6th Grade:

Priority Standard 6.1 Utilize proper touch typing techniques		
Learning Targets	- I can use proper hand placement - I can use proper posture when typing. - I can use keyboard shortcuts to increase efficiency - I can distinguish between "hunt and peck" style and correct typing technique	
Common Student Misconceptions/Mistakes	- Chromebook in lap while typing - Not sitting up straight when typing - Not using home row (hunt and peck style typing) - Not using all fingers to type - Does not use keyboard shortcuts	
Meeting Expectations	**Approaching Expectations**	**Beginning to Learn**
A student who has mastered this standard can use **proper hand placement** and **proper posture** when typing as well as **keyboard shortcuts to increase efficiency** independently and consistently.	A student who is approaching mastery may use **proper hand placement** and **proper posture** when typing as well as sometimes uses **keyboard shortcuts to increase efficiency** or may meet the standard inconsistently or with teacher assistance	The Beginning to Learn student may use **improper hand placement** and/or **improper posture** when typing as well as not using **keyboard shortcuts to increase efficiency**.
Evidence of Mastery	Teacher observes the following: Sit straight and remember to keep your back straight. Keep your elbows bent at the right angle. Hands on Home row Facing the screen Uses or identifies proper keyboard shortcuts	

Previous Level what students who are struggling at a Beginning level might need to revisit	Review keyboard setup and location of keys msdr9.typingclub.com lessons and activities
Next Level what students can do if they have consistently mastered the standard	May begin gaining speed and accuracy. msdr9.typingclub.com lessons and activities

Priority Standard: 6.2 Apply the rules of digital citizenship principles	
Learning Targets	• I can identify rules for safe internet use. • I can define and identify personal digital information. • I can identify consequences of inappropriate use and sharing of personal digital information. • I can use technology to identify problems. • I can use technology to problem solve. • I can identify and avoid inappropriate use of technology. • I can identify the CIPA (Children Internet Protection Act) requirements. • Explore the impact their digital lives can have on their well-being and relationships while learning to balance media in their everyday lives. • Have learned how to protect personal information and gain a deeper understanding of their data privacy rights so they can advocate for themselves and others • Consider the benefits and risks of online sharing and explore how a digital persona can affect one's sense of self, reputation, and relationships. • Can reflect on how to build positive relationships, avoid risky online talk, and understand why some topics and conversations can best lend themselves to other mediums.

	- Are able to take active roles as upstanders to build positive, supportive online communities and combat online cruelty.
	- Able to determine the validity of online resources and news sources and reflect on their responsibilities as thoughtful media creators and consumers.
Common Student Misconceptions/Mistakes	- Oversharing online
	- Unaware of the consequences of inappropriate use
	- Not understanding the permanence of a digital footprint.

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can define and apply the rules of digital citizenship principles (such as safe internet use, sharing personal digital information, using technology to solve problems) independently and consistently.	A student who is approaching mastery may be able to define the rules of digital citizenship principles but may need guidance to apply them or may meet the standard inconsistently or with teacher assistance.	The Beginning to Learn student may only identify and apply rules of digital citizenship principles with the direct guidance of the teachers.

Evidence of Mastery	Participate in class discussions on internet safety
	Direct observation of internet use
	Online choice games
	Be Internet Awesome activities
	Common Sense Media activities
Previous Level what students who are struggling at a Beginning level might need to revisit	Review the rules of digital citizenship Common Sense Media and Be Internet Awesome online activities Parents can discuss social media safety and usage with student at home
Next Level what students can do if they have consistently mastered the standard	Be Internet Awesome and Common Sense Media have enrichment activities Take a leadership role in projects or discussion on the principles Participate in discussion on these topics with parents at home

Priority Standard 6.3a Use productivity software to create and edit word processing documents to share ideas	

Learning Targets	• I can identify editing and formatting tools within a word processing program.
	• I can use file tools with a word processing program.
	    ○ Share
	    ○ New
	    ○ Make a copy
	    ○ Download
	    ○ Rename
	    ○ Page setup
	        ▪ Margins
	        ▪ Page color
	        ▪ Page size
	        ▪ Orientation
	    ○ Print
	• I can use editing tools within a word processing program.
	    ○ Cut, copy, paste
	    ○ Undo/Redo
	• I can use formatting tools within a word processing program.
	    ○ Text
	    ○ Align and Indent
	    ○ Line Spacing
	    ○ Bullets and numbering
	• I can use inserting tools within a word processing program.
	    ○ Image
	    ○ Table
	    ○ Drawing

- Headers
- Hyperlinks
- I can create and format a table in a document.
  - Background/Fill color
  - Border color
  - Border width
  - Border dash
  - Merge cells
  - Distribute columns and rows
- I can create and format a shape/word art in a document.
  - Background/Fill color
  - Border color
  - Border width
  - Border dash
- I can create and format an image in a document.
  - Size & rotation
  - Text wrapping
  - Position
  - Recolor
  - Adjustments

Common Student Misconceptions/Mistakes	Not using naming protocols/unable to find documents Opening incorrect applications Under-utilizing features of the programs Unable to locate the features of the programs

Meeting Expectations	**Approaching Expectations**	**Beginning to Learn**
A student who has mastered this standard can create and edit word processing documents by adding text, using shortcuts or the ribbon, editing and formatting text, pictures, shapes, and tables, basic formatting of the document, inserting elements and using file tools independently and consistently.	A student who is approaching mastery may create documents but may need teacher assistance to use editing or formatting features.or may meet the standard inconsistently or with teacher assistance	The Beginning to Learn student may need substantial teacher assistance to create and/or edit the document.

Evidence of Mastery	Create word processed documents demonstrating editing and formatting decisions.
Previous Level what students who are struggling at a Beginning level might need to revisit	Google Docs Custom Guide GCF YouTube Playlist GCF Tutorial
Next Level what students can do if they have consistently mastered the standard	Experiment with advanced features in word processing, such as manipulating images, tables, shapes, etc.

Priority Standard 6.3b Use productivity software to create and edit slideshows to share ideas	
Learning Targets	- I can identify editing and formatting tools within a slide show presentation program. - I can use file tools with a slide show presentation program. - Share - New - Make a copy - Download - Rename - Page setup - Margins - Page color - Page size - Orientation - Download

	• I can use editing tools within a slide show presentation program.
	    ○ Cut, copy, paste
	    ○ Undo/Redo
	    ○ Duplicate a slide
	• I can use formatting tools within a slide show presentation program.
	    ○ Text
	    ○ Align and Indent
	    ○ Line Spacing
	    ○ Bullets and numbering
	• I can use inserting tools within a slide show presentation program.
	    ○ Image
	    ○ Text box
	    ○ Audio/Video
	    ○ Shapes
	    ○ Hyperlinks
	    ○ WordArt
	    ○ Animations
	    ○ New slides
	• I can format a shape/word art in a slide show presentation.
	    ○ Background/Fill color
	    ○ Border color
	    ○ Border width
	    ○ Border dash
	• I can create and format an image in a slide show presentation.
	    ○ Size & rotation
	    ○ Text wrapping
	    ○ Position
	    ○ Recolor
	    ○ Adjustments
	• I can format Slides
	    ○ New Slide
	    ○ Duplicate

	o Delete o Skip o Change background o Apply layouts o Transitions o Edit master • I can arrange objects on the slides o Order o Align o Distribute o Center o Rotate o Group o Ungroup
Common Student Misconceptions/Mistakes	Not using naming protocols/unable to find documents Opening incorrect applications Under-utilizing features of the programs Unable to locate the features of the programs

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can create and edit slide shows by adding text, using shortcuts or the ribbon, editing and formatting text, pictures, shapes, and tables, basic formatting the slides, inserting elements and using file tools independently and consistently.	A student who is approaching mastery may create slide shows but may need teacher assistance to use editing or formatting features.or may meet the standard inconsistently or with teacher assistance	The Beginning to Learn student may need substantial teacher assistance to create and/or edit the slide.

Evidence of Mastery	Create slide shows demonstrating editing and formatting decisions.
Previous Level	Google Slides Custom Guide Google Slide Beginner Level Videos GCF Slides YouTube Playlist

what students who are struggling at a Beginning level might need to revisit	[GCF Slides Tutorial](#)
Next Level what students can do if they have consistently mastered the standard	Experiment with advanced features in word processing, such as manipulating images, tables, shapes, etc.

Priority Standard: 6.4 Create and maintain a file management system to save, locate, and organize resources.	

Learning Targets	• I can access Google Drive
	• I can find files within Google Drive
	    o Search for files
	    o Change list view
	    o Sort files
	    o Google Drive views
	• I can open files and folders in Google Drive
	• I can create files and folders in Google Drive
	    o Copy files and folders
	    o Rename files and folders
	• I can share content through Google Drive
	    o Change shareable link permissions
	• I can star and color code content
	• I can name/rename files in Google Drive

Common Student Misconceptions/Mistakes	Unable to locate files. No organizational system. Numerous unnamed files. Files shared without giving correct permissions. Inefficiently access Google Drive. (do a google search)

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can correctly access Google Drive. They can also create, open, and share files correctly. Students can create and maintain an organizational system using file names, stars, and color coded folders.	A student who is approaching mastery may need reminders to correctly access Google Drive, correctly share files, and maintain an organized Drive system.	The Beginning to Learn student needs direct teacher instruction to correctly access Google Drive, correctly share files, and maintain an organized drive.
Evidence of Mastery	A well maintained Google Drive with color coded folders and named files.	
Previous Level what students who are struggling at a Beginning level might need to revisit	Google Drive Custom Guide GCF Google Drive YouTube Playlist GCF Google Drive Tutorial	
Next Level what students can do if they have consistently mastered the standard		