

HPISD CURRICULUM
(TECHNOLOGY APPLICATIONS, GRADE 6)

EST. NUMBER OF DAYS:

UNIT NAME	UNIT 1: CREATIVITY AND INNOVATION	
Unit Overview	The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products	
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> ● Audience, format, and purpose are important when creating a product. ● Discovery and exploration are important when creating. ● Adaptation and flexibility during the creative process are necessary to complete products. 	
Concepts	CREATIVITY AND INNOVATION	
Guiding/Essential Questions	<ul style="list-style-type: none"> ● What media should be used for this project? ● What does student need to produce for the project? ● What tools will help me with my project? ● How will my project be presented? 	
	Performance Levels	Learning Progressions
Learning Targets		
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>§126.14. Technology Applications, Grade 6, <i>The student is expected to:</i></p> <p>(A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files;</p> <p>(B) create original works as a means of personal or group expression;</p> <p>(C) explore complex systems or issues using</p>	

	<i>models, simulations, and new technologies to make predictions, modify input, and review results; and (D) discuss trends and possible outcomes.</i>	
Processes and Skills		
Topics		
Language of Instruction		
State Assessment Connections		
National Assessment Connections		
Resources		

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UNIT NAME	UNIT 2: COMMUNICATION AND COLLABORATION	
Unit Overview	The student collaborates and communicates both locally and globally to reinforce and promote learning.	
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> ● Communication and collaboration with peers and experts exists on a local and global level. ● We learn about other people and cultures when collaborating. ● Audience, format, and purpose are important when collaborating on a project. 	
Concepts	COMMUNICATION AND COLLABORATION	
Guiding/Essential Questions	<ul style="list-style-type: none"> ● How do you communicate in a digital world? ● How do you connect and collaborate with a dynamic community? ● Can you follow technical directions when learning a new tool? 	
	Performance Levels	Learning Progressions
Learning Targets		
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>§126.14. Technology Applications, Grade 6, <i>The student is expected to:</i></p> <p><i>(A) participate in personal learning networks to collaborate with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;</i></p>	

	<p><i>(B) communicate effectively with multiple audiences using a variety of media and formats; and</i></p> <p><i>(C) read and discuss examples of technical writing.</i></p>	
Processes and Skills		
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EST. NUMBER OF DAYS:

UNIT NAME	UNIT 3: RESEARCH AND INFORMATION FLUENCY	
Unit Overview	The student acquires, analyzes, and manages content from digital resources	
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> ● People learn new information and find answers to questions using different resources. ● Some resources are more appropriate than others for different tasks. ● Communication varies based on the intended audience 	
Concepts	Searching and advanced searching skills, Ability to evaluate and verify resources. Determine the most appropriate search engine for the task.	
Guiding/Essential Questions	<ul style="list-style-type: none"> ● How do I organize my investigation? ● What search strategies will help students find the best information? ● How will the students find reliable and valid information? ● How does the student organize and communicate the information? 	
	Performance Levels	Learning Progressions
Learning Targets		
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>§126.14. Technology Applications, Grade 6, <i>(A) create a research plan to guide inquiry;</i> <i>(B) discuss and use various search strategies, including keyword(s) and Boolean operators;</i></p>	<ul style="list-style-type: none"> ● Critically evaluates sources. ● Uses reason, analysis and synthesis to make informed predictions and decisions from the information they gathered. ● Communicates findings effectively.

	<p><i>(C) select and evaluate various types of digital resources for accuracy and validity; and (D) process data and communicate results.</i></p>	
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EST. NUMBER OF DAYS:

UNIT NAME	UNIT 4: CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING	
Unit Overview	The student makes informed decisions by applying critical-thinking and problem-solving skills.	
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> ● Problems require a plan for solution. ● Design is important to produce the final product. ● Editing and revising your work throughout your project is crucial to the final product. ● It is important to share knowledge and present findings. ● Curiosity, questions and application of prior knowledge lead to solutions. 	
Concepts	CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING	
Guiding/Essential Questions	<ul style="list-style-type: none"> ● Can students identify questions pertinent to their investigation? ● Can the student find sufficient variety of information to make an informed decision? ● Can students connect their prior learning and apply it to their new knowledge? 	
	Performance Levels	Learning Progressions
Learning Targets		
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>§126.14. Technology Applications, Grade 6, <i>The student is expected to:</i></p> <p>(A) identify and define relevant problems and significant questions for investigation;</p> <p>(B) plan and manage activities to develop a</p>	

	<p><i>solution, design a computer program, or complete a project;</i></p> <p><i>(C) collect and analyze data to identify solutions and make informed decisions;</i></p> <p><i>(D) use multiple processes and diverse perspectives to explore alternative solutions;</i></p> <p><i>(E) make informed decisions and support reasoning; and</i></p> <p><i>(F) transfer current knowledge to the learning of newly encountered technologies.</i></p>	
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EST. NUMBER OF DAYS:

UNIT NAME	UNIT 5: DIGITAL CITIZENSHIP	
Unit Overview	The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources	
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> • Demonstrates honesty and integrity. • Makes ethical decisions and choices. • There are special rules for online behavior. • The digital environment necessitates effective management of your digital presence. 	
Concepts	Digital Safety, Netiquette, Copyright, AUP, Cyber Bullying	
Guiding/Essential Questions	<ul style="list-style-type: none"> • Can students cite their sources? • Do they understand fair use guidelines? • How do they manage their digital presence? • How do students protect themselves and others online? 	
	Performance Levels	Learning Progressions
Learning Targets	<ul style="list-style-type: none"> • Knows and applies copyright and fair use guidelines • Remains safe in a digital environment by following digital ethics, cyber safety and digital citizenship guidelines • Actively contributes to a positive digital environment by monitoring and reporting any negative activity. 	
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<i>§126.14. Technology Applications, Grade 6 (A) understand copyright principles,</i>	

	<p><i>including current laws, fair use guidelines, creative commons, open source, and public domain;</i></p> <p><i>(B) practice ethical acquisition of information and standard methods for citing sources;</i></p> <p><i>(C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and</i></p> <p><i>(D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.</i></p>	
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EST. NUMBER OF DAYS:

UNIT NAME	UNIT 6: TECHNOLOGY OPERATIONS AND CONCEPTS	
Unit Overview	The student demonstrates a thorough understanding of technology concepts, systems, and operations.	
Generalizations/Enduring Understandings	<ul style="list-style-type: none"> • Each field of experience uses a different set of vocabulary. • Certain skills are more appropriate than others when accomplishing certain task. 	
Concepts	TECHNOLOGY OPERATIONS AND CONCEPTS	
Guiding/Essential Questions	<ul style="list-style-type: none"> • Do I know how to use the program I have been asked to use. If not, can I locate the resources necessary for me to learn skills? • Do I have skills that can be applied in many different settings? • Do I understand that learning is a life-long endeavor? • How do I effectively manage my resources? 	
	Performance Levels	Learning Progressions
Learning Targets	<ul style="list-style-type: none"> • Use correct terminology for a task • Select the correct tools, software and hardware, to complete projects • Know the basic steps to resolve technical issues. • Structure your files and information for quick access. 	
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<i>§126.14. Technology Applications, Grade 6, The student is expected to:</i>	

- (A) define and use current technology terminology appropriately;*
- (B) select technology tools based on licensing, application, and support;*
- (C) identify, understand, and use operating systems;*
- (D) understand and use software applications, including selecting and using software for a defined task;*
- (E) identify, understand, and use hardware systems;*
- (F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;*
- (G) demonstrate effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;*
- (H) discuss how changes in technology throughout history have impacted various areas of study;*
- (I) discuss the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;*
- (J) use a variety of local and remote input sources;*
- (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;*
- (L) create and edit files with productivity tools, including:*
 - (i) a word processing document using digital typography standards such as*

	<p><i>page layout, font formatting, paragraph formatting, and list attributes;</i></p> <p><i>(ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation;</i></p> <p><i>(iii) a database by manipulating components such as entering and searching for relevant data; and</i></p> <p><i>(iv) a digital publication using relevant publication standards;</i></p> <p><i>(M) plan and create non-linear media projects using graphic design principles; and</i></p> <p><i>(N) integrate two or more technology tools to create a new digital product.</i></p>	
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Topics		
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