Grade 4 Technology
Technology 4

Communication and Collaboration

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

18. Respond to the call of evangelization (CCC 905).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

9. Understand that grace is a participation in the life of God (CCC 1997).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. digital media/environments
2. visual displays/drawings
3. Internet usage
4. productivity tools (word processing, spreadsheets, presentations)
5. distance learning/virtual field trips
6. social networking
7. cultural understanding
8. email

Skills

1. Use a variety of digital media.
2. Interact and collaborate with others.
3. Produce and publish writing.
4. Create visual displays and drawings.
5. Contribute to group projects.
6. Solve problems.
7. Participate in cultural experiences through virtual field trips.
8. Develop cultural awareness via distance learning opportunities.
9. Use email to communicate with others.

Essential Questions

1. To what extent can I communicate information to varied audiences through different media formats?
2. To what extent can I use technology tools to develop cultural understanding and global awareness ?

Standards Vocabulary

1. collaborate
2. global awareness
3. cultural understanding

Resources

Stage 2: Assessment Evidence

Website Comparison

Formative: Online Learning

The student will visit different teacher-determined websites to evaluate for specific design topics (size, user friendliness, arrangement, view-ability, etc.). The student will rank the sites based on the data they collected. The students will choose one site to which they will email constructive criticisms to the web designer.

Famous Ohioan FAKE-Book

Summative: Online Learning

Students will create a Fake-book account or any other fake social media app of their choice of a famous historical Ohioan. They could add things the historical figure would have shared with his friends, family, and audience of that time if social media, Twitter, and Snapchat existed then.

The Best Way to Research

Formative: Comparative Study

Students will have research questions from a teacher-assigned topic. One team must use an encyclopedia to answer the questions, and the other team uses the Internet. Students then compare and contrast answers and discuss the experience.

Monster Exchange

Formative: Expository Essay

The students will participate in the monster exchange program. ([www.monsterexchange.org](http://coda.ocfecleveland.org/Curricula/www.monsterexchange.org)).

Collaborative Science Project

Summative: Project

Students will participate in a global collaboration project from the CIESE Web site:<http://ciese.org/materials/k12/>

Stage 3: Learning Plan

Learning Experiences

1. **Provide Information**: Students will have research questions from a teacher-assigned topic. One team must use an encyclopedia to answer the questions, and the other team uses the Internet. Students then compare and contrast answers and discuss the experience.
2. **Collaborative Learning**: The students will participate in the monster exchange program. ([www.monsterexchange.org](http://www.monsterexchange.org)).
3. **Online Learning Activity**: Students will complete a series of lessons on Internet Search Techniques. (See link below.)
4. **Independent Learning**: The students will visit different teacher-determined websites to evaluate for specific design topics (size, user friendliness, arrangement, view-ability, etc.). The students will rank the sites based on the data they collected. The students will choose one site to which they will email constructive criticisms to the web designer.
5. **Research**: Students will create a Fake-book account or any other fake social media app of their choice of a famous historical Ohioan. They could add things the historical figure would have shared with his friends, family, and audience of that time if social media, Twitter, and Snapchat existed then.
6. **Cooperative Learning Groups**: Students will work in small groups to brainstorm ideas on a teacher-assigned topic using a word mapping program. (Example: MindMup, Google Drawings, etc.)
7. **Virtual Field Trips**: Students travel around the world to visit places of interest. See resources for links.
8. **Pen Pals**: Students will email, in either a protected site for children or teacher assisted, with other students across the country or world to learn about other cultures and communicate effectively. <http://www.epals.com/#!/main>.
9. **Collaborative Science Projects:** Students will participate in a global collaboration project from the CIESE Website:<http://ciese.org/materials/k12/>

Resources

* Internet Search Techniques ([http://activities.macmillanmh.com/Techknowledge/data/\_shell/\_global/files/\_swf/tk.php?level=04unit=10lesson=84](http://activities.macmillanmh.com/Techknowledge/data/_shell/_global/files/_swf/tk.php?level=04&unit=10&lesson=84))

Resources

**Images/Documents**

1. Kid Pix
2. Google Draw
3. Paint
4. <http://www.abcya.com/>
5. Google Doc
6. Wikispaces
7. Storybird
8. Concrete Poetry
9. TikaTak
10. Storyjumper
11. Bookr
12. Fan Fiction
13. Cub Academia
14. Poem Farm
15. iTunes U
16. Glogster

**Presentation**

1. PowerPoint
2. Google Slides
3. One True Media
4. Tagxedo
5. Prezi
6. Keynote
7. Smilebox
8. GooglePlay

**Videos**

1. Sketchcast
2. Skype
3. Google Hangout
4. Facetime
5. Screenr
6. iMovie
7. Movie Maker
8. WeVideo
9. Magistro

**Virtual Field Trips**

1. Google Expeditions
2. <http://www.areavibes.com/library/online-field-trips-for-students/>
3. <http://www.theteachersguide.com/virtualtours.html>
4. <http://www.eschoolnews.com/2013/04/07/ten-of-the-best-virtual-field-trips/>

**Blogging**

1. Edublog
2. Animoto
3. Kidblog
4. Blogger
5. Weebly

**Keyboarding**

1. Dance Mat Typing
2. Nitro Type
3. Fun to Type
4. Typing Games Treasure
5. Typershark
6. PowerTyping

**Website Creation**

1. Google Sites
2. Weebly

Resources

* <http://www.areavibes.com/library/online-field-trips-for-students/>

Grade 4 Technology
Technology 4

Computer Science (Critical Thinking)

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Content

1. coding
2. forms and databases
3. computational thinking
4. digital tools
5. troubleshooting
6. network basics
7. innovative technologies
8. technology careers

Resources

Skills

**Coding**

1. Explain how a program is a set of code and what it is used for.
2. Assess and analyze a situation. Code to solve the problem using various programming languages such as Scratch (see list below).
3. Troubleshoot, critique, and modify their own or others' code (steps).
4. Analyze code using the principles of cause and effect to make adjustments to code.

**Forms & Databases**

1. Enter information into a form (such as Google Forms) and understand where that information goes.
2. Create a form, track, and analyze the data.
3. Define what a database is and how it is used.
4. Use a database, such as INFOhio at school/public library, to look up information.

**Troubleshooting**

1. Read, evaluate, and act on error messages independently.
2. Distinguish error messages from fake (ad or virus) messages.
3. Troubleshoot connectivity issues including loose cords (check power cord, Ethernet cord, etc.) and wireless.
4. Recognize when the computer is "hanging" and troubleshoot to determine the cause and the resolution (control+alt+delete, over click, slow connection).
5. Begin to use the Task Manager to view open apps or programs. Understand how that affects memory and performance.

**Networking**

1. Analyze and explain network/Internet connection options.
2. Effectively use various data storage types and locations.
3. Utilize proper networking terms when speaking.

**Computer Careers/Innovative Technologies**

1. Continue to explore how technological innovations have changed our lives.

Essential Questions

1. Why is coding important in the world around me?
2. What do I do if there is a problem with my computer?
3. To what extent is technology involved in our lives?

Standards Vocabulary

1. cause and effect
2. predict
3. compare
4. identify
5. observe
6. critique
7. problem/solution
8. troubleshoot
9. analyze
10. modify

Additional Vocabulary

**Emerging Vocabulary:**

1. task manager
2. memory (RAM)
3. connectivity

**Mastered Vocabulary:**

1. See attached document

Resources

Stage 2: Assessment Evidence

Hour of Code

Summative: Online Learning

Set a goal for what level your students should achieve within the app/website being used. Determine which skills they should master. Focus on using the least amount of code possible.

Forms

Summative: Lab Assignment

Use a rubric to evaluate students' ability to effectively create a form, complete a form, and gather and present data.

Troubleshooting Infographic/Ad

Summative: Interactive Media

Using a rubric, evaluate students on their ability to present information accurately and explain how to troubleshoot computer problems. Students may work collaboratively on certain problems (power issues, monitor issues, computer not responding, etc.).

Stage 3: Learning Plan

Learning Experiences

**Coding:**

1. **"Unplugged" Simulations:** See <https://code.org/> for other suggestions on "unplugged" computer science activities.
2. **Self-Guided Online Tutorials:** Participate in the Hour of Code (see <https://code.org/>) in December. Choose one of the websites or apps listed below. Be sure to look at the lesson plan ideas to accompany the games. Remind students that good programmers use the least amount of code possible to achieve their goal.
3. **Exploratory Learning:** If possible, purchase a simple robot (such as Dash & Dot, Bumble Bee, Lego robotics), as a class or in small collaborative groups, have the students program the robot to move forward, backward, turn, etc. Create classroom challenges or obstacle courses for the robot.
4. **Exploratory Learning:** If you don't have robots, create scribble bots in small groups. [http://www.mdsci.org/wp-content/uploads/2014/04/Scribble-Bots.pdf](http://www.mdsci.org/wp-content/uploads/2014/04/Scribble-Bots.pdf%2C%20)  <http://www.instructables.com/id/scribbling-machine/>
5. **Exploratory Learning:** Celebrate National Robotics Week in April (see link below).

**Forms:**

1. **Lab Assignment/Collaborative Learning**: Partner with a group of schools locally or internationally through something like U Class or ePals. Students can email schools with the same name as your school.  Students will gather weather data, such as rainfall, snowfall, or temperature, using forms. Each week a different student creates the form/survey to share with the other schools.

**Networking & Troubleshooting:**

1. **Collaborative Research/Presentation**: In small groups, create Troubleshooting Infographic or Public Service Announcements (on PA or TV station) using Google Draw, Lucida Press, PowerPoint/Google Slides, iMovie, or Green Screen by Do Ink. Make up infographics or how-to videos to display around the school, in the media center/computer room, and/or on the announcements to help other students troubleshoot common problems. (See <http://science.opposingviews.com/troubleshoot-computers-kids-11420.html>.

Resources

* Skype for Education (<https://education.microsoft.com/Start/LanguageSelect?ReturnUrl=%2fskypeintheclassroom%3f>)

Resources

**Coding**

1. <https://code.org/>
2. <http://www.codecademy.com/>
3. <https://www.tynker.com/>
4. <http://www.kodugamelab.com/>
5. <http://edu.symbaloo.com/mix/codeprogramsites>
6. <http://www.symbaloo.com/mix/coding-coding-coding>
7. <https://scratch.mit.edu/>
8. <http://kidsruby.com/>
9. <http://hourofcode.com/us>
10. <http://www.stencyl.com/>
11. <http://gamestarmechanic.com/>
12. <https://www.madewithcode.com/>
13. Apps

Cargo bot

Lightbot Programming Puzzles

CodeMonster from Crunchzilla

HopScotch

Cato's Hike: A Programming and Logic Odyssey

**Robotics/STEM**

1. <http://nationalroboticsweek.org/resources.php>
2. <http://www.fractuslearning.com/2015/04/09/best-robots-for-kids/>
3. <http://www.makeymakey.com/>

**Forms & Databases**

1. <http://www.socrative.com/>
2. <https://www.infohio.org/>
3. Find a school to collaborate with through [https://schoolsonline.britishcouncil.org/home/regions/americas%20 or http://www.epals.com/#!/main](https://schoolsonline.britishcouncil.org/home/regions/americas%20%20or%20http%3A//www.epals.com/#!/main)

**Troubleshooting**

1. <http://science.opposingviews.com/troubleshoot-computers-kids-11420.html>
2. <http://www.slideshare.net/Yfandes/troubleshooting-16626396>

**Networking**

1. <http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

**Careers in IT**

1. Virtual Guest Speaker <https://education.skype.com/>

**To Make Public Service Announcement**

1. Green Screen by Do Ink or News Booth Apps

Grade 4 Technology
Technology 4

Creativity and Innovation

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. multimedia sources
2. augmented reality
3. desktop publishing
4. video tools
5. audio tools (podcast, screencast)
6. photography tools
7. website creation
8. animation
9. avatar creation
10. QR resources
11. drawing tools
12. cartoon creation
13. visual displays
14. presentation tools

Skills

1. Express information using a variety of digital media.
2. Enhance understanding of learning concepts by presenting information.
3. Produce original works to allow creativity and ownership.
4. Publish individual and group work.
5. Interact with peers and adults to collaborate in learning experiences.
6. Create audio/visual components of projects to enhance learning objectives.
7. Organize information in a logical sequence.
8. Use or create QR resources to learn more about a given topic.
9. Use or create augmented reality programs to enhance learning objectives.

Essential Questions

1. How can technology tools advance my learning?
2. How can technology be used effectively to communicate information?
3. To what extent can I communicate information to varied audiences through different media formats?
4. To what extent can I select and use appropriate multimedia sources for a defined need?

Standards Vocabulary

1. digital media
2. visual displays
3. presentations
4. Internet
5. collaboration
6. digital tools
7. audio recordings

Additional Vocabulary

1. avatar
2. QR
3. augmented reality
4. podcast
5. screencast
6. animation
7. multimedia

Stage 2: Assessment Evidence

Planet Size Bubble Chart

Summative: Visual Arts Project

Each student will use data on the diameter of the eight planets in the solar system to create a bubble chart, comparing sizes using a spreadsheet application.

QR Artist Statement Project

Summative: Visual Arts Project

Students will write artist statements about a piece of artwork that they created in art class. Then they record their voice reading their artist statements. The students then create a QR code that links to their artist statement videos. The QR codes could be displayed with the picture of their artwork at the art show or any school function including stakeholders.

Poetry

Formative: Creative Writing

Students will create a poem or other creative work and present it to the class. The oral presentation will be video recorded and broadcast through the school website or other digital format.

Newsletter

Formative: Writing Assignment

Students will work together to create a class newsletter to be possibly used in a school bulletin.

Stage 3: Learning Plan

Learning Experiences

1. **Creative Writing/Presentation:** Students will create a poem or other creative work and present it to the class. The oral presentation will be video recorded and broadcast through the school website or other digital format.
2. **Small Group/Whole Class Activity**: Students will work together to create a class newsletter to be possibly used in a school bulletin.
3. **Learning Activity**: Students will use a document publishing program to create a timeline of their life or the life of a historically significant person.
4. **Concept Maps**: Each student will use data on the diameter of the eight planets in the solar system (or on another topic) to create a bubble chart, comparing sizes using a spreadsheet application.
5. **Creative Work**: Students will write artist statements about a piece of artwork that they created in art class. Then they record their voice reading their artist statements. The students then create a QR code that links to their artist statement videos. The QR codes could be displayed with the picture of their artwork at the art show or any school function including stakeholders.

Resources

**Slideshows/Presentations**

1. Prezi (includes audio)
2. PowerPoint (includes audio)
3. Keynote (includes audio)
4. SmileBox
5. Google Slides

**Videos**

1. iMovie
2. Movie Maker
3. WeVideo
4. Magisto

**Website Creation**

1. Google Sites
2. Weebly <http://www.weebly.com/>

**Create/Publish Documents**

1. Fan Fiction
2. Club Academia
3. Poem Farm
4. StoryBird
5. Google Doc
6. Microsoft Word
7. Pages
8. Glogster <https://www.glogster.com/#one>
9. Kidspiration
10. Comic Book
11. QR Rafter
12. Word It Out
13. Create a Graph  <http://nces.ed.gov/nceskids/createagraph/>
14. Scholastic Story Starter [www.scholastic.com/teachers/story-starters/](http://www.scholastic.com/teachers/story-starters/)

**Podcasting**

1. iTunes
2. PodBean <http://www.podbean.com/>
3. VoiceThread <https://voicethread.com/>
4. Podcast

**Augmented Reality**

1. Aurasma App <https://www.aurasma.com/>

**QR Code Resources**

1. <http://www.qr-code-generator.com/>
2. <http://goqr.me/>
3. <http://qrcode.kaywa.com/>
4. webqr.com
5. Quick Scan App
6. QR Reader for iPhone/iPad/Android

**Augmented Reality**

1. Chromville <https://chromville.com/>
2. colAR Mix  <http://colarapp.com/es/>
3. Zoo-AR <http://zoo-ar.com/>
4. CyberChase Shape Quest! <http://pbskids.org/apps/cyberchase-shape-quest.html>
5. AR Basketball

Grade 4 Technology
Technology 4

Digital Citizenship

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

13. Show special regard for the poor (CCC 2443).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

2. Understand that God blessed all living beings (CCC 1080).

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Resources

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. **Digital Rights and Responsibilities:** the privileges, freedoms and behavioral expectations extended to all digital technology users
2. **Digital Communication:** the exchange of electronic information
3. **Digital Access:** full participation in the digital society
4. **Digital Etiquette:** the standards of conduct
5. **Digital Security:** precautions taken to guarantee personal safety and the security of networks
6. **Digital Literacy:** the knowledge of digital technology and knowing when and how to use it
7. **Digital Law:** the legal rights and restrictions governing the use of technology
8. **Digital Health and Wellness:** the elements of physical and psychological well-being related to digital technology use

Skills

1. Explain and follow procedures relating to Internet safety.
2. Exchange information online.
3. Participate in digital society.
4. Demonstrate digital etiquette.
5. Know precautions for personal safety and secure a network.
6. Know what constitutes appropriate and inappropriate use of hardware and software.
7. Recognize legal rights and restrictions governing technology.

Resources

Essential Questions

1. What are the ways to use online technology responsibly?
2. How does my digital behavior affect others?
3. Which me should I be online?

Standards Vocabulary

1. copyright
2. plagiarism
3. technology access
4. technology and good health
5. technology etiquette

Additional Vocabulary

**Emerging Vocabulary**

1. digital divide
2. flaming
3. anti-virus software
4. digital footprint
5. fair use
6. file sharing
7. firewall
8. hot spot
9. sexting
10. spam

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Internet Safety Project

Summative: Lab Assignment

Have students create an image cube from Big Huge Labs of six examples of Internet safety.

Password Creation

Formative: Interactive Media

Watch Password Rap ([https://www.youtube.com/watch?v=T0Q5b-pzhD8](https://www.youtube.com/watch?v=T0Q5b-pzhD8 ) ) Ask students to mentally pick a password. Is it one of these top 10 passwords from 2011 (according to Time Magazine): 1. Password 2. 123456 3. 12345678 4. Qwerty 5. abc123 6. monkey 7. 1234567 8. letmein 9. trustno1 10. dragon

Safety Land

Formative: Online Learning

The student completes a search for online predators by answering questions related to Internet safety. The student may receive a "Hero Certificate" when the online tasks are completed. <http://www.freetech4teachers.com/2011/04/at-safety-land-cyber-safety-game-for.html#.Vip1hRCrSi4>

Imaging

Formative: Project

Students will search online for appropriate images (e.g., the Ohio Statehouse), properly copy and cite the images using an acceptable format, and consider the legal aspects of using materials found online.

Stage 3: Learning Plan

Learning Experiences

1. **Computer Assisted Instruction:** The students engage in an interactive lesson  at  <http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs> that demonstrates how to protect their personal information and avoid online predators.
2. **Guest Speaker:** Students can listen to a local authority invited into the school to talk about sexual predators and Internet safety.
3. **Problem Solving:** Students will search online for appropriate images (e.g., the Ohio Statehouse), properly copy and cite the images using an acceptable format, and consider the legal aspects of using materials found online.
4. **Visual Imaging:** Students create an image cube from Big Huge Labs of six examples of Internet safety. [https://teachingnlearning.wikispaces.com/Big+Huge+Labs](https://teachingnlearning.wikispaces.com/Big%2BHuge%2BLabs)
5. **Independent Learning:** After watching Password Rap <http://www.netsmartzkids.org/LearnWithClicky/ThePasswordRap>, students can mentally pick a password. Is it one of these top 10 passwords from 2011 (according to Time Magazine)? 1. Password 2. 123456 3. 12345678 4. Qwerty 5. abc123 6. monkey 7. 1234567 8. letmein 9. trustno1 10. dragon? Discuss importance of picking unique passwords.
6. **Critiquing Activities**: The student completes a search for online predators by answering questions related to Internet safety. The student may receive a "Hero Certificate" when the online tasks are completed.<http://www.freetech4teachers.com/2011/04/at-safety-land-cyber-safety-game-for.html#.VhmsobRVhHw>

Resources

* First Adventure of the Three Cyber-Pigs (<http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs>)

Resources

1. The Nine Elements of Digital Citizenship <http://www.digitalcitizenship.net/Nine_Elements.html>
2. Common Sense Media for Educators <https://www.commonsensemedia.org/educators>
3. OnGuard Online [https://www.onguardonline.gov](https://www.onguardonline.gov/)
4. Net Smartz Kids <http://www.netsmartzkids.org/NetSmartzKids>
5. Media Smarts (digital literacy resources) <http://mediasmart.uk.com/>

**Avatars (promoting digital privacy)**

1. Create a Monster Avatar<http://www.thirteen.org/artopia/play.html>
2. Lego Avatar <http://www.reasonablyclever.com/mini/kidsafe.htm>
3. Animal Avatar <http://www.buildyourwildself.com/>
4. Make Me a Hero Avatar <http://cpbherofactory.com/>
5. Avatar Voki <http://voki.com/>

**Cyberbullying**

1. Bullying <http://www.pacerkidsagainstbullying.org/kab/>
2. StopBullying.gov. -teacher site [http://www.stopbullying.gov/Cyber-bullyinghttps://www.commonsensemedia.org/cyberbullying](http://www.stopbullying.gov/Cyber-bullyinghttps%3A//www.commonsensemedia.org/cyberbullying)
3. Cyber-bullying BrainPop-(requires log in) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>
4. Think Time: How Does Cyberbullying Affect You [https://www.youtube.com/watch?v=0oGFh0mwrjM&lr=1](https://www.youtube.com/watch?v=0oGFh0mwrjM&amp;lr=1)

**Digital Citizenship**

1. Carnegie Cadets <http://www.carnegiecyberacademy.com/classroomMaterials.html>
2. eEtiquette Quiz (iOS app) <http://eetiquette.com>
3. The First Adventure of the Three CyberPigs | MediaSmarts <http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs>
4. Generation Safe-Quick Tips Videos <https://www.youtube.com/playlist?list=PLcCI70ryDObamcsmHveyCTsOcuHREC3v0>
5. Media Smarts (digital literacy resources for parents, teachers and children)<http://mediasmart.uk.com/>
6. Teaching Channel: Digital Citizenship Video Playlist <https://www.teachingchannel.org/blog/2013/10/18/digital-citizens-video-playlist/>
7. Net Safe Videos for Parents <http://www.netsafeutah.org/parents/parent_videos.html>
8. NSTeens <http://www.nsteens.org/>
9. Brain Pop Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
10. ThinkUKnow <https://www.thinkuknow.co.uk/8_10/>
11. Digital Presence <https://www.youtube.com/watch?v=gi7EDNFI_w0>
12. O2Keeping Kids Safe <http://www.o2.co.uk/help/everything-else/digital-family>
13. Common Craft Videos <https://www.commoncraft.com/videolist?qt-cc_video_quicktab=0#qt-cc_video_quicktab>

**Digital Communications**

1. Facebook, YouTube, Texting: Rules of the Road for Kids [https://www.youtube.com/watch?v=Gd520wZZGDE&feature=relmfu](https://www.youtube.com/watch?v=Gd520wZZGDE&amp;feature=relmfu)

**Digital Footprint**

1. Digital Footprints <http://www.kidsmart.org.uk/digitalfootprints/>
2. Digital Footprints [http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Digital%20footprint.aspxDigital Life 101](http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Digital%20footprint.aspxDigital%20Life%20101)
3. Protecting Online Reputations <https://www.commoncraft.com/video/protecting-reputations-online>

**Digital Law**

1. Copyrights BrainPop (login required) <https://www.brainpop.com/english/writing/copyright/preview.weml>
2. Copyright and Fair Use Common Sense Media Video [https://www.youtube.com/watch?v=suMza6Q8J08&list=TL0OM\_K6i\_7wY6V35BIjapD44wkpRCwmWl&utm\_content=buffer407a7&utm\_medium=social&utm\_source=twitter.com&utm\_campaign=buffer](https://www.youtube.com/watch?v=suMza6Q8J08&amp;list=TL0OM_K6i_7wY6V35BIjapD44wkpRCwmWl&amp;utm_content=buffer407a7&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer)
3. Copyright Law Explained <https://www.youtube.com/watch?v=tk862BbjWx4>
4. Copyright Law Curriculum <http://www.teachingcopyright.org/>
5. Videos on Licensing, Copyrights, More (from Creative Commons) <https://creativecommons.org/videos/>

**Digital Privacy**

1. Post to be private (NSTeens) <http://www.nsteens.org/Videos/Post-to-bePrivate>
2. Privacy on the Internet (Common Sense Media) [https://www.youtube.com/watch?v=44me3yq-qq0&feature=youtu.be](https://www.youtube.com/watch?v=44me3yq-qq0&amp;feature=youtu.be)
3. Webonauts [http://pbskids.org/webonauts/](https://www.youtube.com/watch?v=44me3yq-qq0&amp;feature=youtu.be)

**Digital Rights and Responsibilities**

1. Digital Passport <https://www.digitalpassport.org/educator-registration>
2. Digital Passport Earn One <http://www.mightyplay.com/product/digital-passport/>
3. Digital Rights Sharing Info [https://www.youtube.com/watch?v=qiP79vYsfbo&feature=youtu.be](https://www.youtube.com/watch?v=qiP79vYsfbo&amp;feature=youtu.be)

**Digital Search/Research**

1. Basic Search Tips from Google <https://support.google.com/websearch/answer/134479?hl=en>
2. BrainPop Internet Sources <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
3. Citation Machine <http://www.citationmachine.net/>
4. Google Course on Searching the Internet <https://www.google.com/search/about/>
5. Internet Searches <http://www.netsmartzkids.org/LearnWithClicky>
6. Power Search <http://www.powersearchingwithgoogle.com/course/ps/course.html>
7. Remix [https://www.youtube.com/watch?feature=player\_embedded&v=UP468k1u\_Mk](https://www.youtube.com/watch?feature=player_embedded&amp;v=UP468k1u_Mk)
8. Website to Evaluate Sources <http://library.acadiau.ca/tutorials/webevaluation/>

**Fair Use/Public Domain**

1. A Fair(y) Use Tale [https://www.youtube.com/watch?v=CJn\_jC4FNDo&feature=youtu.be](https://www.youtube.com/watch?v=CJn_jC4FNDo&amp;feature=youtu.be)

**Image Copyright (teacher tools)**

1. Google Images Reverse Image Search (drop an image onto the page and search) <https://images.google.com/?gws_rd=ssl>
2. Image Edit Exposure Tool <http://www.fourandsix.com/>
3. Image Edited? Check Here <http://imageedited.com/>
4. Is This Picture Real? <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
5. Everything Is a Remix [https://www.youtube.com/watch?feature=player\_embedded&v=UP468k1u\_Mk](https://www.youtube.com/watch?feature=player_embedded&amp;v=UP468k1u_Mk)
6. Tineye Reverse Image Search <http://www.tineye.com/>

**Images (Free)**

1. Free Photo <http://www.freefoto.com/index.jsp>
2. Open Photo <http://openphoto.net/>
3. Smithsonian Wild <http://siwild.si.edu/>
4. Wiki Images <https://commons.wikimedia.org/wiki/Main_Page>

**Internet Hoaxes**

1. Fake Baseball Blog <http://bottomofthefourth.blogspot.com/2011/06/target-field-collapses-due-to-resonant.html>
2. Hoax or Not? <http://www.kidsnetsoft.com/webquest/html/index.html>
3. Save the Tree Octopus <http://zapatopi.net/treeoctopus/>

**Internet Safety**

1. Computer Safety <http://pbskids.org/webonauts/>
2. Digital Safety Informational Guide to Staying Safe Online (includes search engine safety, scams, and identity theft) <https://www.budgetdirect.com.au/blog/2015/01/digital_safety_staying_safe_online.html>
3. Faux Paws Internet Safety
4. Garfield Internet Safety <https://learninglab.org/>
5. Internet Safety <http://www.netsmartzkids.org/LearnWithClicky>
6. Internet Safety Dance Video <http://www.netsmartzkids.org/ClubUYNVideos/SwirlAndTwirl>
7. Internet Safety Games <http://www.netsmartzkids.org/AdventureGames/ClickysQuest>
8. Internet Safety Quiz <http://www.safekids.com/quiz/q1.htm>
9. Internet Safety Site Disney <http://family.disney.co.uk/internet-safety>
10. Internet Safety Undersea Adventure <http://www.netsmartzkids.org/ClubUYNVideos/WebstersUnderseaAdventure>
11. Internet Safety Videos <http://www.ikeepsafe.org/videos/?vid=fauxpaw_video>
12. Internet Safety (Read-to-You Book) <http://www.netsmartzkids.org/eBooks/DeliveryForWebster>
13. iSafe (A helpful resource completely centered around E-Safety Technology and Education)
14. Netsmart Kids Online Safety <http://www.netsmartzkids.org/>
15. Netsmart Kids the Princess <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
16. Online Safety Video <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/preview.weml>

**Netiquette**

1. Quiz Show Game on Netiquette <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>

**Online Ads**

1. Admongo (explore, discover and learn about online ads while playing a game) <http://www.admongo.gov/>

**Online Plagiarism**

1. Clicky's Stolen Song <http://www.netsmartz.org/NetSmartzKids/ClickysStolenSong>
2. Plagiarism Video <https://www.commoncraft.com/video/plagiarism>
3. Plagiarism Check <http://www.turnitin.com>

**Passwords**

1. Broken Friendship <http://www.netsmartz.org/RealLifeStories/BrokenFriendship>
2. Password Creator <http://passwordbird.com/>
3. Tips for Strong Passwords <http://www.connectsafely.org/tips-to-create-and-manage-strong-passwords/>
4. Password Creator 3 Steps <http://passcreator.com/>
5. Password Rap <http://www.netsmartzkids.org/LearnWithClicky/ThePasswordRap>
6. Passwords: How Secure Is Yours? <https://howsecureismypassword.net/>

**Social Media**

1. #Hashtag You're It [https://www.youtube.com/watch?v=abgRCmkm6No&feature=youtu.be](https://www.youtube.com/watch?v=abgRCmkm6No&amp;feature=youtu.be)
2. Look Up: Don't Let Social Media Take over Your Life [https://www.youtube.com/watch?v=Z7dLU6fk9QY&feature=player\_embedded](https://www.youtube.com/watch?v=Z7dLU6fk9QY&amp;feature=player_embedded)
3. Email and IM <https://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>

**Texting**

1. Texting: Chicken Road YouTube <https://www.youtube.com/watch?v=aWT-BDKPKsY>
2. Safe Texting Video <http://www.netsmartzkids.org/eBooks/DeliveryForWebster>

**Extras (Classroom visual aids, tips and more)**

1. Nine Pillars Poster <http://www.fractuslearning.com/wp-content/uploads/2014/09/digital_citizenship_1280-740x523.png>
2. Digital Safety Word Cloud Example <http://www.kings.k12.ca.us/VideoConferencing/FrontPageImages/digital%20cit%20wordle.png>
3. Plagiarism Cartoon <http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/404/cartoon.jpg>
4. Password Poster <http://4.bp.blogspot.com/-pD360uCuS1c/VH8bwOOp_kI/AAAAAAAAJlA/2qW1x3cI8DU/s1600/WorstPasswords-2013.jpg>
5. Digital Law Poster <https://www.guidancesoftware.com/PublishingImages/Solutions/iStock_000019902035XSmall.jpg>
6. Digital Commerce Poster <http://cdn2.business2community.com/wp-content/uploads/2014/01/Digital-Commerce-and-Online-Spending.jpg>
7. Digital Commerce Poster 2 <http://www.sabreairlinesolutions.com/blog/wp/wp-content/uploads/E-Commerce.jpg>
8. Digital Communication Cartoon [www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg](http://www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg)
9. Digital Communication Summary <http://image.slidesharecdn.com/digitalcommunication-130325142615-phpapp01/95/digital-communication-3-638.jpg?cb=1364221615>
10. Digital Health and Wellness <https://lh5.googleusercontent.com/zvfEku8NVDCfhme9xtrUYtUsIku_SHKOThZwxiI1gp3SmkdqYX-YApKQqLeZRtXOIycxMoiJG0G_Een2A0RmLVmjaP0WDKCVZwnEpsauALo6zN0-2KU>
11. Digital Rights <http://763599703245015737.weebly.com/uploads/2/3/6/5/23654578/1382197966.jpg>
12. Digital Security Image <http://crystallakeoralsurgery.com/wp-content/uploads/2013/01/security-digital.jpg>
13. Personal Information Graphic <https://d3nsxkvkfprphq.cloudfront.net/blog/wp-content/uploads/2013/09/acxiom-1.png?e835a1>
14. Digital Etiquette Poster <http://areyouadigitalcitizen.weebly.com/uploads/6/8/9/9/6899478/5538654_orig.jpg>
15. Digital Literacy Cartoon <https://kristinconradi.files.wordpress.com/2013/05/cartoon_newliteracies.jpg>
16. Digital Literacy Pyramid <http://blogs.reading.ac.uk/digitallyready/files/2012/10/Work_placements.jpg>
17. Definition of Digital Citizenship <http://www.teachthought.com/technology/the-definition-of-digital-citzenship/?crlt.pid=camp.tkYSuE8oJHju>
18. Copyright Flowchart: Can I Use It? Yes? No? If This Then <http://langwitches.org/blog/2014/06/10/copyright-flowchart-can-i-use-it-yes-no-if-this-then/>
19. Classroom Resources for Digital Citizenship <http://www.educatorstechnology.com/2014/08/classroom-posters-and-resources-for.html>
20. Don't Just Copy, Do the Right Thing <http://venspired.com/dont-just-copy-do-the-right-thing/>
21. Edutopia <http://www.edutopia.org/blog/pbl-pilot-formative-assessment-pbl-matt-weyers-jen-dole>
22. Digital Health and Wellness <http://sealadycb.edu.glogster.com/digital-health-and-wellnes/>
23. Digital Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Grade 4 Technology
Technology 4

Research and Information Fluency

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Call to Family, Community, and Participation

The Rights of Children

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. research process model
2. relevant information
3. multiple digital sources/tools
4. credibility and accuracy
5. plagiarism
6. data/results
7. searching techniques
8. citations

Skills

1. Gather information from the Internet using searching techniques.
2. Evaluate credibility of sources with adult assistance.
3. Recall the definition of plagiarism.
4. Utilize their understanding of plagiarism in creating original works.
5. Take notes and organize information for use.
6. Use online tools to create a list of sources.
7. Publish results using digital tools.

Essential Questions

1. How can I utilize the research process model to become an information literate learner?
2. Why is it important to identify, access and evaluate the quality and appropriateness of digital resources?
3. In what way is honesty related to research?

Standards Vocabulary

1. plagiarism
2. credibility
3. accuracy
4. data

Additional Vocabulary

**Emerging Vocabulary**

1. citations
2. Search techniques see links below

**Mastered Vocabulary**

1. See attached document

Resources

* <http://file.lacounty.gov/dhs/cms1_204498.pdf>

Stage 2: Assessment Evidence

Concept Map

Formative: Graphic Organizer

Students will organize information gathered from websites to create a concept map on a teacher-assigned topic.

Digital Poster

Summative: Posters

Students will communicate the information learned in the form of a drawing or poster.

Written Assessment

Summative: Written Assessment

Student will research a topic, gather information from sources, organize the information in report form, create a source page using online tools, and publish the finished report.

CyberTour

Formative: Online Learning

Students will access the following site and play a learning game about choosing credible sources. <http://mediasmarts.ca/game/jo-cool-or-jo-fool/teachers>

Written Product

Summative: Report

Student will research a topic, gather information from sources, organize the information in report form, create a source page using online tools, and publish the finished report.

Stage 3: Learning Plan

Learning Experiences

1. **Concept Map**: Students will organize information gathered from websites to create a concept map on a teacher-assigned topic.
2. **Digital Drawing**: Students will communicate the information learned in the form of a drawing or poster.
3. **Report/Book**: Students will use the information gathered on a topic to create a report or book and publish the finished product.
4. **Online Learning:** Students will access the following site and play a learning game about choosing credible sources. <http://mediasmarts.ca/game/jo-cool-or-jo-fool/teachers>
5. **Website Exploration**: Students will visit teacher-assigned websites and discuss their credibility and accuracy as well as gather information.
6. **Whole Group Instruction:** Students will learn to evaluate credibility of sources with adult assistance. <http://zapatopi.net/treeoctopus/>
7. **Computer Assisted Learning**: Students work through a series of lessons about the Internet. <http://www.w2tw.uk/>
8. **Written Product:** Students will create a report from information gathered with a list of sources.

Resources

**Mapping/Drawing**

1. Kidpix, Google Drawings, Paint, Glogster
2. Kidspiration

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Pages

**Publishing Tools**

1. Google Docs
2. Edublog
3. Kidblog
4. Blogger
5. Weebly
6. TikaTok

**Presentation Tools**

1. Microsoft PowerPoint
2. Google Slides
3. Keynote
4. Prezi

**Search Engines**

1. <http://www.infotopia.info/>
2. <http://kidtopia.info/>
3. <http://www.kidrex.org/>

**Citation Tools:**

1. <http://citationmachine.net/index2.php>
2. <http://www.easybib.com>
3. <http://www.bibme.org>

**Plagiarism Checker**

1. turnitin.com
2. <http://www.plagtracker.com/>

**Information Resources**

1. [www.worldbookonline.com/kids/Home](http://www.worldbookonline.com/kids/Home)
2. <http://dvc.infohio.org/>
3. [www.worldbookonline.com/kids/Home](http://www.worldbookonline.com/kids/Home)
4. <http://www.worldbookonline.com/student/howtoresearch>
5. <http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>
6. <http://askatechteacher.com/great-kids-websites/research/>
7. [www.ohiomemory.org](http://www.ohiomemory.org)
8. [www.americaslibrary.gov](http://www.americaslibrary.gov)
9. <http://mediasmarts.ca/game/jo-cool-or-jo-fool/teachers>

Grade 4 Technology
Technology 4

Technology Operations and Concepts

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

**Technology History**

1. personal technology

**Hardware/Peripherals**

1. visual
2. auditory
3. tactile
4. devices

**Software/Operating Systems**

1. system/data organization
2. productivity/ digital tools

word processing

spreadsheets

presentations

drawing/illustration

**Internet**

1. IP addresses
2. domain

Resources

Skills

**Technology History**

1. Describe how personal technology devices have developed and advanced.

**Hardware/Peripherals**

1. Define: server, WiFi, Bluetooth.

**Software/Operating Systems**

1. Identify settings/preferences.
2. Create shortcuts.
3. Understand the different types of memory that are in the device.
4. Use productivity/digital tools.

Word Processing

Format text.

Correct spelling errors using spell check.

Use grammar check and thesaurus.

Wrap text with objects.

Save documents to multiple locations.

Rename files.

Change page orientation.

Adjust alignment (left, center, right, justify).

Create PDF from word processing document.

Insert columns.

Spreadsheet

Save spreadsheet.

Create graph.

Format cells.

Sort columns.

Add new sheets.

Create addition, subtraction, multiplication and division formulas.

Utilize print preview.

Presentation

Create a presentation: slide show, audio or video.

Describe good presentation design.

**Keyboarding**

1. Use proper home row position.
2. Use exclamation point, question mark and comma keys.
3. Complete short (practice) timed keying exercises.
4. Type a minimum of one page in a single sitting.

**Internet**

1. Explain IP address.
2. Understand domain .edu, .gov, .com, .net, .org).

Resources

Essential Questions

1. How has technology evolved over time and how will it continue to change?
2. How do all the different parts of the technology work together?
3. What skills will help me become an efficient user of technology?

Standards Vocabulary

1. digital media/digital tools
2. applications
3. presentation
4. technology
5. Internet
6. collaborate
7. keyboarding
8. formatting
9. chart

Additional Vocabulary

**Emerging Vocabulary**

1. operating system
2. shortcut
3. grammar check
4. thesaurus
5. page orientation
6. alignment
7. PDF
8. tags
9. columns (word processing)
10. formula/function bar
11. IP address
12. server
13. WiFi
14. Bluetooth
15. domain

**Master Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Rubic on the Skills

Formative: Observation

Students will be able to demonstrate a ability to select and use applications effectively and productively.

Keyboarding

Summative: Class Work

Students will be able to demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

Presentation

Summative: Performance

Students will be able to introduce a topic clearly using a presentation tool.

How Has Technology Evolved?

Formative: Technology Project

Students do basic research about current technologies and discuss how these technologies have evolved over the years and how they affect our personal lives.

Spreadsheet Drawing

Formative: Project

Create a picture (for example: Christmas tree) on a spreadsheet using fill color.

Internet Browsers

Formative: Class Discussion

Students research how Internet browsers work. After learning about browser history, cache and cookies, the class discussesthe pros and cons of deleting them.

Resources

Stage 3: Learning Plan

Learning Experiences

**History of Technology**

1. **Cooperative Group Work**: Students do basic research about current technologies and discuss how these technologies have evolved over the years and how they affect our personal lives.

**Keyboarding**

1. **Drill and Practice:** Students perform timed keying exercises using typing website. See links in resources.

**Software/Operating Systems**

1. **Class Discussion/Demonstration**: Students will be able to explain and discuss the type of operating system a device has. They should be able to explain device memory/storage and where to save their created work.

**Productivity/Digital Tools**

Word Processing

**Document Creation:** Students will be able to open and create a document by using word processing program or app. Students will type into the document. As year progresses, have students format text with different font, font size and color, be able to add bullets, numbering, clip art, objects or photos.

Spreadsheet

**Independent Practice**: Students can collect data on a spreadsheet and convert it to a chart, such as a bar graph, pie graph, or line graph.

**Demonstration of Skill**: Create a picture (for example: Christmas tree) on a spreadsheet using fill color.

Presentation

**Interdisciplinary Approach**: Students can create a presentation on an assigned curricular topic. They will present or share the presentation with classmates or other students in the school.

Drawing/Illustration

**Internet**

1. **Large Group Instruction and Discussion:** After learning about browser history, cache and cookies, the class discussesthe pros and cons of deleting them.

Resources

Resources

**Technology Basics**

1. <http://electronics.howstuffworks.com/tech>
2. <https://smsteacher.wikispaces.com/word4>

**Productivity Tools**

1. Microsoft Word/Spreadsheets/Presentation
2. Apple Pages/Sheets/Keynote

<https://computerlabactivities.wikispaces.com>

1. Google Docs/Draw/Slides/Forms

<https://www.google.com/edu/training/get-trained>

<http://www.microsoft.com/education/en-ca/teachers/plans/Pages/index.aspx>

**Keyboarding:**

1. <https://www.nitrotype.com/>
2. <http://sense-lang.org/typing/tutor/keyboarding.php>
3. <http://www.funtotype.com/game/keyboard-ninja/>
4. <http://www.typingclub.com/>
5. <http://www.bbc.co.uk/guides/z3c6tfr>
6. Kid Keys
7. KidPix
8. Type to Learn 3

**Internet**

1. <http://www.wordle.net/>

**Others**

1. Interactive Board Lessons (SmartBoard, Epson, Promethean)
2. Internet Browser (Google Chrome, Internet Explorer, Safari, Mozilla Firefox)

Resources

* How to create a Voice Bubbles Joke - All the directions included in this site (<http://oakdome.com/k5/lesson-plans/photo-editing/speech-bubbles.php>)