

# 6th Grade

## Empowered Learner

**Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

- 1 Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes. **6.ET.EL.1**
    - 1 Identify personal learning goals while using digital tools with teacher assistance. **6.ET.EL.1.1**
    - 2 Utilize teacher-selected digital tools and resources to assist them in their learning. **6.ET.EL.1.2**
    - 3 Use digital tools to provide feedback to peers. **6.ET.EL.1.3**
  - 2 With or without support, students build networks of experts and peers to enhance their learning. **6.ET.EL.2**
    - 1 Identify and engage in school provided virtual learning environments. **6.ET.EL.2.1**
    - 2 Customize their learning in collaboration with an educator. **6.ET.EL.2.2**
  - 3 Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways. **6.ET.EL.3**
    - 1 Use teacher-provided interactive digital tools to gather data to help make decisions. **6.ET.EL.3.1**
    - 2 Actively seek performance feedback from teachers and peers using digital tools to improve and demonstrate learning. **6.ET.EL.3.2**
  - 4 Students demonstrate an understanding of how technology works, know how to independently troubleshoot, and are not afraid to take a risk in choosing and utilizing new or current technologies for learning. **6.ET.EL.4**
    - 1 Demonstrate the use of keyed technology to produce a product in any learning environment. **6.ET.EL.4.1**
    - 2 Use a checklist of items to consider when troubleshooting problems. **6.ET.EL.4.2**
    - 3 Navigate a variety of digital tools and transfer their knowledge to learn new skills. **6.ET.EL.4.3**
    - 4 Demonstrate knowledge of a variety of word processing tools to complete a task. **6.ET.EL.4.4**
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## Computational Thinker

**Students develop and employ strategies for demonstrating an understanding of and solving problems in ways that leverage the power of technological methods to develop and test solutions.**

- 1 Students select appropriate technology to analyze data, create models, and problem-solve through the use of logical thinking. **6.ET.CT.1**
    - 1 With support, analyze data to create models. **6.ET.CT.1.1**
  - 2 Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. **6.ET.CT.2**
    - 1 Gather data and determine if patterns or trends are present. **6.ET.CT.2.1**
  - 3 Students will recognize basic concepts of automation including decomposition, abstraction, use algorithmic thinking, and pattern recognition. **6.ET.CT.3**
    - 1 Create algorithms to demonstrate an understanding of logical processes and use reasoning. **6.ET.CT.3.1**
    - 2 Identify technology automation. **6.ET.CT.3.2**
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### **Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

- 1 Students will demonstrate an understanding of the importance of creating and maintaining a positive online identity and the permanence and future impact of their online and offline decisions when using digital technology. **6.ET.DC.1**
    - 1 Implement basic precautions to protect themselves and others when using digital technology. **6.ET.DC.1.1**
    - 2 Identify the risks of sharing information online and assess the importance of a positive digital footprint. **6.ET.DC.1.2**
    - 3 Recognize and discuss ways to maintain personal safety and avoid online victimization. **6.ET.DC.1.3**
  - 2 Students will practice positive, safe, legal, and ethical behavior when using technology. **6.ET.DC.2**
    - 1 Demonstrate an understanding of the importance of external and internal Acceptable Use Policies or Terms of Use. **ET.DC.2.1**
    - 2 Recognize the impact of cyberbullying in online communication, relationships, and mental health. **6.ET.DC.2.2**
    - 3 Identify the positive and negative impact the use of technology can have on personal, professional, and community relationships. **6.ET.DC.2.3**
  - 3 Students demonstrate and promote respect for using and sharing the intellectual property of others and themselves. **6.ET.DC.3**
    - 1 Demonstrate an understanding of intellectual property and terms of use. **6.ET.DC.3.1**
    - 2 Work with librarians and educators in media literacy to demonstrate an understanding of how to locate digital and non- digital information and resources. **6.ET.DC.3.2**
  - 4 Students demonstrate an understanding of how personal data is collected, tracked, and used, how to maintain privacy, and how to safely share it online. **6.ET.DC.4**
    - 1 Define security vulnerabilities to protect personal privacy. **6.ET.DC.4.1**
    - 2 Demonstrate an understanding of when and when not to click on links, pop-ups, and advertisements while using the Internet. **6.ET.DC.4.2**
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## Innovative Designer

**Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.**

- 1 With or without the use of technology, students can apply a design process to generate ideas, consider possible solutions, create a plan to solve a problem, and share their innovative ideas with others. **6.ET.ID.1**
    - 1 Identify and apply a selected design process with teacher support. **6.ET.ID.1.1**
  - 2 Students persevere when researching and solving open-ended problems and use trial-and-error strategies to test and refine prototypes. **6.ET.ID.2**
    - 1 Explain how optimization is the process of making a prototype through trial and error as fully functional and effective as possible. **6.ET.ID.2.1**
    - 2 Demonstrate an understanding that the design process is iterative. **6.ET.ID.2.2**
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## Creative Communicator

**Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.**

- 1 Students evaluate and select a variety of platforms and tools to create products and communicate with others to appropriately complete tasks. **6.ET.CC.1**
    - 1 Identify a variety of platforms and digital tools before, during, and after completion of a task. **6.ET.CC.1.1**
    - 2 Use a variety of tools to communicate their learning effectively. **6.ET.CC.1.2**
  - 2 Students create original artifacts or responsibly remix or repurpose existing digital resources. **6.ET.CC.2**
    - 1 Create an audio and/or visual project using online materials that are cited correctly. **6.ET.CC.2.1**
  - 3 Students select the appropriate medium and communicate clear, complex ideas through the use of visualizations for an intended audience. **6.ET.CC.3**
    - 1 Select from a list of tools to create data visualizations that are easily understood by their peers. **6.ET.CC.3.1**
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## Global Collaborator

### **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

- 1 Students will use collaborative digital tools to connect with people of different backgrounds, cultures, and points of view to examine local, national, and global issues. **6.ET.GC.1**
    - 1 Use a variety of digital tools to collaborate and communicate with peers, experts, and other audiences. **6.ET.GC.1.1**
    - 2 Use digital tools to connect with people of different backgrounds, cultures and different points of view. **6.ET.GC.1.2**
    - 3 Use digital tools to gather information, create products, and present material regarding local, national, and global issues. **6.ET.GC.1.3**
  - 2 In a collaborative team, students will perform a variety of roles to complete a project or solve a problem using digital tools. **6.ET.GC.2**
    - 1 Identify group roles to actively participate and take ownership for the work of a team. **6.ET.GC.2.1**
    - 2 Collaborate using a variety of digital tools to present group findings and results to local or global audiences. **6.ET.GC.2.2**
    - 3 Distribute tasks and maintain a project timeline when collaboratively developing artifacts. **6.ET.ED.2.3**
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## Knowledge Constructor

### **Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.**

- 1 Students employ appropriate research techniques to effectively locate credible resources to help them in the learning process. **6.ET.KC.1**
  - 1 Explain the differences among various search engines and how they rank results. **6.ET.KC.1.1**
- 2 Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance. **6.ET.KC.2**
  - 1 Demonstrate knowledge that not all online sources are accurate and credible. **6.ET.KC.2.1**
  - 2 With support, select online resources based on a list of criteria. **6.ET.KC.2.2**
- 3 Students use a variety of strategies and digital tools to organize information and make meaningful connections. **6.ET.KC.3**
  - 1 Locate and collect resources from a variety of sources and organize into collections for a wide range of projects and purposes. **6.ET.KC.3.1**
- 4 Students use digital tools to explore real world problems and issues and pursue potential solutions. **6.ET.KC.4**
  - 1 Develop digital materials to promote personal or real- world understanding. **6.ET.KC.4.1**