a; 5b; 5d: Computational Thinker</b>	<b>Design</b> <b>Review</b> hyperlinks <b>Review</b> transitions, timing, and animation	<b>Can</b> add hyperlinks to project <b>Uses</b> transitions, controls timing, and animation of text/images <b>Can</b> create a simple animation using transition and timing <b>Can</b> create images from created material <ul style="list-style-type: none"> <li>• save slides as a jpg–image file</li> <li>• take print screen from computer</li> </ul> <b>Can</b> create a podcast (audio recording with microphone and device on computer or mobile device) <b>Understands and uses</b> simple photo editing program, follows menu items <b>Can use and create</b> within an animation program <b>Can use</b> programming/illustration tool (Alice, Scratch, Sketchup) <b>Can create</b> a simple video with editing tools (program online or mobile application)	<b>Create</b> presentations using tools including but not limited to: Microsoft PowerPoint, Google Slides, Open Office Impress, MAC IWork Keynote, Windows Paint, Tux Paint, Sketchup, Scratch, Alice, and Audacity <b>Create</b> stop motion animation with <a href="#">Google Slides</a> <b>Have</b> students create <a href="#">storybooks with Google Slides</a> <b>Have</b> students create games using programming tools	Projects Observation Rubrics

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		<b>Grade Six Technology</b>		
STANDARDS	CONTENT/TOPIC	SKILLS	EXAMPLES	ASSESSMENT
<b>ISTE 3a; 3b; 3c; 3d:</b> <b>Knowledge</b> <b>Constructor</b>  <b>ISTE 5a; 5d:</b> <b>Computational</b> <b>Thinker</b>	<b>Data Analysis</b> <b>Introduce</b> spreadsheets <b>Introduce</b> databases <b>Introduce</b> data analysis	<b>Understands</b> structure of a spreadsheet: columns, rows, and cells <b>Can</b> enter data <b>Understands</b> how to modify height, width, size, text, alignment <b>Understands</b> how to put in borders, shading, patterns, and text wrapping <b>Can use</b> number formatting correctly (general, dates, currency, and decimals) <b>Can</b> merge and split cells <b>Can</b> “drag” to populate cells with same (copy) or successive data in a range <b>Can use</b> functions (Sum, Average, and more) <b>Can</b> create charts: labels and interprets <b>Understands</b> purpose of a database <b>Understands</b> terminology of databases: record and field <b>Understands</b> how to insert data <b>Can</b> insert and sort data <b>Can</b> read database report	<b>Emphasize</b> using tools such as Google Sheets, Microsoft Excel, Open Office Calc and Base, and MAC IWork Numbers <b>Videos</b> on using <a href="#">Google Spreadsheets</a> <b>Video</b> <a href="#">for creating a Google Sheets</a> <b>Video</b> on using <a href="#">Microsoft Access</a> <b>Have</b> <a href="#">students build learning databases with Google Sheets</a> <b>Visit</b> <a href="#">How to Describe a Database to a Child</a> <b>Use</b> <a href="#">Teaching Ideas Database Lessons</a>	Create a rubric Projects Observation