

**Wilson Area School District
Planned Course Guide**

Title of planned course: Technology

Subject Area:

Grade Level: 5

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: 4weeks

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, and highlighting using a mouse
- Demonstrate proper use of computer equipment
- Recognize different input devices (i.e. scanners, digital cameras, and bar code readers)

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
- Students will type a list of words varying in length. In order for each word to be fully seen in the cell its size must be altered. The students will then format each column/cell so that the word may be viewed in its entirety.
- Open an existing PowerPoint presentation and add transitions of varying speed and style
- 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: 15 weeks

State Standards: 3.7.4.D

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

- Independently use word processing software to create and edit a document
- Independently access and modify a saved document by using the standard tool bar: new document, open, save, print, print, preview, cut, copy, paste, undo, redo, insert table, and drawing
- Perform editing functions including spell check, dictionary, and thesaurus
- Open a saved document, change attributes, rename and save
- Format paragraphs using the text justification commands
- Align text using the ext justification commands
- Insert graphics in a text document
- Alter the size/shape of text and clip art image
- Complete the following tasks using a spreadsheet: enter data in cells, navigate between cells, change size of a cell, 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 clicks/multi-pages, sound, text, graphics, animation, various backgrounds, utilize slide transitions
- Present a multi-media presentation to a group of peers

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.
 - Using a document the children have in their folders, select common words and use the thesaurus to locate and replace those words with vivid synonyms
 - 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

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 how to communicate safely using social networking, e-mail or Instant Messaging.
- Understand Acceptable use of school computers and internet
- Demonstrate knowledge of basic Copyright laws

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 with the class the rules for acceptable use, net etiquette, and Copyright laws. Have students sign an internet use contract
- 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

Related 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, 3, 4, 5)
Standard 3.7.4.D: (2, 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, 5)
Standard 3.7.4.D: (1, 2, 3)

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.
Standard 3.7.4.C: (1, 2, 3, 4, 5)
Standard 3.7.4.D Objectives hit #2
- 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, 2, 3, 4, 5)
Standard 3.7.4.D Objectives hit: #1, 2, 3, 4, and 5
- E. Using a document the children have in their folders, select common words and use the thesaurus to locate and replace those words with vivid synonyms.
Standard 3.7.4.C: (1, 2, 3, 4, 5)
Standard 3.7.4.D Objectives hit: #3

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, 3, 4, 5)
Standard 3.7.4.D Objectives hit: #8 (1 and 4)
- B. See this site for ideas for more graphs and data analysis:
http://www.forsyth.k12.ga.us/kadkins/graphing_abc.htm
- 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 Objectives hit: #7, 8
- D. Students will type a list of words varying in length. In order for each word to be fully seen in the cell its size must be altered. The students will then format each column/cell so that the word may be viewed in its entirety.
Standard 3.7.4.C: (1, 2, 3, 4, 5)

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 Objectives hit: #9, 10, 11
- B. Open an existing power point presentation and add transitions of varying speed and style.
Standard 3.7.4.C: (1, 2, 3, 4, 5)
Standard 3.7.4.D Objectives hit: # 9, 10, 11
- C. 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)