

# HISD Academic Instructional Technology

EMPOWERING EDUCATION EVERY DAY

## 2021-22 Scope and Sequence Technology Applications – Grade 6

<b>Cycle 1</b>	<b>27 Days</b>	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	<b>Aug 23 - Oct 1</b>	

### Overview

**Online Safety & Digital Citizenship:** Online Safety curriculum teaches students how to be safe by educating them about online safety, the responsible use of technology and digital fair use rules.

**Online Safety & Digital Citizenship (formerly Internet Use and Online Communications)** The Internet Usage and Online Communication unit teaches students vital skills for successfully navigating and searching the World Wide Web such as browsing basics, keyword searches, research strategies, information sourcing and ethics, and examination of information validity. Students also learn the basics of online communication such as email, instant messaging, blogs, community sites, podcasting, and digital collaboration.

Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) <b>The student will:</b>
<b>Online Safety and Digital Citizenship</b> Weeks 1-6	<p style="text-align: center;"><b>Week 1:</b> Intro to Lab Rules</p> <p style="text-align: center;">Logging in to Learning.com</p> <p style="text-align: center;">LCOM (Skills Check- Pre) Online Safety Pre- Skills Check- Level 6 (15 min)</p> <p style="text-align: center;">LCOM (L) Online Safety: Digital Citizenship (15 min)</p> <p style="text-align: center;"><b>Week 2:</b> LCOM (L) Online Safety: Dealing with Cyberbullying (15 min)</p> <p style="text-align: center;">LCOM (D) Texting Safety Discussion (30 min)</p> <p style="text-align: center;"><b>Week 3:</b> Common Sense Education via LCOM (L)</p>	<p><b>Online Safety &amp; Digital Citizenship:</b></p> <p>6.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results;</p> <p>6.2. Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (A) create personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; (B) communicate effectively with multiple audiences using a variety of media and formats;</p> <p>6.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: (A) understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain; (B) practice ethical acquisition of information and standard methods for citing sources; (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and (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;</p> <p>(A) define and use current technology terminology appropriately; (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;</p>



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	<p>Chatting Safely Online (50 min) <i>* Student Video included for direct access &amp; viewing (4 min)</i></p> <p><b>Week 4:</b> Common Sense Education via LCOM (L) Digital Drama Unplugged (45 min) <i>*Stand-alone Student Video included for student direct access &amp; viewing (4 min)</i></p> <p>LCOM (Skills Check- Post) Online Safety &amp; Digital Citizenship Post Skills Check- Level 6 (15 min)</p> <p><b>Week 5:</b> LCOM (Pre-Skills Check) Internet Usage &amp; Online Communications Pre-Skills Check- Level 6 (15 min)</p> <p>LCOM (L) Internet Usage: Navigating the World Wide Web (15 min)</p> <p><b>Week 6:</b> LCOM (L) Internet Usage: Effective Search Strategies (15 min)</p> <p>LCOM (L) Online Communication: Online Personal Communication (15 min)</p> <p>LCOM (L)</p>	
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	Online Communication: Sharing Safely Online (15 min)					
Vocabulary						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
communication cyberbully netiquette safety ethical technology online acceptable use	photo sharing communication digital citizenship digital footprint acronyms link emoticons password tag profile page texting instant messaging post privacy settings	privacy settings bully/bullying digital media cyberbullying reputation chat room online communication cyberbully email cell phones online games instant messaging social networks texting social networking posting	inappropriate private information risky red flag feeling	digital drama de-escalate	browsing etiquette blogs personal learning network ethics online searching internet digital technology	URL Keyword search Category Search Search Engine spam communication login texting username viruses password email private site network web design bulletin audience forum online community public site



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<b>Cycle 2</b>	<b>29 Days</b>	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	<b>Oct 5 – Nov 12</b>	
<b>Overview</b>		
<p><b>Online Safety &amp; Digital Citizenship (formerly Internet Use and Online Communication)</b> The Internet Usage and Online Communication unit teaches students vital skills for successfully navigating and searching the World Wide Web such as browsing basics, keyword searches, research strategies, information sourcing and ethics, and examination of information validity. Students also learn the basics of online communication such as email, instant messaging, blogs, community sites, podcasting, and digital collaboration.</p> <p><b>Keyboarding:</b> Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.</p> <p><b>Business Applications (formerly Word Processing):</b> Students learn the essentials of word processing such as word processing basics, formatting, proofreading, spelling and grammar tools, and complete activities such as poem creation, and advanced report writing. Student can also play word processing games and take quizzes to check their knowledge of these essential skills.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Online Safety and Digital Citizenship</b> Weeks 1-5	<p><b>Week 1:</b> Introduce LCOM Adaptive Keyboarding: Urban Keyboarding Explorer (10 min)</p> <p>LCOM (AE) Become an Internet Sleuth: Strategies to Guide Inquiry (35 min)</p> <p><b>Week 2:</b> Common Sense Education via LCOM (L) Who Are You Online? (45 min)</p> <p><i>Student video included for personal viewing (3 min)</i></p> <p><b>Week 3:</b> Common Sense Education via LCOM (L) Don’t Feed the Phish (45 min)</p> <p><b>Week 4:</b> LCOM (L) Internet Usage: Being a Global Citizen with Mapping Tools (15 min)</p>	<p><b>Online Safety &amp; Digital Citizenship (formerly Internet Use and Online Communications):</b> 6.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; 6.6. Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (A) define and use current technology terminology appropriately; (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;</p> <p><b>Business Applications (formerly Word Processing):</b> 6.2. Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (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; (C) read and discuss examples of technical writing; 6.4. Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (C) collect and analyze data to identify solutions and make informed decisions; (E) make informed decisions and support reasoning. 6.6. Technology operations and concepts. The student demonstrates</p>

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<p><b>Business Applications</b> Week 5-6</p> <p><b>Keyboarding</b> Week 5</p>	<p>LCOM (Post Skills Check) Internet Use and Online Communications Post-Skills Check- Level 6 (15 min)</p> <p><b>Week 5:</b> LCOM (Skills Check- Pre) Word Processing Skills Pre-Check Level MS (15 min)</p> <p>LCOM Urban Keyboarding Explorer (15 min)</p> <p>LCOM (L) Word Processing: Overview of Basic Skills (15 min)</p> <p><b>Week 6:</b> LCOM (G) Word Processing: Proofreading and Correcting (15 min)</p> <p>LCOM (L) Word Processing: Visual Design (15 min)</p> <p>LCOM (L) Word Processing: Flyer Print Design (15 min)</p>	<p>a thorough understanding of technology concepts, systems, and operations. The student is expected to: (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: (L.i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (L.iv) a digital publication using relevant publication standards; (M) plan and create non-linear media projects using graphic design principles</p> <p><b>Keyboarding:</b> (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operatio. The student is expected to: (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;</p>
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### Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
search strategies internet search language arts technology	common sense education finsta affinity group anonymous	common sense education shortened URL internet scam private information phishing identify theft	global position system distance map GPS global citizen directions aerial view mapping software satellite view	technology proofreading editing correcting finger placement speed accuracy touch keyboarding underline print	spell checker grammar punctuation capitalization spelling proofreading homonyms indents visual contrast portrait orientation	columns documents alignment visual contrast Tab Stops word processing images flyer Picture Icon picture size fonts

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			transportation mode street view embed navigation	communication documents ribbon toolbar paste text manipulation save collaborative copy basic operations cut bold italic	alignment borders communication aesthetics page layout collaborative spacing margins graphic design color documents landscape orientation ribbon toolbar	design Insert tab tabs table of contents ribbon toolbar communication collaborative Text Wrap serifs Justification tables
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<b>Cycle 3</b>	<b>30 Days</b>	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	<b>Nov 15 – Jan 14</b>	

### Overview

**Business Applications (formerly Word Processing):** Students learn the essentials of word processing such as word processing basics, formatting, proofreading, spelling and grammar tools, and complete activities such as poem creation, and advanced report writing. Student can also play word processing games and take quizzes to test their knowledge of these essential skills.

**Business Applications (formerly Presentations):** Students learn basic presentation skills and use of common presentation software titles. Topics include presenting to audiences, slide organization, and design and special effects. Students then practice their skills in presentation activities, with topics including natural resources, animal habitats, and interesting inventions.

Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Business Applications</b> Weeks 1-4	<p><b>Week 1:</b> LCOM Urban Keyboarding Explorer (10 min)</p> <p>LCOM (L) Word Processing: Formatting Essays Using MLA (15 min)</p> <p><b>Week 2:</b> LCOM (AE) What a Cite! (45 min)</p> <p><b>Week 3:</b> LCOM (L) Word Processing: Creating Original Works (45 min)</p> <p><b>Week 4:</b> LCOM (Skills Check- Post) Word Processing Post Skills Check- Level MS (15 min)</p> <p>LCOM (Skills Check- Pre) Presentations Pre-Skills Check- Level MS (15 min)</p>	<p><b>Business Applications (formerly Word Processing):</b> 6.2. Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (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; (C) read and discuss examples of technical writing; 6.4. Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (C) collect and analyze data to identify solutions and make informed decisions; (E) make informed decisions and support reasoning. 6.6. Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (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: (L.i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes; (L.iv) a digital publication using relevant publication standards; (M) plan and create non-linear media projects using graphic design principles</p>

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## 2021-22 Scope and Sequence

### Technology Applications – Grade 6

<p><b>Business Applications</b> Weeks 5-6</p>	<p>Students explore HISD Word Processing Environment at teacher's direction</p> <p><b>Week 5:</b> LCOM (L) Presentations: Basic Slide Show Elements (15 min)</p> <p>LCOM (L) Presentations: Consistency and Visual Design (15 min)</p> <p>Students explore HISD Presentations Environment at teacher's direction (10 min)</p> <p><b>Week 6:</b> LCOM (L) Presentations: Motion Design (15 min)</p> <p>LCOM (L) Presentations: Designing Non-Linear Presentations (15 min)</p> <p>Students explore HISD Word Processing Environment at teacher's direction (10 min)</p>	<p><b>Business Applications (formerly Presentation):</b></p> <p>6.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (B) create original works as a means of personal or group expression</p> <p>6.2. Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (B) communicate effectively with multiple audiences using a variety of media and formats; and (C) read and discuss examples of technical writing</p>
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### Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
finger placement key keyboarding speed accuracy touch citation formatting bibliography documents footers ribbon toolbar works cited MLS format	Research Word Processing	word processing original work interpret information generate ideas make decisions digital environment group expression media technology systems apply existing knowledge	basic design multimedia presentations graphics slideshow audience	duplicate slides presentation publish save/ close preview evaluate design elements design slide background presentation image slide show	graphics design presentation audience slide show image background slide layout design element focus design element presentation non-linear





readability essay endnotes design page breaks footnotes spacing headers References tab plagiarism		technology concepts draw conclusions publish individual expression create original works collaborate technology operations		layout template graphics text	hyperlink linear presentation
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<b>Cycle 4</b>	<b>27 Days</b>	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	<b>Jan 19 - Feb 25</b>	
<b>Overview</b>		
<p><b>Business Applications (formerly Presentations):</b> Students learn basic presentation skills and use of common presentation software titles. Topics include presenting to audiences, slide organization, and design and special effects. Students then practice their skills in presentation activities, with topics including natural resources, animal habitats, and interesting inventions.</p> <p><b>Business Applications (formerly Spreadsheets &amp; Databases):</b> Students are introduced to spreadsheets and their many uses in this unit. Students learn basics like creating basic tables of data, data formatting, formulas, and creating various graphs. Students then practice their spreadsheet skills using data from real-life situations.</p> <p><b>Keyboarding:</b> Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Business Applications (formerly Presentations)</b> Week 1</p>	<p><b>Week 1:</b> LCOM (Skills Checks- Post) Presentations Post Skills Check- Level MS (15 min)</p> <p>LCOM (Skills Checks- Pre) Spreadsheets &amp; Databases Pre-Skills Check- Level MS (15 min)</p> <p>LCOM Adaptive Keyboarding: Urban Keyboarding Explorer (10 min)</p>	<p><b>Business Applications (formerly Presentations):</b> 6.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (B) create original works as a means of personal or group expression 6.2. Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (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; (b) communicate effectively with multiple audiences using a variety of media and formats;</p>
<p><b>Business Applications (formerly Spreadsheets &amp; Databases)</b> Weeks 2-6</p>	<p><b>Week 2:</b> LCOM (L) Spreadsheets: Parts and Navigation (15 min)</p> <p>LCOM (L) Spreadsheets: Basic Formatting (15 min)</p> <p>LCOM (L) Spreadsheets: Analyzing Data (15 min)</p> <p><b>Week 3:</b> LCOM (L) Spreadsheets: Formulas (15 min)</p>	<p><b>Business Applications (formerly Spreadsheets):</b> 6.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; 6.4. Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (E) make informed decisions and support reasoning; 6.6. Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy; (L) create and edit files with productivity tools, including: (L.i) a word processing document using digital typography standards</p>

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	<p>LCOM (L) Spreadsheets: Functions (15 min)</p> <p>LCOM (L) Spreadsheets: Trends and Forecasts (15 min)</p> <p><b>Week 4:</b> LCOM (AE) Basketball Budget Spreadsheet (45 min)</p> <p><b>Week 5:</b> LCOM (L) Databases: Creating and Maintaining a Database (25 min)</p> <p>LCOM Adaptive Keyboarding: Urban Keyboarding Explorer (15 min)</p> <p><b>Week 6:</b> LCOM (Skills Check- Post) Spreadsheets &amp; Databases Post Skills Check-Level MS (15 min)</p> <p>LCOM Adaptive Keyboarding: Urban Keyboarding Explorer (20 min)</p>	<p>such as page layout, font formatting, paragraph formatting, and list attributes; (L.ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation.</p>
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### Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
basic design multimedia presentations graphics slideshow audience statistics retrieve directory	column spreadsheet cell row cell address data summation function cell alignment	row summation function column relative reference spreadsheet cell name absolute reference	math graphs/tables multiplication/ division computation problem-solving spreadsheet software	filter page orientation mail merge data table report Boolean operator query data analysis	statistics logic directory data Boolean catalog retrieve locate



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logic data locate catalog Boolean	sort function cell justification border formatting fill color table bar graph line graph spreadsheet graph pie chart	copy / paste cell formula function tool summation function numerical formula library cell range function graph trend/ trend line chart data analysis variable data forecast		sort database page layout data table field record	
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<b>Cycle 5</b>	<b>33 Days</b>	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	<b>Feb 28 - April 22</b>	
<b>Overview</b>		
<p><b>Multimedia-</b> Students learn to express their ideas through graphic design, desktop publishing and video editing.</p> <p><b>Media Balance-</b> How do we balance digital media use in our lives? We use digital media every day, from texting, streaming TV shows, and gaming all the way to using voice assistants or ordering our food online. For today’s students, it is a lot more than just “screen time”. So, how can we help students balance their online and offline lives? It starts with recognizing just how much media we use.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Multimedia</b> Weeks 1-5	<p><b>Week 1:</b> LCOM (Skills Checks- Pre) Multimedia Pre-Skills Check- Level MS (15 min)</p> <p>LCOM (L) Multimedia: Creating and Enhancing Images and Graphics (15 min)</p> <p>LCOM Adaptive Keyboarding: Urban Keyboarding Explorer (10 min)</p> <p><b>Week 2:</b> LCOM (AE) Multimedia: Creating a Map (30 min)</p> <p><b>Week 3:</b> LCOM (AE) Multimedia: Creating a Map (30 min)</p> <p><b>Week 4:</b> Share student created maps (40 min)</p> <p><b>Week 5:</b> LCOM (L) Multimedia: Designing Documents with Desktop Publishing (15 min)</p>	<p><b>Multimedia:</b> 6.14.6- Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (L) Create and edit files with productivity tools, including: (L)(iv) A digital publication using relevant publication standards.</p> <p><b>Media Balance:</b> 6.4 Critical thinking, problem solving and decision making. The student makes informed decisions by applying critical- thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (B) plan and manage activities to develop a solution, design a computer program, or complete a project; (E) make informed decisions and support reasoning; (F) transfer current knowledge to the learning of newly encountered technologies.</p>



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<p><b>Media Balance</b> Week 6</p>	<p>LCOM (Skills Check- Post) Multimedia Post-Skills Check-MS (15 min)</p> <p>Adaptive Keyboarding: Urban Keyboarding Explorer (10 min)</p> <p><b>Week 6:</b> Common Sense Education via LCOM (L) Finding Balance in a Digital World (45 min) <i>Student video included for personal viewing (2 min)</i></p>				
Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>crop digital image layers graphics file compression drawing software export file vector image image resolution bitmap image file format aspect ratio graphics software filter pixel</p>	<p>social studies reading strategies mapping graphic software language arts</p>	<p>social studies reading strategies mapping graphic software language arts</p>	<p>social studies reading strategies mapping graphic software language arts</p>	<p>desktop publishing column guides gutter guides layout design graphic elements white space templates</p>	<p>common sense education unplug media balance digital media red flag feeling</p>



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<b>Cycle 6</b>	<b>31 Days</b>	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	<b>April 25- June 7</b>	
<b>Overview</b>		
<b>Computer Science (formerly Computational Thinking and Coding):</b> This unit contains items that help students develop computational thinking skills in preparation for learning to write code and solve other problems. It also includes introductory coding instruction with the initial lessons from EasyCode Pillars.		
<b>Topic(s)</b>	<b>Suggested Pacing and Lesson(s)</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
<b>Computer Science</b> Weeks 1-6	<p><b>Week 1:</b> LCOM (Pre-Skills Check) Computational Thinking Pre-Skills Check- Level MS (15 min)</p> <p>LCOM (L) Computational Thinking: Algorithmic Problem Solving (15 min)</p> <p>LCOM (L) Computational Thinking: Models and Simulations (15 min)</p> <p><b>Week 2:</b> LCOM (L) Computational Thinking: Implement and Test (15 min)</p> <p>Introduce LCOM (AE) Exploring Through a Disability (15 min)</p> <p>LCOM Adaptive Keyboarding: Urban Keyboarding Explorer (10 min)</p> <p><b>Week 3:</b> LCOM (AE) Exploring Through a Disability (40 min)</p> <p><b>Week 4:</b> LCOM (Skills Check- Post)</p>	<p><b>Computer Science (formerly Computational Thinking and Coding)</b></p> <p>6.2. Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (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;</p> <p>6.4. Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (E) make informed decisions and support reasoning</p> <p>6.6. Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to: (A) define and use current technology terminology appropriately; (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; (L) create and edit files with productivity tools, including: (L.ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation</p>



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	<p>Computational Thinking Post-Skills Check- Level MS (15 min)</p> <p>Introduce Coding (15 min)</p> <p><b>Week 5:</b> LCOM (L) Coding: Building Your First Program (40 min)</p> <p><b>Week 6:</b> Continue LCOM (L) Coding: Building Your First Program</p> <p>LCOM (L) Coding: Codesters in Space (Summer Homework if not completed)</p>	
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### Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
algorithm solutions diagram problem solving flowchart patterns input/ output algorithmic process decomposition abstraction models simulations abstractions flowchart data models variables	implement test algorithm in parallel functions sub-programs computer programming systematic	abstraction social justice decomposition informational text abstraction variables hierarchy diversity algorithms decomposition inputs outputs	flowchart algorithm diagram problem solving solutions patterns	programming stage sprite bug toolkit debugging parentheses coding command double quotes	coding coordinate plane parameters point toolkit programming ordered pairs sprite origin (X,Y) coordinates stage

