

**Integrated Digital Information Technology CURRICULUM SUMMARY**

The purpose of the summary is to present an overview of the curriculum. Parents, community, and teachers of other disciplines are the intended audience of the curriculum summary.

<b>Overview</b>
<p>This course teaches sixth graders how to use technology to support personal productivity, group collaboration, and self-directed learning and to become good digital citizens in the 21st century.</p> <p>Technology is taught in an integrated fashion through projects that support all content areas instead of as a stand alone class. In this way, students learn to use technology to explore ideas and demonstrate learning; to create products to communicate their learning using a variety of digital media; and to practice safe, legal, and responsible use of digital information and technology.</p> <p>Students will acquire skills using various technology tools such as Microsoft Office software, Apple iLife apps, the Internet, web 2.0 apps and simulations using various digital devices.</p> <p>More importantly, the main units of study to advance digital technology skills are as follows: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Technology Operations and Concepts, and Digital Citizenship.</p>

<b>1. Creativity and Innovation</b>	<b>2. Communication and Collaboration</b>
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● explore ideas and design solutions to problems using various digital tools</li> <li>● create products to communicate learning using a variety of digital media</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. Create a digital prototype of a new product as part of “Graphic Design” integrated lesson.</li> <li>2. Create, modify or produce digital images or video of content-specific material as in “Weather Forecasting” integrated lesson.</li> </ol>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● use digital media and environments to communicate and work collaboratively</li> <li>● interact and collaborate with peers, experts, and teachers using a variety of digital tools</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. “Persuasive Argument-Online Debate project” -pro and con positions presented on Voicethread and shared with class for electronic comment.</li> <li>2. Use the collaborative features of social media apps like GoogleDocs, Evernote to complete given assignments involving</li> </ol>

<p>3. Create an electronic storyline</p>		<p>partners both in and out of the classroom.</p> <p>3. Create podcasts, video podcasts, or other media projects in collaboration with classmates about a content specific topic as in the “Weather Forecasting” project.</p> <p>4. Create a digital presentation of works of art to share with various audiences.</p>
<p><b>3. Research and Information Fluency</b></p>		<p><b>4. Critical Thinking</b></p>
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● apply digital tools to gather, evaluate, and use information</li> <li>● organize ideas and create works to express what they know using a variety of digital tools</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. “The Quest for Authenticity” LA project for finding and evaluating information on the web.</li> <li>2. Research used to create a digital story on a research topic.</li> <li>3. Use of graphic organizers to brainstorm or connect ideas/information (mind mapping, etc.)</li> <li>4. Apply Boolean search techniques.</li> <li>5. Use tagging of digital content to organize and aid retrieval of information.</li> </ol>		<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● identify and define authentic problems and significant questions for investigation</li> <li>● plan and manage activities to develop a solution or complete a project</li> <li>● use critical thinking skills to plan and conduct research, manage projects, and solve problems</li> <li>● use multiple processes and diverse perspectives to explore alternative solutions</li> <li>● evaluate the choice of technology tools used during a problem-solving project.</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. The “Guardians of the Brandywine” PBL lesson requires students to investigate the water quality of the Brandywine watershed over time and publish their results and recommendations for preserving clean water to both the local community and students around the world doing similar investigations.</li> <li>2. Online discussion with forums, blogs, email, podcasts to brainstorm solutions.</li> <li>3. Use a simulation program such as Google Earth, Scientific Simulators, etc. to test possible solutions and forecast results.</li> </ol>

5. Technology Operations and Concepts		6. Digital Citizenship
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● use a variety of systems, softwares, and digital tools seamlessly as a result of embedding technology into every curricular area.</li> <li>● select and use applications effectively and productively.</li> <li>● transfer current knowledge to learning of new technologies</li> <li>● demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites</li> <li>● Cite all of the softwares/digital devices used in the various projects:</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. see the attached Integrated DIT standards checklist for complete listing of the integrated lessons/projects to be used and their correlation to the State/National Technology standards.</li> </ol>		<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Participate in an online Digital Citizenship course</li> <li>● demonstrate and model safe and cooperative use of technology</li> <li>● identify and analyze the advantages and disadvantages of responsible technology use</li> <li>● describe successful personal learning experiences through the use of technology that have encouraged continual learning</li> <li>● debate the effect of existing and emerging technologies and trends on individuals, society, and the global community</li> </ul> <p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. Learn safe internet usage as part of online Digital Citizenship course that includes topics like “Digital Footprint” and “Protect your Privacy”.</li> <li>2. Research copyright laws as part of “Quest for Authenticity” Language Arts integrated lesson.</li> </ol>