

**Wilson Area School District
Planned Course Guide**

Title of planned course: Technology

Subject Area:

Grade Level: 4

Course Description: Students will learn the basics of computer operations, concepts, applications, and on-line safety.

Time/Credit for this Course: 40 minutes per week

Curriculum Writing Committee:

Curriculum Scope and Sequence

Planned Course: Technology

Unit: Basic Computer Operations and Concepts

Time Frame: 5 weeks

State Standards: 3.7.4.C

Essential content/objectives: At the end of the unit, students will be able to do the following:

- Correctly start up and shut down the computer
- Access his/her computer lab folder
- Locate and use all keys on the keyboard and use left right hand placement to type
- Demonstrate proficiency in pointing, clicking, dragging and right button menu options using a mouse
- Demonstrate proper use of computer equipment

Core Activities: Students may complete/participate in the following:

- Use Mavis Beacon typing software to increase students' skills in typing.
- Prepare a document with several misspellings. Have students open the document and save it by a different name in their folders. Then, use the spell check to fix the words. Show how to undo and redo their changes using the undo and redo button
- Have the students make a table showing the results of a favorite food (or anything else) survey. Then, have the students preview and print the table and a summary paragraph. Save to folder
- Prepare a document with several paragraphs of text. Have students open the document and save it by a different name in their folders. Have students change the line spacing, alignment, font, size, etc. Students then save the document in their folders
- Have students insert a picture and type a paragraph about it. Then, have the students change the properties of the picture. They can change the size, wrapping properties and position of the picture.
- Create a pictograph using data from a survey or other source (science or social studies information)
- See this site for ideas for more graphs and data analysis:
http://www.forsyth.k12.ga.us/kadkins/graphing_abc.htm
- Have students input a list of numbers in to the spreadsheet. This data can be from a variety of sources – student age, basketball scores, test scores, etc. Have students find the sum and average of this list using a simple formula.

- Have students select four or more important scenes from a book. Insert text and a graphic into a slide for each scene, making a four-slide presentation. Later, you can have them change the background; add animation and sounds for each element of the slide. Present this to the class.
- Similar slideshows can be made for a variety of topics, including: social studies topics, authors, themselves, etc.
- Scavenger hunt to find the answers to content related questions. Focus on the idea of key words in the search. Discuss different search engines.
- Use the Encarta Encyclopedia to find information about a variety of topics.
- There are a variety of educational sites with games to reinforce a number of skills in many different subject areas.
- Review with the class the rules for acceptable use, net etiquette, and copyright laws. Have students sign an Internet Use contract, if applicable.

Instruction Methods: Demonstration, typing, activities, direct instruction

Materials & Resources: Appendix

Assessments: Teacher created assessments and observations

Curriculum Scope and Sequence

Planned Course: Technology

Unit: Computer Applications

Time Frame: 20 weeks

State Standards: 3.7.4.D

Essential content/objectives: At the end of the unit, students will be able to do the following:

- Demonstrate word processing skills during writing activities using the writing process
- Use standard tool bar: new document, open save, print, print preview, spell check, cut , copy, paste, undo, redo, insert table, and drawing
- Use the save and save as commands to save documents in his/her personal folder
- Rename documents
- Format and manipulate clip art and graphics into a text document
- Edit a document for line spacing, alignment
- Define the use of a spreadsheet using basic terminology (cell, row, column, worksheet, and workbook)
- Complete the following tasks using a spreadsheet: enter data in cells, perform simple calculations, use formulas such as sum and average, create a graph using data provided by teacher
- Create a multimedia presentation that has multiple click/multi-pages, sound text, graphics and animation
- Create or choose backgrounds for a multimedia presentation
- Present a multi-media presentation

Core Activities: Students may complete/participate in the following:

- Have students insert a picture and type a paragraph about it. Then, have the students change the properties of the picture. They can change the size, wrapping properties and position of the picture
- Prepare a document with several misspellings. Have students open the document and save it by a different name in their folders. Then, use the spell check to fix the words. Show how to undo and redo their changes using the undo and redo button.
- Have the students make a table showing the results of a favorite food (or anything else) survey. Then, have the students preview and print the table and a summary paragraph. Save to folder.
- Prepare a document with several paragraphs of text. Have students open the document and save it by a different name in their folders. Have

- students change the line spacing, alignment, font, size, etc. Students then save the document in their folders
- Have students insert a picture and type a paragraph about it. Then, have the students change the properties of the picture. They can change the size, wrapping properties and position of the picture.
 - Create a pictograph using data from a survey or other source (science or social studies information)
 - See this site for ideas for more graphs and data analysis:
http://www.forsyth.k12.ga.us/kadkins/graphing_abc.htm
 - Have students input a list of numbers in to the spreadsheet. This data can be from a variety of sources – student age, basketball scores, test scores, etc. Have students find the sum and average of this list using a simple formula
 - Have students select four or more important scenes from a book. Insert text and a graphic into a slide for each scene, making a four-slide presentation. Later, you can have them change the background; add animation and sounds for each element of the slide. Present this to the class
 - Similar slideshows can be made for a variety of topics, including: social studies topics, authors, themselves, etc.

Instruction Methods: Graphic organizer, demonstration, student activities

Materials & Resources: Appendix

Assessments: Teacher created assessments and observations

Curriculum Scope and Sequence

Planned Course: Technology

Unit: Internet Applications and Safety

Time Frame: 10 weeks

State Standards: 3.7.4.E

Essential content/objectives: At the end of the unit, students will be able to do the following:

- Use internet browser to conduct research
- Use internet to reinforce skills learned in the classroom
- Use search engines to locate information on the internet
- Use electronic encyclopedia for classroom research
- Understand that Private information need to be protected
- Understand how to handle cyber bullying and manage actions in cyberspace
- Understand the Acceptable use policy and how it related to copyright issues

Core Activities: Students may complete/participate in the following:

- Scavenger hunt to find the answers to content related questions. Focus on the idea of key words in the search. Discuss different search engines
- There are a variety of educational sites with games to reinforce a number of skills in many different subject areas
- Use the Encarta Encyclopedia to find information about a variety of topics
- Review FBI safety tips
- Cyber citizenship and safety online
- Cyber bullying

Instruction Methods: Demonstration and student activities

Materials & Resources: Appendix

Assessments: Teacher created assessments and observations

Activities

Microsoft Word

- A. Prepare a document with several misspellings. Have students open the document and save it by a different name in their folders. Then, use the spell check to fix the words. Show how to undo and redo their changes using the undo and redo button. Standard 3.7.4.C – 1, 2, 4, 5

Standard 3.7.4.D – 2, 3, 4

- B. Have the students make a table showing the results of a favorite food (or anything else) survey. Then, have the students preview and print the table and a summary paragraph. Save to folder.
Standard 3.7.4.C - 1, 2, 3, 4.

Standard 3.7.4.D – 2, 3, 4

Example:

Pizza	10
Hamburger	12
Chicken	3
Spaghetti	5
Lollipop	1

- C. Prepare a document with several paragraphs of text. Have students open the document and save it by a different name in their folders. Have students change the line spacing, alignment, font, size, etc. Students then save the document in their folders.

Standard 3.7.4.C – 1, 2, 4, 5

Standard 3.7.4.D – 2, 3, 6

- D. Have students insert a picture, and type a paragraph about it. Then, have the students change the properties of the picture. They can change the size, wrapping properties and position of the picture.
Standard 3.7.4.C – 1, 3, 4, 5

Standard 3.7.4.D - 1, 2, 3, 4, 5

EXCEL Spreadsheets

- A. Create a pictograph using data from a survey or other source (science or social studies information). See attached sheet for more details.
Standard 3.7.4.C – 1, 2, 4, 5

Standard 3.7.4.D – 7, 8a, 8d

- B. See this site for ideas for more graphs and data analysis:

http://www.forsyth.k12.ga.us/kadkins/graphing_abc.htm

Standard 3.7.4.C – 1, 2, 4, 5

Standard 3.7.4.D – 7, 8a, 8d

- C. Have students input a list of numbers in to the spreadsheet. This data can be from a variety of sources – student age, basketball scores, test scores, etc. Have students find the sum and average of this list using a simple formula.

Standard 3.7.4.C – 1, 2, 3, 4, 5

Standard 3.7.4.D – 7, 8a, 8b, 8c, 8d

PowerPoint Presentations

- A. Have students select 4 or more important scenes from a book. Insert text and a graphic into a slide for each scene, making a four-slide presentation. Later, you can have them change the background, add animation and sounds for each element of the slide. Present this to the class.

Standard 3.7.4.C – 1, 2, 3, 4, 5

Standard 3.7.4.D – 9a-e, 10, 11

- B. Similar slideshows can be made for a variety of topics, including: social studies topics, authors, themselves, etc.

Standard 3.7.4.C – 1, 2, 3, 4, 5

Standard 3.7.4.D – 9a-e, 10, 11

How to create a Pictograph with Microsoft Excel

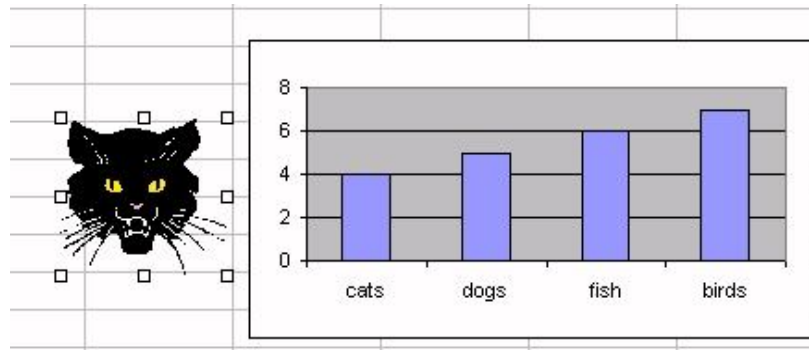
1. First put your data in your chart.

cats	4
dogs	5
fish	6
birds	7

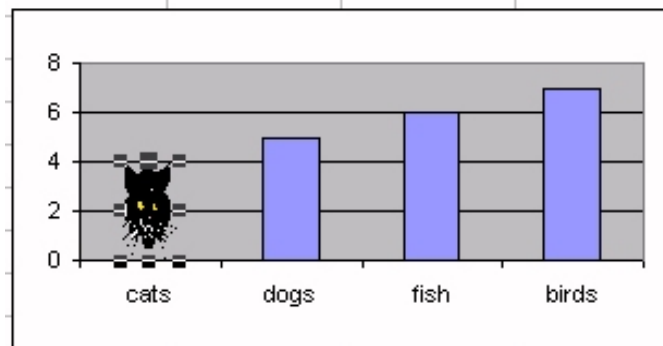
2. Highlight the information and select the chart wizard.

3. Choose the column graph and then click finish.

4. Next, insert a picture to represent the data. Your information will be similar to what is shown below:

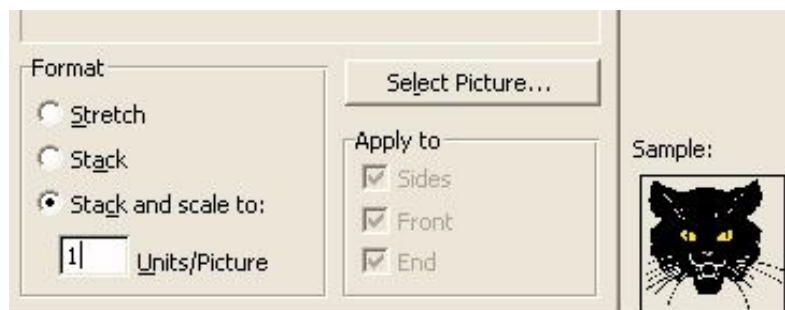


5. With the image selected, select copy from the edit menu. Click on the graph and then select the bar that represents that data. Then select paste from the edit menu. Your image will now appear in your graph.



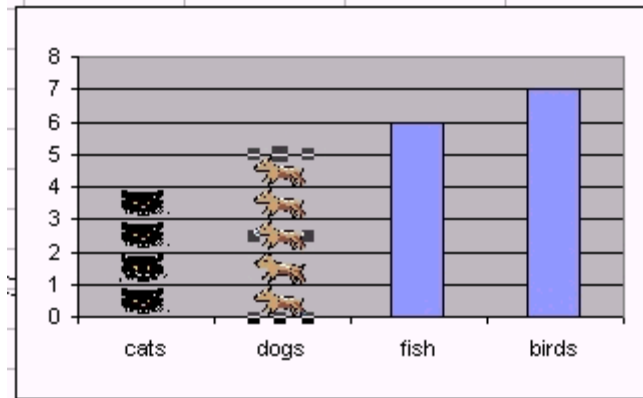
6. Double click the bar with the picture to launch the format data point options. Select the fill effects at the bottom right.

7. Select the picture tab and under format on the left side, choose select and scale to:1. If you would desire each picture to represent two items of data, select 2.



8. Select the second bar so that it is highlighted. Go to Insert and select clipart. The clipart will automatically appear in the second data set. Repeat this step for the

remaining bars.



Sample Sites to visit:

www.pbs.org

www.funbrain.com

www.kidsdomain.com

www.crayola.com

www.yahooligans.com

www.learningplanet.com

www.funplanet.com

www.gamequarium.com

www.eduplace.com (Houghton Mifflin)

www.nasa.com

www.enchantedlearning.com

www.scottforesman.com (reading & science)