**Keyboarding**

**and**

**Elementary Technology**

Summer 2015 – Year One

Mrs. Coleen Caulfied, Mrs. Colleen Donnelly, Mrs. Barbara Lombardo,

Mrs. Lenore Piccoli, Mrs. Sheila Stafford, Mrs. Monica Cohen

**Livingston Public School District**

### Livingston High School

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Student Services and Instruction

Summer 2015

**Acknowledgements**

This document was written to align with the New Jersey Core Curriculum Content Standards adopted by the State of New Jersey Department of Education in 2014. *The Educational Technology* and *21st Century Life and Career Skills* cumulative progress indicators (CPI’s) and literacy strands have been embedded into this curriculum guide as instructional objectives. The curriculum addresses the CPI’s through the fourth grade benchmark and fifth grade *Skills Array of Basic Computer Skills* and *Tools and Application of Productivity Tools*.

A concerted effort was made to align our curriculum to Common Core State Standards for Language Arts adopted by the State of New Jersey Department of Education on June 17, 2010.

This curriculum is a guide in first year *Understanding by Design* format, and as such, remains a “work in progress.”

**How To Use This Document**

**Standard:** New Jersey state standard by number, including text description.

**CPI:** Cumulative Progress Indictor delineates the state standard in terms of learning expectations.

**Prerequisite Knowledge and Skills:** A description of the content knowledge and skills students need to have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

**Performance Standard:** Describes student performance in terms of “how good is good enough.” This description sets an expectation for how student mastery of unit CPIs will be evaluated for quality based on qualitative (rubrics) and quantitative measures (number/percent correct).

**Time Line:** This is an estimate of how long it may take the average student to learn this concept. Learning is viewed as a layered process of:

* acquisition (learning to get a firm grasp of meaning where the student can think with the learning and use it to solve problems)
* mastery (after practiced use of this learning in various settings over time, the student “owns” the learning in long-term memory and can tap into it for ongoing learning.)

**Understanding:** Describes the core meaning students will take away from learning in the unit. This description captures the underlying reason for teaching the knowledge and skill of the unit.

**Essential Questions:** These questions are used to motivate students to care about the learning of the unit and are designed to “itch” inquiry for the knowledge and skills involved in acquiring expected knowledge and skill.

**Students will know:** This specifies the content knowledge students will know after learning. This section embodies the content of the “body of knowledge” critical to learning in the unit.

**Students will be able to:**  This specifies skills for student engagement in the learning of the knowledge and skills of the CPI. These skills involve cognitive processing of the knowledge and skills delineated under *Students will know*.

**Formative Assessment:** This assessment is considered an ongoing diagnosis of learning as students engage in the unit. Formative assessment *along the way learning* (could include a range of data from observation, to product, to written form) provides opportunities for students to get feedback on what they have grasped, what learning they may need to refine, and what they have not learned fully. Results of formative assessment are used for reteaching, where necessary, or for extension of learning. Since data collected from formative assessments are “formative” they are typically not used for reporting progress, or are weighted differently from summative measures.

**Summative Assessment:** Assessment after adequate opportunity to learn to mastery is considered summative. This assessment is designed to provide students the opportunity to demonstrate their capacity to use the learning in a range of contexts: authentic problem-solving, creation of models/inventions, descriptive responses to academic prompts, discrimination among multiple choice answers.

**Learning Plan**

**Learning Plan/Instructional Strategies**: Describes the steps/strategies toward student learning in a logical flow for teacher use during instruction.

The instructional strategies, and accommodations/modifications listed in this document were carefully chosen to meet the diverse needs of our student population including special education students, English language learners, students at risk of school failure and gifted students.

Below are some possible instructional strategies, accommodations/modifications that can meet the needs of students with special needs in the inclusive classroom. These techniques can be applied where necessary and can be altered to individualize.

\* Communicate information in multiple formats. Students may process information more effectively in an oral, visual, or kinesthetic manner. Use a multi-sensory approach to learning to address the variation of learning styles and needs.

\* Develop outlines/lists that guide major procedural steps.

\* Utilize multiple assessment tools including presentations, demonstrations, lab work, portfolios or other alternative assessments.

\* Use mnemonic devices to assist in retention of material.

\* Break down complex tasks into smaller more manageable tasks.

\* Identify and reinforce in writing important procedures, organization and use of equipment to ensure safety in a variety of educational settings.

\* Clearly label equipment to ensure safety. Utilize color codes to identify specific chemicals, materials and/or equipment that could be potentially harmful to the students.

\* Incorporate verbal directions with modeling and demonstrations.

\* Utilize charts, graphs, Venn diagrams, semantic webs and other graphic organizers to supplement key concepts discussed in class.

\* Highlight key points that need to be reinforced and applied to other contexts.

\* Familiarize students with specific calculator functions to help assist in calculations.

\* Consider modifying or shortening assignments.

\* Consider allowing additional time to complete assignments and/or assessments.

\* Use large print and clearer fonts.

\* Allow the use of a bilingual dictionary or other translation device for English Language Learners.

\* Utilize educational technology to provide access to supplemental educational materials.

\* Offer extension activities for students who have demonstrated mastery of content.

**Demonstrations of Understanding**: The steps in the learning plan incorporate or lead to the demonstrations of understanding in the Six Facets. The Six Facets capture how students are provided opportunities to demonstrate their grasp of the core meaning of the unit’s content knowledge and skills.

1. **Explanation:** Student can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the CPI.

2. **Interpretation**: Student can articulate why a particular learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.

3. **Application**: Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.

4. **Perspective**: Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.

5. **Empathy**: Students can “stand in another’s shoes” and see a situation from the inside out.

6. **Self-knowledge**: Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge ask students to identify their own barriers to learning, e.g., blind spots, misconceptions.

**Reteaching**: Describes approaches to instruction for students who do not demonstrate a grasp of the core concepts and skills after instruction and adequate practice opportunities in the acquisition phase of new learning. These strategies are designed to present the learning in a new way (different from initial instruction) that taps into student learning style and needs.

**Interdisciplinary Connections**: Describes linkages among strands within a discipline and linkages among disciplines that provide a holistic approach for student learning.

**Professional Resources**: Describes resources to support teachers in the design of approaches to key concepts and skills within a unit/lesson.

**Instructional Resources**: Describes resources that may be used by students and teachers in the teaching-learning mode. Resources may include texts and other print and non-print resources.

Course Overview K-5 and Specific Course Goals:

The overarching goal of the Keyboarding and Elementary Technology course is to provide students with the principles, concepts, and methodologies required to become efficient users of computer technology. The course is designed to help elementary students understand and be able to connect with the power of technology to live, learn and solve problems in today’s diverse global environment.

As a result of Grade 2 Keyboarding, students will be able to touch type and become familiar with basic computer skills and tools. As a result of Grades 3, 4, and 5 Elementary Technology, students will review and practice keyboarding skills as well as work with the application of age appropriate productivity tools and software.

Growing up in our digital world demands that students engage in critical thinking, comm-unication, collaboration, and creativity. Enabling students to utilize real-world data, tools, experts and global outreach will actively engage them in solving meaningful problems in all areas of their lives. Through the study of Keyboarding and Elementary Technology, students will know that technology supports all curricular areas and multiple levels of mastery.

**Appropriate NJ Core Curriculum Content Standards**

**Standard 8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**CPI:**

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

**Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

1. **Technology Operations and Concepts**: Students demonstrate a sound understanding of technology concepts, systems and operations.
   1. **Understand and use technology systems**
      1. Use an input device to select an item and navigate the screen
      2. Navigate the basic functions of a browser
      3. Identify the basic features of a digital device and explain its purpose
      4. Select and use the appropriate tools and resources to accomplish a variety of tasks including solving problems.
   2. **Select and use applications effectively and productively**
      1. Use digital devices to create stories and pictures, numbers, letters and words.
      2. Use basic technology terms in the proper context in conversation with peers abnd teachers .
      3. Demonstrate the ability to access and use resources on the computing device.
      4. Create a document using a word processing application.
      5. Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
      6. Demonstrate developmentally appropriate navigation skills in virtual environments (games, museums).
      7. Enter information into a spreadsheet and sort the information.
      8. Identify the structure and components of a database.
      9. Enter information into a database or spreadsheet and filter the information.
      10. Format a document6 using a word professing application to enhance text and include graphics, symbols and or pictures.
      11. Use a graphic organizer to organize information about problem or issue.
      12. Graph data using a spreadsheet, analyze and procduce a report that explains the analysis of the data.
      13. Create and use a database to answer basic questions.
      14. Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
2. **Creativity and Innovation:** All Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**.**
   1. **Apply existing knowledge to generate new ideas, products or processes**
      1. Create a story a bout a picture taken by the student on a digital camera or mobile device.
3. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   1. **Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media**
      1. Collaborate with peers by participating in interactive digital games or activities.
      2. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
   2. **Communicate information and ideas to multiple audiences using a variety of media and formats.**
      1. Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
4. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   1. **Advocate and practice safe, legal and responsible use of information and technology**
      1. Develop an understanding of ownership of print and non-print information
   2. **Advocate and practice safe, legal, and responsible use of information and technology**
      1. Understand the need for and use of copyrights
      2. Analyze the resource citations in online materials for proper use.
   3. **Exhibit leadership for digital citizenship**
      1. Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
5. **Research and Information Fluency:** Students apply digital tools to gather, evaluate and use information.
   1. **Plan strategies to guide inquiry**
      1. Use the internet to explore and investigate questions with a teacher’s support.
   2. **Plan Strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.**
      1. Use digital tools and online resources to explore a problem or issue.
      2. Use digit5al tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
6. **Critical thinking, problem solving and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources**.**
   1. Identify and define authentic problems and significant questions for investigation
   2. Plan and manage activities to develop a solution of complete a project
   3. Collect and analyze data to identify solutions and /or make informated decisions.
   4. Use multiple processes and diverse perspectives to explore alternative solutions
      1. Use geographic mapping tools to plan and solve problems
      2. Apply digital tools to collect, organize, and analyze data that support a scientific finding.

**Course Outline and Time Allocations:**

**GRADE 2 – KEYBOARDING**

The units of study in the Keyboarding curriculum with the suggested number of teaching days to be allocated to each unit are listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| *Unit* | *Name* | *Number of Teaching Days for Acquisition of Content and Skills* | *Number of Days for Student Mastery of Content and Skills* |
| *1* |  | *1* | *2* |
| *2* |  | *1* | *2* |
| *3* |  | *1* | *2* |
| *4* |  | *1* | *2* |
| *5* |  | *1* | *2* |
| *6* |  | *1* | *2* |
| *7* |  | *1* | *2* |
| *8* |  | *1* | *2* |
| *9* |  | *1* | *2* |
| *10* |  | *1* | *2* |

*\*\*The total number of days allocated equals 20.*

**Course Outline and Time Allocations:**

**GRADES 3,4, AND 5**

**ELEMENTARY TECHNOLOGY**

The units of study in the Keyboarding curriculum with the suggested number of teaching days to be allocated to each unit are listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| *Unit* | *Name* | *Number of Teaching Days for Acquisition of Content and Skills* | *Number of Days for Student Mastery of Content and Skills* |
| *1* |  | *1* | *1* |
| *2* |  | *1* | *1* |
| *3* |  | *1* | *1* |
| *4* |  | *1* | *1* |
| *5* |  | *1* | *1* |
| *6* |  | *1* | *1* |
| *7* |  | *1* | *1* |
| *8* |  | *1* | *1* |
| *9* |  | *1* | *1* |
| *10* |  | *1* | *1* |

*\*\*The total number of days allocated equals 10.*

UNITS OF STUDY

**Grade 2**

**Unit 1; Lesson 1**

|  |  |
| --- | --- |
| **Standards and Goals:**  **8.1 Educational Technology**  All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):**(ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA)L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system  Grade appropriate effective input of text and data  Use computer icons  Produce grade appropriate documents using age appropriate software  Create and use graphic organizers to create, construct or design a document  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having Keyboarding skills make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  -Technology Vocabulary is infused throughout the lesson - Review Log-In procedures - Review Features of the Operating System: Click on an Icon to Open a Word Processing Application  - Identify Hardware Problems and Suggest Solutions to Solve Them (for example: Monitor turned off, mouse not responding, lost cursor) - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  -Warm-up  - Introduce Home Row Keys: a,s,d,f,j,k,l,; Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique**.**   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections:** Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 2**

**Unit 1; Lesson 2 –**

|  |  |
| --- | --- |
| **Standards and Goals: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: e, n, o, t Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 3**

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| --- | --- |
| **Standards and Goals: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: i, r, h and Left Shift Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 4**

|  |  |
| --- | --- |
| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**  **CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: c, y, (.) and u Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 5 –**

|  |  |
| --- | --- |
| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: p, w, m and g Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 6 –**

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| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: Right Shift and b Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 7 –**

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| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**  **CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: v, (comma) x, (colon) Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 8 –**

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| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA) W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: q and (question mark) Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 9 –**

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| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**  **CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA)W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Introduce New Reach Keys: z and Tab Shadow Typing, Reach and Recite  - Student Practice: Independent exercise to develop keyboarding competence.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 2**

**Unit 1; Lesson 10 –**

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| **Standards and Goals: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  CPI:**  8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.  8.1.2.A.2 Create a document using a word processing application. | |
| **Common Core State Standards (CCSS):** (ELA)W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  (ELA) L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:**  Mastery Level Performance is equal to | **Time Line:** Two Class Periods (Direct Instruction and Review) |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. | **Essential Questions:** 1. What effect will this course have on other parts of my life?  2. How will having this skill make me successful long-term: personally, academically and professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That every finger is responsible for typing specifically designated keys. | **Students will be able to:**   * Use proper keyboarding technique. * Use the specifically designated finger to type the key it is responsible for. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Word Processing Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Introduce keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  **-** Warm-up  - Student Review/Practice: Independent exercise to develop keyboarding competence.  - Student demonstration of skills  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation:**   * Students will describe the reasons for using proper technique.   **Application:**   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. | |
| **Interdisciplinary Connections: Keyboarding supports assignments in English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** Computer, Bernie Book, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; | |

**Grade 3**

**Unit 1; Lesson 1 –**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI: 8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. | |
| **Common Core State Standards (CCSS):** (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology.  Identify hardware problems and suggest solutions to solve them. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line:** One Class Period |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. * Copy & Paste is a skill applicable to many different computer applications. * Drag & Drop is a skill applicable to many different computer applications. * Effective database searches can yield relevant and accurate results. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That text can be copied, cut or pasted. * That certain content can be dragged and dropped. * That databases can be searched for specific information. | **Students will be able to:**   * Use proper keyboarding technique. * Copy, Cut or Paste text from one location to another. * Drag and Drop content from one location to another. * Effectively search a database for specific information. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Copy & Paste  Digital Activity: Drag & Drop  Digital Activity: OPAC | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson  - Complete Pre-Computer Use Digital Survey  - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment **-** Warm-up  - Review Home Row Keys: a,s,d,f,j,k,l,; Shadow Typing, Reach and Recite, Student Practice  - Introduce Copy, Cut & Paste;  - Introduce Drag & Drop  - Practice the Use of the Online Public Access Catalog (Library Catalog Database) to access and evaluate resources  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP7**. Employ Valid and reliable research skills.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; Digital Survey | |

**Grade 3**

**Unit 1; Lesson 2 –**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. | |
| **Common Core State Standards (CCSS):**  (ELA) W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line:** One Class Period |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. * Manipulation of text is a skill applicable to many different computer applications. * Navigating a document is a skill applicable to different computer applications. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That text can be manipulated to serve the purpose of the document content. * Documents can be navigated in various ways. | **Students will be able to:**   * Use proper keyboarding technique. * Manipulate text. * Navigate a document. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Navigation/ Text Manipulation within a Document | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up  - Review Home Row Keys: a,s,d,f,j,k,l,; Shadow Typing, Reach and Recite, Student Practice - Review new keys: e,n,o,t  - Introduce Text Font, Size, Color, Bold, Italics, and Underline  - Introduce Arrow Keys to navigate in a document  **Demonstrations of Understanding (The Six Facets):**  **Explanation**:   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP6**. Demonstrate creativity and innovation.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 3 –**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving. | |
| **Common Core State Standards (CCSS):**  (ELA) W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line:** One Class Period |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. * Logging in correctly is the only way to access digital content * The importance of properly naming, saving and organizing files. * The internet must be used safely and ethically to yield positive consequences. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * Correct login is necessary to access digital content * The importance of properly naming, saving and organizing files. * The importance of using the internet in a safe and ethical matter. | **Students will be able to:**   * Use proper keyboarding technique. * Correctly login * Properly name, save and organize files. * Use the internet safely and ethically. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Student ability to login  Digital Activity  Digital or Verbal Quiz of Internet Safety Practices | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up  - Review Home Row Keys: a,s,d,f,j,k,l,; Shadow Typing, Reach and Recite, Student Practice - Review new keys: i. r. h. left shift  - Introduce Saving and Retrieving Files (Using Computer Applications to Solve Problems)  - Save vs. Save As  - Naming Files  - Introduce Internet Safety and Acceptable Use  **Demonstrations of Understanding (The Six Facets):**  **Explanation**:   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, Health/Guidance and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP6**. Demonstrate creativity and innovation.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 4 –**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  CPI:**  **8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.** | |
| **Common Core State Standards (CCSS):**  (ELA) W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line:** One Class Period |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. * The importance of page layout to effectively share content. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * The advantages of using page layout options. | **Students will be able to:**   * Use proper keyboarding technique. * Use page layout options. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Page Layout | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  **-** Technology Vocabulary is infused throughout the lesson - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys - Review new keys: c, y, ., u Shadow Typing, Reach and Recite, Student Practice  - Introduce Page Layout Tab: Margins and Spacing, Tab, Orientation  **Demonstrations of Understanding (The Six Facets):**  **Explanation**:   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 5 –**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. | |
| **Common Core State Standards (CCSS):**  (ELA) W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line: One Class Period** |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. * The importance of using computer applications such as Spell Check and Thesaurus to solve problems. * The importance of complementing document texts by using various graphics such as WordArt. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That Spell Check and Thesaurus are used to review and improve a document. * That Graphics, like WordArt, complement a document. | **Students will be able to:**   * Use proper keyboarding technique. * Access Spell Check and Thesaurus. * Insert and manipulate WordArt. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Spell Check and Thesaurus  Digital Activity: WordArt | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  - Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys - Review new keys: p, w, m Shadow Typing, Reach and Recite, Student Practice  - Introduce Review Tab: Spell Check and Thesaurus (Using Computer Applications to Solve Problems)  - Introduce Word Art  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections: English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP6**. Demonstrate creativity and innovation.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 6 –**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. | |
| **Common Core State Standards (CCSS):**  (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line: One Class Period** |
| **Understandings:**  Students will understand:   * Success in keyboarding is directly related to technique. * The importance of complementing document texts by using various graphics, like ClipArt. * The importance of distinguishing between different digital sources when accessing and inserting illustrations. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * Graphics with different digital sources are specifically inserted and identified. | **Students will be able to:**   * Use proper keyboarding technique. * Insert and manipulate graphics in both picture and clipart formats. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Inserting images | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  - Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys - Review new keys: g, b, v Shadow Typing, Reach and Recite, Student Practice  - Introduce ClipArt Formatting: Text Wrap; Sizing; Orientation  - Explain the difference between Inserting a Picture and Inserting ClipArt  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections: English Language Arts; Social Studies, and/or Science** | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP6**. Demonstrate creativity and innovation.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 7 –**

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| **Standards: 8.1 Educational Technology**: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. | |
| **Common Core State Standards (CCSS):**  (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line: One Class Period** |
| **Understandings:**   * The importance of complementing document texts by inserting various Graphics such as Pictures and Shapes. * The use of Drawing Tools is a skill applicable to many different computer applications. * The importance of distinguishing between different digital sources when accessing and inserting Graphics. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * Graphics can be inserted and manipulated to complement document text. | **Students will be able to:**   * Use proper keyboarding technique. * Insert and manipulate Graphics: pictures and shapes. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Drawing Tools | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  - Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys - Review new keys: Right Shift, ,, x Shadow Typing, Reach and Recite, Student Practice  - Review the difference between inserting a picture or ClipArt - Introduce Insert Picture and Picture Formatting (for example: Sizing, Text Wrap, Rotation, Shading) - Introduce Insert Shape and Shape Formatting (for example: Drawing Tools)  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP6**. Demonstrate creativity and innovation.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 8 –**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.   **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. | |
| **Common Core State Standards (CCSS):** (ELA) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line: One Class Period** |
| **Understandings:**   * Success in keyboarding is directly related to technique. * Information can sometimes be better represented using Tables. * The importance of complementing document texts by inserting Tables. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * The advantages to presenting information in a Table format. * Tables can be created, inserted and manipulated to complement document text. | **Students will be able to:**   * Use proper keyboarding technique. * Determine when information should be presented in a table. * Create, insert and manipulate Tables. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Insert a Table | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  - Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys - Review new keys: colon, q, ?, z Shadow Typing, Reach and Recite, Student Practice  - Introduce Creating, Inserting and Manipulating Word Table  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP6**. Demonstrate creativity and innovation.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page | |

**Grade 3**

**Unit 1; Lesson 9 –**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.D.1** Understand the need for and use of copyrights. | |
| **Common Core State Standards (CCSS):**(ELA) W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  (ELA) L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line: One Class Period** |
| **Understandings:**   * Success in keyboarding is directly related to technique. * The importance of recognizing and exhibiting social, legal and ethical behaviors when using information technology. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * That the use of a citation gives credit to the creator of specific content. * The advantages of using a computer application to create and Insert a Citation. | **Students will be able to:**   * Use proper keyboarding technique. * Locate Pertinent Information, Create and Insert a Citation in a computer application. |
| **Authentic Assessment Evidence** | |
| **Formative:**  Digital Activity: Insert a Citation | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  - Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys  - Introduce Creating/Inserting a Citation (For example, using the Reference Tab to insert a citation)  - Complete Post-Computer Use Digital Survey  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge**:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections:** English Language Arts; Social Studies, and/or Science | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; Digital Survey | |

**Grade 3**

**Unit 1; Lesson 10**

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| **Standards: 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5.A.1:** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including problem solving.  **8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. | |
| **Common Core State Standards (CCSS):** (ELA) W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  (Math) 3.MD.B.3. Represent and Interpret Data | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. | |
| **Performance Standards:** Mastery Level Performance is equal to | **Time Line: One Class Period** |
| **Understandings:**   * Success in keyboarding is directly related to technique. * The advantages of using a spreadsheet to collect and present data. * The advantages to presenting collected data in a Chart or Graph format. * The data from a spreadsheet can sometimes be better represented in a chart or graph. | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * The advantages to presenting information in a Spreadsheet, chart or graph format. * Charts and Graphs can be created, inserted and manipulated to represent data collected | **Students will be able to:**   * Use proper keyboarding technique. * Input collected Data in a spreadsheet * Create a Chart or Graph based on a spreadsheet. |
| **Authentic Assessment Evidence** | |
| **Formative:** | |
| **Summative:**  Visual Assessment of skill application is ongoing | |
| **Learning Plan** | |
| **Instructional Strategies:**  - Technology Vocabulary is infused throughout the lesson - Review log-in instructions - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement, manipulation of equipment  - Warm-up: review previous keys  - Use the Results of the Digital Survey or another Survey to enter data into a spreadsheet and create a chart/graph.  **Demonstrations of Understanding (The Six Facets):**  **Explanation:**   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   **Interpretation**:   * Students will describe the reasons for using proper technique.   **Application**:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources. * Students will demonstrate safe and ethical use of the internet.   **Self-Knowledge:**   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. * Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections: English Language Arts; Social Studies, Math and/or Science** | |
| **21ST Century Skills:**  **CRP1**. Act as a responsible and contributing citizen and employee.  **CRP2**. Apply appropriate academic and technical skills.  **CRP8**. Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP11**. Use technology to enhance productivity. | |
| **Instructional Resources:** Computer, Bernie Book, Lessons in the K Drive, Bernie Posters & Laminated Index Cards; cardboard keyboards, links from Media Center page; Digital Survey results (Google Forms) and Data Entry: Excel (enter questions in Save As doc) | |

**Grade 4**   
**Unit 1; Lesson #1**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** CPI: 8.1.4.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving  problems.  8.1.4. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. | |
| **Common Core State Standards (CCSS):**  **(ELA) W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | |
| **Prerequisite Knowledge and Skills:**  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts. Create and Produce Grade Appropriate multimedia Presentation/Product.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology. Practice Safe Internet Usage and Safe and Appropriate Internet and Email Etiquette. Demonstrate Understanding of Current and Future Technology Impact on Society.  Recognize, exhibit social, legal, and ethical behaviors when using information and technology. Locate specific information by searching a database; evaluate the accuracy and relevance of that information. Utilize and manipulate computer applications to independently and collaboratively solve problems.  Identify hardware problem and suggest solutions to solve them. | |
| **Performance Standards:**  Mastery Level Performance is equal to: | **Time Line:**  **One Class Period** |
| **Understandings -**  Students will understand… - Success in keyboarding is directly related to technique - Computer applications can be used to solve problems - Technology can be used to create original works. - The importance of file management - Technology is helpful to organize and locate files. | **Essential Questions:**  What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:** - The advantages of proper keyboarding technique - The advantages of basic keyboarding terminology - Graphics can help complement document content. - Naming and saving a document will help them retrieve and use files in the future. | **Students will be able to:** - Use proper keyboardingtechnique - To create a document - Insert a graphic in a document - Name and Save a document in a specified location |
| **Authentic Assessment Evidence** | |
| **Formative: Digital *document with graphic* activity** | |
| **Summative: Visual assessment of skill application is on-going.** | |
| **Learning Plan** | |
| **Instructional Strategies**  - Technology Vocabulary is infused throughout the lesson  - Review log-in instructions  - Review keyboarding technique to demonstrate: correct posture, eyes on copy, proper finger placement,  manipulation of equipment  - Warm-up  - Review Home Row Keys: a,s,d,f,j,k,l,; Shadow Typing, Reach and Recite, Student Practice - Create a document and include a graphic - Create a folder to organize and Save files  **Demonstrations of Understanding (The Six Facets):**  **Explanation**:  - Students will explain Key Technology Vocabulary Terms.  - Students will explain the elements of Proper Technique.  Interpretation:  - Students will describe the reasons for using proper technique.  **Application**:  - Students will use and respond to Key Vocabulary Terms.  - Students will demonstrate Proper Technique.  - Students will use various tools to edit and improve digital products.  - Students will access and evaluate digital information from various sources.  - Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge**:  - Students will understand that their success is directly related to an awareness and application of  proper technique.  - Students will appreciate how Technology skills will be applicable to many areas of their lives.  - Students will understand Technology Applications can be used to share and organize information  and for self-expression.  - Students will understand that safe and ethical internet use directly benefits themselves and society. | |
| **Interdisciplinary Connections: English Language Arts, Social Studies, Science** | |
| **21ST Century Skills:**  **CRP1**.Act as a responsible and contributing citizen and employee.  CRP2.Apply appropriate academic and technical skills. CRP4.Communicate clearly and effectively and with reason.  CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9.Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites | |

**Grade 4**

**Unit 1- - Lesson #3**

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| **Standards: 8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **CPI:  8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.  **8.1.5.A.5** Create and use a database to answer basic questions.  **Common Core State Standards (CCSS):**  **(ELA)** **RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problems and suggest solutions to solve them. | |
| **Performance Standards:** | **Time Line:** One class period |
| **Understandings:** Students understand…   * success in keyboarding is directly related to technique. * creating a worksheet is applicable to a variety of tasks * technology will help them select and use applications effectively. * how to use technology to create original works. * the importance of file management. * data can be presented in a variety of formats. * software applications provide tools to organize data. | **Essential Questions:**  What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:**   * There are a variety of software applications to organize data. * The various components of an Excel document. * How to save a file to their own drive. | **Students will be able to:**   * Locate the icon and open Excel. * Proper label the components of an Excel workbook |
| **Authentic Assessment Evidence** | |
| **Formative:** Digital Excel introduction/labeling activity | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| Instructional Strategies   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * Intro to Excel – drag and dropping terminology labels (that identify parts of the Excel workbook) * Create, enter data and navigate a worksheet file * Save file   **Demonstrations of Understanding (The Six Facets): Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** Math,ELA; Social Studies and/or Science | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites, Excel template from original binder/on website | |

**Grade 4**

**Unit 1 - Lesson #4**

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| **Standards: 8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **CPI: 8.1.5 A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  **8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.  **8.1.5.A.5** Create and use a database to answer basic questions. **Common Core State Standards (CCSS):  (ELA) RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problems and suggest solutions to solve them. | |
| **Performance Standards:** | **Time Line:** |
| **Understandings: Students will understand…**   * success in keyboarding is directly related to technique. * creating a worksheet is applicable to a variety of tasks * technology will help them select and use applications effectively. * how to use technology to create original works. * the importance of file management. * data can be presented in a variety of formats * software applications provide tools to organize data | **Essential Questions:** What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:**   * There are a variety of software applications to organize data. * The various components of an Excel document. * How to save a file to their own drive. * Excel allows you to present data in a variety of formats. | **Students will be able to:**   * Locate the icon and open Excel. * Proper label the components of an Excel workbook * Understand that worksheets help people add, subtract, multiply and divide automatically. * Use existing data and present it graphically. |
| **Authentic Assessment Evidence** | |
| **Formative:** Digital EXCEL activity | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| **Instructional Strategies**   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * Review Intro to Excel * OPEN file from previous lesson * Use simple formulas in a worksheet. Use AutoSum * Insert and Delete rows and columns in a worksheet * Use the “FILL” tool in Excel * Insert a chart (ex. pie chart) using data from previous lesson   **Demonstrations of Understanding (The Six Facets): Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** Math,ELA; Social Studies and/or Science | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; Excel template from original binder/on website | |

**Grade 4**

**Unit 1 - Lesson #5**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. CPI:**  8.1.5 D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.  **Common Core State Standards (CCSS) None apply** | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problem. Explain the purpose of an acceptable use policy and consequence for inappropriate use of tech.; practice safe Internet usage and appropriate Internet and e-mail etiquette | |
| **Performance Standards:** | **Time Line:** |
| **Understandings: Students will understand**   * The importance of digital citizenship * The need to practice cyber safety, security and ethics * Understand the negative consequences of misusing social media | **Essential Questions:**  What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:** | **Students will be able to:** |
| **Authentic Assessment Evidence** | |
| **Formative:** | |
| **Summative: Visual assessment of skill application is on-going.** | |
| **Learning Plan** | |
| Instructional Strategies   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * **CYBER SAFETY lesson: security, ethics, using digital tools**   **Demonstrations of Understanding (The Six Facets):  Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** Math, Health, Guidance, ELA; Social Studies and/or Science | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.   CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; online resources: BrainPop | |

Grade 4

Unit 1 - Lesson 6

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. CPI:  8.1.5 A.1 -** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  **8.1.5 B.1 -** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.  **Common Core State Standards (CCSS):  (ELA) RL.4.7**. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  **(ELA) W.4.6**. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting | |
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| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problems and suggest solutions to solve them. | |
| **Performance Standards:** | **Time Line:** |
| **Understandings: Students will understand:**   * There are a variety of computer applications to present information digitally. * Evaluate and select digital tools based on the appropriateness of specific tasks | **Essential Questions:** What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:**  There are a variety of digital presentation applications  Each application is unique, but require similar skills | **Students will be able to:**  Select and utilize a presentation application appropriate to the task at hand. |
| **Authentic Assessment Evidence** | |
| **Formative:** Digital presentation | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| Instructional Strategies   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * **Digital presentation based on classroom project and resources**   Demonstrations of Understanding (The Six Facets):  **Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** ELA; Social Studies and/or Science | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams ~~while using cultural global competence.~~ | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; presentation software: *SLIDES* or PowerPoint; Glogster; Animoto, etc. | |

**Grade 4**

**Unit 1 - Lesson #7**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**  **CPI: 8.1.5 A.1 -** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. **8.1.5 B.1 -** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. **Common Core State Standards (CCSS):  (ELA) W.4.6**. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problem. | |
| **Performance Standards:** | **Time Line:** |
| **Understandings:**   * There are a variety of computer applications to present information digitally.   Evaluate and select digital tools based on the appropriateness of specific tasks | **Essential Questions:**  What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:** There are a variety of digital presentation applications  Each application is unique, but require similar skills | **Students will be able to:**  Select and utilize a presentation application appropriate to the task at hand. |
| **Authentic Assessment Evidence** | |
| **Formative:** Digital presentation | |
| **Summative:**  Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| **Instructional Strategies**   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * **Introduce a NEW Digital presentation tool – (different from previous month’s lesson)** * **Allow for exploration**   **Demonstrations of Understanding (The Six Facets): Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** ELA; Social Studies and/or Science | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams ~~while using cultural global competence.~~ | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; presentation software: *SLIDES* or PowerPoint; Glogster; Animoto, ABCya, etc. | |

**Grade 4**

**Unit 1 - Lesson #8**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. CPI:** **8.1.5.C.1-** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.  **Common Core State Standards (CCSS):**  **(ELA) W.4.6**. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problem. | |
| **Performance Standards:** | **Time Line:** |
| **Understandings:**   * Information regarding global issues can be accessed via the Internet and online databases. * There are a variety of online forums where people can exchange their views and ideas. | **Essential Questions:** What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:** | **Students will be able to:** |
| **Authentic Assessment Evidence** | |
| **Formative:** | |
| **Summative: Visual assessment of skill application is on-going.** | |
| **Learning Plan** | |
| Instructional Strategies   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * **Engage in online discussions with leaders in the U.S or other countries to understand a global issue. (i.e persuasive letter to government official)**   **Demonstrations of Understanding (The Six Facets):**  **Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** ELA, Social Studies and/or Science | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; *Reading Rainbow* oil spill (Exxon Valdez); Databases such as EBSCO host (social issues); political cartoons in developmentally appropriate periodicals (in both print and digital formats) | |

**Grade 4**

**Unit 1 - Lesson #9**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. CPI: 8.1.5 C.1 -** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.  **Common Core State Standards (CCSS):**  **(ELA) W.4.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(ELA) W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | |
|  | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problem. | |
| **Performance Standards:** | **Time Line:** |
| **Understandings:**   * A digital template provides structure for organizing and presenting information. * There are a variety of digital templates to choose from depending on the purpose of the project. | **Essential Questions:** What effect will this course have on other parts of their lives?  How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:**  Templates vary according to subject matter and platform. | **Students will be able to:**  Choose a template that suits their needs. |
| **Authentic Assessment Evidence** | |
| **Formative: A variety of digital templates** | |
| **Summative: Visual assessment of skill application is on-going.** | |
| **Learning Plan** | |
| Instructional Strategies   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * **Introduce the use of document templates to produce an age appropriate document.**     **Demonstrations of Understanding (The Six Facets):**  **Explanation**:  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation**:  -       Students will describe the reasons for using proper technique.  **Application**:  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will use various tools to edit and improve digital products.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of   proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information   and for self-expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and   society. | |
| **Interdisciplinary Connections:** ELA, Guidance, Health, Math, Social Studies and/Science | |
| 21ST Century Skills: CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; *Microsoft Office templates; Template gallery in Google Drive, ABCya* | |

**Grade 5**

**Unit 1 - Lesson 1**

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| **Standards: 8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5 A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  **8.1.5.A.5** Create and use a database to answer basic questions.  8.1.5.A.6 Export data from a database into a spreadsheet, analyze and produce a report that explains the analysis of the data. | |
| **Common Core State Standards (CCSS):**  [CCSS.ELA-LITERACY.RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | |
| **Prerequisite Knowledge and Skills**:  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data. Use files, folder, or network resources to store or retrieve data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts by entering data on a spreadsheet.  Create and produce a grade appropriate/multimedia presentation/project.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology.  Practice Safe Internet usage and appropriate internet and email etiquette.  Demonstrating an understanding of current and future technology on society.  Recognize, exhibit social, legal, and ethical behaviors when using information and technology.  Locate specific information by searching a database; evaluate the accuracy and relevance of that information.  Utilize and manipulate computer applications to independently or collaboratively solve problems.  Identify hardware problems and suggest solutions. | |
| **Performance Standards:** | **Time Line:**  **One class period** |
| **Understandings: Students will understand…**   * success in keyboarding is directly related to technique. * creating a Database is applicable to a variety of tasks * the advantages to creating/using a database to solve problems. * the importance of data management and organization. * data can be presented in a variety of formats * software applications provide tools to organize data | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * The unique functions of a database application. * The terminology associated with a database. | **Students will be able to:**   * Use proper keyboarding technique. * Locate and access a database application. * Explain the unique functions of a database applications. * Understand and use the terminology associated with the database. |
| **Authentic Assessment Evidence** | |
| **Formative:** Exit Quiz about Databases. | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| **Instructional Strategies**   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * Warm-up - review previous keys, practice keys: g, b, v * Intro to Access: What is a database? How do you use one? How is it different from the other computer applications we’ve learned? * Introduce Key Database Terminology   ­ ­- Field - Field Content - Database Table  - Data Type - Report - Form  - Query - Record - Database   * Introduce students to the problem, brainstorm solutions. * Exit Ticket: quiz about Terminology and unique functions of a database.   **Demonstrations of Understanding (The Six Facets):**  Explanation:   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   Interpretation:   * Students will describe the reasons for using proper technique.   Application:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources.   Self-Knowledge:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. | |
| **Interdisciplinary Connections:** Math,ELA; Social Studies and/or Science | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP6. Demonstrate creativity and innovation.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; Access template from original binder/on website; Exit Ticket | |

**Grade 5**

**Unit 1 - Access Lesson #2 & 3**

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| **Standards: 8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5 A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  **8.1.5.A.5** Create and use a database to answer basic questions.  8.1.5.A.6 Export data from a database into a spreadsheet, analyze and produce a report that explains the analysis of the data. | |
| **Common Core State Standards (CCSS):** [CCSS.ELA-LITERACY.RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | |
| **Prerequisite Knowledge and Skills**:  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data. Use files, folder, or network resources to store or retrieve data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts by entering data on a spreadsheet.  Create and produce a grade appropriate/multimedia presentation/project.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology.  Practice Safe Internet usage and appropriate internet and email etiquette.  Demonstrating an understanding of current and future technology on society.  Recognize, exhibit social, legal, and ethical behaviors when using information and technology.  Locate specific information by searching a database; evaluate the accuracy and relevance of that information.  Utilize and manipulate computer applications to independently or collaboratively solve problems.  Identify hardware problems and suggest solutions. | |
| **Performance Standards:** | **Time Line: 2 class periods** |
| **Understandings: Students will understand…**   * success in keyboarding is directly related to technique. * creating a Database is applicable to a variety of tasks * the advantages to creating/using a database to solve problems. * the importance of data management and organization. * data can be presented in a variety of formats * software applications provide tools to organize data | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * The unique functions of a database application. * The terminology associated with a database. * The importance of identifying necessary Data and organizing it appropriately. | **Students will be able to:**   * Use proper keyboarding technique. * Locate and access a database application. * Explain the unique functions of a database applications. * Understand and use the terminology associated with the database. * Create Fields that appropriately represent the necessary Data. * Input Data correctly. |
| **Authentic Assessment Evidence** | |
| **Formative:** Creation of Fields and Database Table. | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| **Instructional Strategies**   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys, practice Keys: Right Shift, Comma, X * Review Access: What is a database? How do you use one? How is it different from the other computer applications we’ve learned? * Review Key Database Terminology   ­ ­- Field - Field Content - Database Table  - Data Type - Report - Form  - Query - Record - Database   * Review the problem and possible solutions. * Model and Assist students with creation of Database Table (Graphic Organizer) that includes at least 5 Records.   **Demonstrations of Understanding (The Six Facets):**  Explanation:   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   Interpretation:   * Students will describe the reasons for using proper technique.   Application:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources.   Self-Knowledge:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. | |
| **Interdisciplinary Connections:** Math,ELA; Social Studies and/or Science | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP6. Demonstrate creativity and innovation.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; Access template from original binder/on website; | |

**Grade 5 ☺ Lesson #2 ☺ Home Row e, n, o, t**

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| **Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** | |
| **CPI:**   8.1.5 D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.  8.1.5 D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.  **Common Core State Standards (CCSS):** SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. | |
| **Prerequisite Knowledge and Skills**: technology vocabulary; understanding and using the features of an operating system; grade appropriate effective input of text and data; use computer icons; produce grade appropriate documents using age appropriate software; create and use graphic organizers to create; construct or design a document. Use and manipulate computer applications to independently and collaboratively solve problems; Identify hardware problem. Explain the purpose of an acceptable use policy and consequence for inappropriate use of tech.; practice safe Internet usage and appropriate Internet and e-mail etiquette. | |
| **Performance Standards:** | **Time Line:** |
| **Understandings: Students will understand**   * The importance of digital citizenship * The need to practice cyber safety, security and ethics * Understand the negative consequences of misusing social media | **Essential Questions:**  What effect will this course have on other parts of their lives?   How will having this skill make them successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The importance of practicing safe and appropriate Internet use * Recognize, exhibit social, legal and ethical behaviors when using information and technology * There are consequences for inappropriate use of technology. | **Students will be able to:**   * Explain the difference between safe and unsafe online behavior. * Identify specific examples of fair use. * Describe possible consequences of misuse |
| **Authentic Assessment Evidence** | |
| **Formative:** Digital citizenship lesson in both digital and print formats | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| Instructional Strategies   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys * **CYBER SAFETY lesson: security, ethics, using digital tools** | |
| **Demonstrations of Understanding (The Six Facets):**  **Explanation:**  -       Students will explain Key Technology Vocabulary Terms.  -       Students will explain the elements of Proper Technique.  **Interpretation:**  -       Students will describe the reasons for using proper technique.  **Application:**  -       Students will use and respond to Key Vocabulary Terms.  -       Students will demonstrate Proper Technique.  -       Students will access and evaluate digital information from various sources.  -       Students will demonstrate safe and ethical use of the internet.  **Self-Knowledge:**  -       Students will understand that their success is directly related to an awareness and application of proper technique.  -       Students will appreciate how Technology skills will be applicable to many areas of their lives.  -       Students will understand Technology Applications can be used to share and organize information and for self-  expression.  -       Students will understand that safe and ethical internet use directly benefits themselves and society.  **Interdisciplinary Connections:** Health, Guidance, ELA, Social Studies | |
| 21ST Century Skills: CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.   CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity. | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; online resources: BrainPop | |

**Grade 5**

**Unit 1 - Lesson #4**

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| **Standards: 8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **CPI:**  **8.1.5 A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  **8.1.5.A.5** Create and use a database into a spreadsheet.  8.1.5.A.6 Export data from a database into a spreadsheet, analyze and produce a report that explains the analysis of the data. | |
| **Common Core State Standards (CCSS):** [CCSS.ELA-LITERACY.RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | |
| **Prerequisite Knowledge and Skills**:  Technology Vocabulary  Understanding and Using Features of an operating system.  Grade appropriate effective input of text and data. Use files, folder, or network resources to store or retrieve data.  Use computer icons.  Produce grade appropriate documents using age appropriate software.  Create and use graphic organizers to create, construct or design a document.  Produce and interpret graphs and charts by entering data on a spreadsheet.  Create and produce a grade appropriate/multimedia presentation/project.  Explain the purpose of an Acceptable Use Policy and consequence for inappropriate use of technology.  Practice Safe Internet usage and appropriate internet and email etiquette.  Demonstrating an understanding of current and future technology on society.  Recognize, exhibit social, legal, and ethical behaviors when using information and technology.  Locate specific information by searching a database; evaluate the accuracy and relevance of that information.  Utilize and manipulate computer applications to independently or collaboratively solve problems.  Identify hardware problems and suggest solutions. | |
| **Performance Standards:** | **Time Line: 1 class period** |
| **Understandings: Students will understand…**   * success in keyboarding is directly related to technique. * creating a Database is applicable to a variety of tasks * the advantages to creating/using a database to solve problems. * the importance of data management and organization. * data can be presented in a variety of formats * software applications provide tools to organize data | **Essential Questions:** What effect will this course have on other parts of my life?  How will having Technology skills make me successful long-term: personally, academically and  professionally? |
| **Students will know:**   * The advantages of using proper keyboarding technique. * The unique functions of a database application. * The terminology associated with a database. * The importance of identifying necessary Data and organizing it appropriately. * Databases can be used to sort and extrapolate the content within it to satisfy a query. | **Students will be able to:**   * Use proper keyboarding technique. * Locate and access a database application. * Explain the unique functions of a database applications. * Understand and use the terminology associated with the database. * Create Fields that appropriately represent the necessary Data. * Input Data correctly. * Use a database to successfully run a query. |
| **Authentic Assessment Evidence** | |
| **Formative:** Successful use of the database to answer a query. | |
| **Summative:** Visual assessment of skill application is on-going. | |
| **Learning Plan** | |
| **Instructional Strategies**   * Review logging in with their OWN User name/password * Review keyboarding technique: proper posture; opening applications; home row and new reach keys; proper finger placement; eyes on copy; manipulation of equipment * warm-up - review previous keys: (;) q, (?) and z * Review Access: What is a database? How do you use one? How is it different from the other computer applications we’ve learned? * Review Key Database Terminology   ­ ­- Field - Field Content - Database Table  - Data Type - Report - Form  - Query - Record - Database   * Review the problem and highlight possible Query Criteria. * Model and Assist students in running a Query to generate a Report that solves the problem.   **Demonstrations of Understanding (The Six Facets):**  Explanation:   * Students will explain Key Technology Vocabulary Terms. * Students will explain the elements of Proper Technique.   Interpretation:   * Students will describe the reasons for using proper technique.   Application:   * Students will use and respond to Key Vocabulary Terms. * Students will demonstrate Proper Technique. * Students will use various tools to edit and improve digital products. * Students will access and evaluate digital information from various sources.   Self-Knowledge:   * Students will understand that their success is directly related to an awareness and application of proper technique. * Students will appreciate how Technology skills will be applicable to many areas of their lives. * Students will understand Technology Applications can be used to share and organize information and for self-expression. | |
| **Interdisciplinary Connections:** Math,ELA; Social Studies and/or Science | |
| **21ST Century Skills:**  **CRP1. Act as a responsible and contributing citizen and employee.**  **CRP2. Apply appropriate academic and technical skills.**  **CRP6. Demonstrate creativity and innovation.**  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  **CRP11. Use technology to enhance productivity.** | |
| **Instructional Resources:** label/index card with username and password; links to activities on individual school websites; Access template from original binder/on website; | |