



6th Grade Digital Competency Minimum Standards

What every 6th grade student should be able to do on their ipad by the end of the year

IPAD BASICS

<ul style="list-style-type: none"> Students learn the correct way to turn off the IPAD. Students learn how to reset/reboot the IPAD. Students learn how to organize their apps into themed folders on their homescreen. 	<ul style="list-style-type: none"> Students learn how to multitask by having apps running in the background and using the home button to switch back and forth. Students learn how to close apps running in the background. 	<ul style="list-style-type: none"> Students learn how to add apps to the ipad dock. Students learn how to take a screenshot. Students learn tips for conserving battery life and charging faster. 	<ul style="list-style-type: none"> Students know how to use the features of the control center. Students know how to use Spotlight Search. Students know how to use Zoom feature. Students know how to split keyboard.
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WORD PROCESSING

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

<p>A. Students demonstrate the ability to use the ipad keyboard to type answers to essay type questions.</p> <p>B. Students demonstrate the ability to use the ipad keyboard to type complete paragraphs or to respond to writing prompts.</p> <p>C. Students create reports with text, images, graphics, or multimedia</p>	<p>Language Arts Standard 6.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences. 6.W.3.1 Arguments 6.W.3.2 Informative 6.W.3.3 Narrative</p> <p>You could use: Pages, Keynote, Google Docs, Canvas</p>	<p>Language Arts Standard 6.W.4 The Writing Process Plan and develop; draft; revise; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent. Use technology to interact and collaborate with others to generate, produce, and publish writing.</p> <p>You could use: Pages, Keynote, Google Docs, Canvas</p>	<p>Social Studies Standard 6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</p> <p>You could: Have students research the topic and use Pages or Keynote to create a report with text and graphics.</p>
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WEB BROWSING

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

<p>A. Students learn to perform online searches using search engines, such as Google and Bing, and use search best practices.</p> <p>B. Students learn to evaluate the accuracy, relevance, and biases that occur in electronic information sources.</p> <p>C. Respecting copyright and giving credit.</p>	<p>Language Arts Standard 6.W.5 The Research Process Formulate a question, gather relevant info, assess credibility of source, quote or paraphrase, avoid plagiarism, and present information in a variety of formats. You could use: Google, Bing, World Book, Google Scholar</p>	<p>Science Standard 6.ESS.3 Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids.</p> <p>You could use: Google, Bing, World Book, Google Scholar</p>	<p>Resources to help: Google Search Lesson Plans Key to Keywords Reliable Sources Helping students become better online researchers</p>
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SPREADSHEETS

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

<p>A. Students can enter, track, organize, and present data within a spreadsheet.</p> <p>B. Student knows basic mathematical functions.</p> <p>C. Students can read and understand data presented in a spreadsheet and draw conclusions or learnings.</p>	<p>Computer Science Standards</p> <p>6-8.DI.3 Represent data in a variety of ways(text, sounds, pictures, numbers), and use visual representations of problems, structures, and data (graphs, charts, network diagrams, flowcharts)</p> <p>You could use:</p> <p>Numbers app</p> <p>Google Sheets</p> <p>Pages</p>	<p>Math Standard</p> <p>6.DS.3: Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).</p> <p>You could use:</p> <p>Numbers app</p> <p>Google Sheets</p> <p>Pages</p>	<p>Example:</p> <p>Have the students create a statistical question that they can then collect data for within the class or school. Then, have them use the Numbers app to create a table and enter their data. Next, have them create graphs to display their data. Finally, they can share out their graphical representations with their classmates and view how the data can be interpreted in various ways.</p> <p>Example:</p> <p>https://www.icloud.com/numbers/0I4cC7IqUMS_5yZUpmrwLGOTQ#Eye_color_example</p>
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PRESENTATIONS

WHAT INTEGRATION COULD LOOK LIKE IN CONTENT AREAS...

<p>A. Students create a presentation using best practices, effective language, and appropriate images.</p> <p>A. Students prepare, troubleshoot, and give a live presentation to their class(or via video collaboration) while using a digital presentation tool.</p>	<p>Language Arts Standard</p> <p><u>Presentation of knowledge and ideas</u></p> <p>3.SL.4.1 Present claims and findings</p> <p>3.SL.4.2 Create engaging presentations that include multimedia components(graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>You could use:</p> <p>Pages, Keynote, Google slides, Notability, Showme, Haiku Deck, Imovie, GarageBand, Prezi, Zoom</p>	<p>Social Studies Standard</p> <p>6.1.22 Form research questions and use a variety of information resources to obtain, evaluate, and present data on people, cultures, and developments in Europe and the Americas.</p> <p>You could use:</p> <p>Pages, Keynote, Google slides, Notability, Showme, Haiku Deck, Imovie, Prezi, Zoom</p>	<p>Science Standard</p> <p>6.LS.3 Describe the specific relationships(predator/prey, consumer/producer, parasite/host) and symbiotic relationships between organisms.</p> <p>6.LS.2 Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs.</p> <p>You could use:</p> <p>Pages, Keynote, Google slides, Notability, Showme, Haiku Deck, Imovie, Prezi, Zoom</p>
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