Grade 5 Technology  
Technology 5

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

Writing

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

W.5.6. 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 two pages in a single sitting.

Speaking and Listening

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

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

We Are For Peace

Summative: Cooperative Group Work

The students will participate in the Kidlink contest entitled "We Are For Peace" in which they will create essays, art works, photos, videos, or songs that align with the idea of peace. These messages are then sent out to other countries and communities that need that message.

Secret Hand Shake Video

Summative: Visual Arts Project

Students will watch a video on online secret handshakes (example: <https://www.gonoodle.com/channels/koo-koo-kanga-roo/secret-handshakes-4>) Then students must choose a classroom friend and video tape their own secret handshake. Then they must upload it to an online resource such as SchoolTube/YouTube to present to the class.

Spreadsheets/Forms

Formative: Technology Project

Students will brainstorm a question to survey the other students in the class. Using a spreadsheet application, they will enter the data. They will then use this data to calculate the mean, median, mode, and range of the data. This will then be presented to the class.

Collaboration Projects

Formative: Project

Using the website <http://ciese.org/collabprojs.html>, the students will participate in a teacher-chosen online collaboration project.

Digital Display

Formative: Visual Presentation

The students will read a book and then create a digital visual display to be used in the media center/library/school publication to show understanding of book elements.

Virtual Worlds

Formative: Online Learning

The students will travel around the world to visit places of interest. See resources for some virtual field trip links. Students will communicate with others from different parts of the country or nation via a web site or email.

Stage 3: Learning Plan

Learning Experiences

1. **Cooperative Learning Group/Surveys:** Students will brainstorm a question to survey the other students in the class. Using a spreadsheet application, they will enter the data. They will then use this data to calculate the mean, median, mode, and range of the data. This will then be presented to the class.
2. **Conducting Experiments:** Using the website, <http://ciese.org/collabprojs.html>, the students will participate in a teacher-chosen online collaboration project.
3. **Writing to Inform**: The students will read a book and then create a digital visual display to be used in the media center/library/school publication to show understanding of book elements.
4. **Virtual Field Trips:** The students will travel around the world to visit places of interest. See resources for some virtual field trip links.
5. **Pen Pals**: Students will email with other students across the country or world to learn about other cultures and communicate effectively. Students must be communicating in a child-protected site (<http://www.epals.com/#!/main>) or through teachers.
6. **Letter Writing:** The students will write and email a letter to an author.
7. **Peer Partner  Learning:** Students will watch a video on online secret handshakes (example: <https://www.gonoodle.com/channels/koo-koo-kanga-roo/secret-handshakes-4>). Then students must choose a classroom friend and videotape their own secret handshake. Then they must upload it to an online resource such as SchoolTube/YouTube to present to the class.
8. **Cooperative Group Project**: The students will participate in the Kidlink contest entitled "We Are for Peace" in which they will create essays, art works, photos, videos, or songs that align with the idea of peace. These messages are then sent out to other countries and communities that need that message.
9. **Collaborative Science Projects:** Students will participate in a global collaboration project from the CIESE Web site:<http://ciese.org/materials/k12/>

Resources

**Multimedia Presentations**

1. Educreations
2. Glogster <https://www.glogster.com/#one>
3. Kaywa  <https://qrcode.kaywa.com/>
4. QR Code

**Create Videos**

1. iMovie
2. Movie Maker
3. Knovio  <http://www.knovio.com/>

**Create Websites**

1. Google sites
2. Office
3. Weebly  <http://www.weebly.com/>

**Blogging**

1. Edublog <https://edublogs.org/>
2. Weebly <http://www.weebly.com/>
3. KidBlog <http://kidblog.org/home/>

**Create/Publish Documents**

1. Club Academia
2. Story Bird <https://storybird.com/>
3. Itunes U

**Virtual Field Trips**

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

**Citations**

1. <http://www.easybib.com>
2. <http://www.bibme.org>

**Keyboarding**

1. All the Right Type
2. [Sense-Lang.org](http://www.sense-lang.org/)

**Collaborative Projects**

1. Center for Innovation in Engineering and Science Education <http://ciese.org/collabprojs.html>

Resources

* <https://education.skype.com/>

Grade 5 Technology  
Technology 5

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. computer careers

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 resource list below).
3. Continue to troubleshoot, critique, and modify their own or others' code (steps).
4. Continue to analyze code using the principles of cause and effect to make adjustments to code.
5. Investigate the code behind a web page.

**Forms & Databases**

1. Understand the basic structure and purpose of a database.
2. Compare and contrast multiple databases.
3. Evaluate databases and choose the most relevant database to accomplish a specific task.
4. Utilize effective search strategies, including Boolean operators, to find information within a database.

**Troubleshooting**

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

**Networking**

1. Continue to analyze and explain network/Internet connection options.
2. Continue to effectively use various data storage types and locations.
3. Continue to utilize proper networking terms when speaking.

**Computer Careers/Innovative Technologies**

1. In groups, analyze how technological innovations have affected the fields of science, commerce, media, and the arts.

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. Boolean

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

"Unplugged" Simulation: 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.

Exploratory Learning: Databases

Formative: Lab Assignment

Have students articulate in writing or through discussion how search engines are databases and that each one contains different information. Have students draw conclusions about what relevance that has on their searching (biases, paid results, variety of results). Have students explain how and why they should use Boolean operators.

Cooperative Learning: News Report/Documentary

Summative: Interactive Media

Have students break into groups by interest area to explore the contributions of computer science to current and future fields of science, commerce, media, and the arts. Students should research and explain current effects of technology on these fields. Using a rubric, evaluate students on their ability to present information accurately.

Exploratory Learning: 3D Design and Printing

Summative: Oral Assessment

After students have been given the task of creating a 3D design, they will be given a rubric or list of questions that they must reflect on and then present to the class. (ex. What did you design? Why did you design it? What problem does it solve? What improvements would you make? What problems did you encounter? etc.) Grade students on the process, not on the product.

Stage 3: Learning Plan

Learning Experiences

**Coding**

1. **"Unplugged" Simulation:** Students can go to <https://code.org/> for "unplugged" computer science activities.
2. **Self-Guided Online Tutorial:**Students can participate in the Hour of Code in December (see <https://code.org/> or one of the websites or apps listed below). Students should remember that good programmers use the least amount of code possible to achieve their goal.
3. **Exploratory Learning:** If possible, the school can purchase a simple robot (such as Dash & Dot, Bumble Bee, Lego robotics). As a class or in small collaborative groups, students can program the robot to move forward, backward, turn, etc.
4. **Collaborative Learning:** If the school does not have robots, students can create scribble bots in small groups. <http://www.mdsci.org/wp-content/uploads/2014/04/Scribble-Bots.pdf>, [http://www.exploratorium.edu/pie/downloads/Scribbling\_Machines.pdf](http://www.mdsci.org/wp-content/uploads/2014/04/Scribble-Bots.pdf), <http://www.instructables.com/id/scribbling-machine/>
5. **Exploratory Learning:** The students can celebrate National Robots Week in April (see link below).

**Forms & Databases**

1. **Exploratory Learning:** The students can learn about database structure (<https://www.youtube.com/watch?v=eXiCza050ug>). A class discussion can emphasize that databases are all around us (i.e., search engines, library, etc.) <https://www.youtube.com/watch?v=Q2GMtIuaNzU>). Students can explore the ability to search databases and discuss the importance of search strategies including Boolean searches. Students can complete the same search in more than one search engine (database) using topics from core classes. A class discussion can emphasize that search engines are databases and that each one contains different information. Students can draw conclusions about what relevance that has on their searching (biases, paid results, variety of results).

**Careers/Innovative Technology**

1. **Cooperative Learning:** In groups based on interest area, students can explore the contributions of computer science to current and future fields of science, commerce, media, and the arts. Students should research and explain current effects of technology on these fields. Students present the results in a special news report (iMovie, News Booth, Green Screen by Do Ink) or as a newspaper article (Google Docs, Word, Publisher, Lucida Press, etc.).
2. **Exploratory Learning:** Students should begin to explore innovative technology, such as drones or 3D printing. A 3D printer is not necessary in order to teach students how to design items. They can use Blender, SketchUp, or Tinkercad. Also, items that students have designed to be printed can be ordered through a vendor and shipped to them. Some offer course content as well such as <http://www.youthdigital.com/courses.html> or <http://www.inventorcloud.net/>. Ideas for use: economics lesson: design and sell iPod cases or iPad stands; social studies: build a 3D model of a piece of architecture they are studying (i.e., pyramids); science: use for Science Olympiad to design and build bridges or cases for egg drops; language arts: design a 3D model of a character in a story or the setting; cooking class: design molds or invent a product to solve a need in the classroom.

Resources

**Coding**

1. Lightbot Programming Puzzles
2. CodeMonster from Crunchzilla
3. Cato's Hike: A Programming and Logic Odyssey
4. <https://code.org/>
5. <http://www.codecademy.com/>
6. <https://www.tynker.com/>
7. <http://www.kodugamelab.com/>
8. <http://edu.symbaloo.com/mix/codeprogramsites>
9. <http://www.symbaloo.com/mix/coding-coding-coding>
10. <https://scratch.mit.edu/>
11. <http://www.stencyl.com/>
12. <http://gamestarmechanic.com/>
13. <http://kidsruby.com/>
14. <http://hourofcode.com/us>
15. <https://www.madewithcode.com/>

**Robotics/STEM**

1. <http://nationalroboticsweek.org/resources.php>
2. <http://www.makeymakey.com/>

**Forms and Databases**

1. [www.socrative.com](http://www.socrative.com)
2. <https://www.infohio.org/> (Needs a password. If your school does not have password, it can use the state username: **infohio** and password **power**.

**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 Speakers <https://education.skype.com/>

**3D Printing**

1. <http://www.teachthought.com/technology/10-ways-3d-printing-can-be-used-in-education/>
2. <http://www.youthdigital.com/courses.html>
3. <http://www.blender.org/>
4. <http://www.sketchup.com/>
5. <https://www.tinkercad.com/>

**To Make Public Service Announcement**

Green Screen by Do Ink or News Booth App

Grade 5 Technology  
Technology 5

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 5 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.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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.5.6. 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 two pages 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.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Speaking and Listening

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

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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
15. graphics

Skills

1. Analyze different media resources to differentiate learning experiences.
2. Express information using a variety of digital media.
3. Enhance understanding of learning concepts by presenting information.
4. Produce original works to allow creativity and ownership.
5. Publish individual and group work.
6. Interact with peers and adults to collaborate in learning experiences.
7. Create audio/visual components of projects to enhance learning objectives.
8. Organize information in a logical sequence.
9. Use or create QR resources to learn more about a given topic.
10. 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

Parts of a Circle

Formative: Visual Arts Project

Each student will utilize a word processing program to create a diagram that shows the following parts of a circle: circumference, radius, diameter, chord, and center.

ChatterPix

Summative: Visual Arts Project

Students will use ChatterPix to create an image of Abraham Lincoln (or any prominent American history figure) and record their voice speaking one of their famous speeches.

Future Me

Formative: Creative Writing

Students will write a letter to their "future self" using either [futureme.org](http://coda.ocfecleveland.org/Curricula/futureme.org) or a document-publishing program.

Virtual Field Trip

Formative: Visual Presentation

Students will create a brochure from a virtual tour of a local, state, or national location using a document publishing program.

Stage 3: Learning Plan

Learning Experiences

1. **Creative Writing**: Students will write a letter to their "future self" using either futureme.org or a document-publishing program.
2. **Concept Mapping**: Each student will utilize a word processing program to create a diagram that shows the following parts of a circle: circumference, radius, diameter, chord, and center.
3. **Create to Inform**: Students will create a brochure from a virtual tour of a local, state, or national location using a document publishing program.
4. **Create to Inform**: Students will create a digital scrapbook of parts of speech (verbs, nouns, adjectives, etc.)
5. **Visual Learning**: Students will use ChatterPix to create an image of a prominent American history figure and record their voice speaking one of their famous speeches.

Resources

**Slideshows/Presentations**

1. Educreations <https://www.educreations.com/>
2. Glogster <https://www.glogster.com/#one>
3. Blurb <http://www.blurb.com/>
4. Keynote
5. Kaywa QR Code <https://qrcode.kaywa.com/>
6. QR Rafter

**Create/Publish Documents**

1. Club Academia
2. StoryBird <https://storybird.com/>
3. Google Doc
4. Microsoft Word
5. Pages
6. Narrable <http://www.narrable.com/>
7. ZooBurst  <http://www.zooburst.com/>
8. Glogster <https://www.glogster.com/#one>
9. Comic Book
10. Create a Graph
11. Excel
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/)

**Drawing**

1. Sketch Lot [www.sketchlot.com](http://www.sketchlot.com/)

**Embedding Video/Audio**

1. IncrediBox <http://www.incredibox.com/>
2. iNudge <http://tonematrix.audiotool.com/>
3. JellyCam <http://ticklypictures.com/>
4. ChatterPix

**Website Creation**

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

**Augmented Reality**

1. Aurasma App <https://www.aurasma.com/>
2. Chromville
3. colAR Mix  <http://colarapp.com/es/>
4. Zoo-AR  <http://zoo-ar.com/>
5. CyberChase Shape Quest!

**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

**Screencasting**

1. Camtasia
2. Vimeo <https://vimeo.com>
3. Screencast-o-matic <http://www.screencast-o-matic.com/>
4. screencast.com <http://www.screencast.com/>

Grade 5 Technology  
Technology 5

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

Reading: Informational Text

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Writing

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

W.5.6. 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 two pages 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.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Resources

Catholic Identity

DOC All Grades Catholic Identity

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 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 network.
6. Know what constitutes appropriate and inappropriate use of hardware and software.
7. Recognize legal rights and restrictions governing technology.

Essential Questions

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

Standards Vocabulary

1. copyright
2. digital divide
3. digital footprint
4. netiquette
5. netizen
6. plagiarism
7. technology access
8. technology and good health
9. technology copyright laws
10. technology etiquette
11. technology protection

Additional Vocabulary

**Emerging Vocabulary**

1. cookie
2. data backup
3. grooming
4. identity theft

**Mastered Vocabulary**

1. See attached document

Stage 2: Assessment Evidence

Dealing With the Cyberbully

Summative: Posters

Students create posters or presentations summarizing the steps to halting online harassment or cyberbullying.

Cyberbullying

Formative: Interactive Media

The student will view a range of cyberbullying videos which offer appropriate responses to online harassment. Group discussion follows.

Intellectual Property

Formative: Observation

Observe ideas and responses of student downloaded images and correct attributions using EasyBib.

Stage 3: Learning Plan

Learning Experiences

1. **Online Learning:** Students will play and explore interactive instructional game "CyberCafe" online (<https://www.thinkuknow.co.uk/8_10/cybercafe/>.) which teaches how to stay safe while using email, chat rooms, mobile devices, and other new technologies. Students can discuss findings as a group.
2. **Guest Speaker:** Students can listen to a local authority who is brought into school to talk about sexual predators and Internet safety.
3. **Computer Assisted Instruction:** Students will know and be able to define and articulate the concepts of intellectual property by downloading images and note credits for the images in the correct format using EasyBib.
4. **Learning Activity:** Students can use research-based classroom tools to help them utilize technology for learning and life. <https://www.commonsensemedia.org/educators/curriculum>
5. **Group Discussion**: The student will view a range of cyberbullying videos (see resource list) which offer appropriate responses to online harassment. Group discussion follows.
6. **Create to Inform:** Students create posters or presentations summarizing the steps to halting online harassment or cyberbullying.

Resources

The Nine Elements of Digital Citizenship <http://www.digitalcitizenship.net/Nine_Elements.html>

Common Sense Media for Educators <https://www.commonsensemedia.org/educators>

**Avatars (Promoting Digital Privacy)**

1. Lego Avatar <http://www.reasonablyclever.com/mini/kidsafe.htm>
2. Animal Avatar <http://www.buildyourwildself.com/>
3. Make Me a Hero Avatar <http://cpbherofactory.com/>
4. AvatarVoki <http://voki.com/>

**Cyberbullying**

1. StopBullying.gov Teacher Site <http://www.stopbullying.gov/>
2. Bullying <http://www.pacerkidsagainstbullying.org/kab/>
3. Cyberbullying <https://www.commonsensemedia.org/cyberbullying>
4. Cyber-bullyingBrainPop-(requires log in) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>
5. Cyberbullying <http://www.stopbullying.gov/cyberbullying/what-is-it/index.html>
6. 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. Net Safe Videos for Parents <http://www.netsafeutah.org/parents/parent_videos.html>
2. NSTeens http://www.nsteens.org/
3. Brain Pop Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
4. ThinkUKnow <https://www.thinkuknow.co.uk/8_10/>
5. OnGuard Online <https://www.onguardonline.gov>
6. Carnegie Cadets <http://www.carnegiecyberacademy.com/classroomMaterials.html>
7. Digital Presence <https://www.youtube.com/watch?v=gi7EDNFI_w0>
8. O2Keeping Kids Safe <http://www.o2.co.uk/help/everything-else/digital-family>
9. CommonCraft Videos <https://www.commoncraft.com/videolist?qt-cc_video_quicktab=0#qt-cc_video_quicktab>
10. Generation Safe-Quick Tips Videos <https://www.youtube.com/playlist?list=PLcCI70ryDObamcsmHveyCTsOcuHREC3v0>
11. Teaching Channel: Digital Citizenship Video Playlist: <https://www.teachingchannel.org/blog/2013/10/18/digital-citizens-video-playlist/>

**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. Protecting Online Reputations <https://www.commoncraft.com/video/protecting-reputations-online>
3. What's a Digital Dossier? [https://www.youtube.com/watch?v=79IYZVYIVLA&feature=player\_embedded](https://www.youtube.com/watch?v=79IYZVYIVLA&amp;feature=player_embedded)

**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, and 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)

**Digital Rights and Responsibilities**

1. Digital Passport <https://www.digitalpassport.org/educator-registration>
2. 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 Internet <https://www.google.com/search/about/>
5. Power Search <http://www.powersearchingwithgoogle.com/course/ps/course.html>
6. Remix [https://www.youtube.com/watch?feature=player\_embedded&v=UP468k1u\_Mk](https://www.youtube.com/watch?feature=player_embedded&amp;v=UP468k1u_Mk)
7. Websites: How to Evaluate Sources <http://library.acadiau.ca/tutorials/webevaluation/>
8. Plagiarism Check [turnitin.com](http://turnitin.com/)
9. Plagiarism Check <http://www.plagtracker.com/>

**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**

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?  <http://imageedited.com/>
4. Is This Picture Real? <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
5. 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. Digital Safety Informational Guide (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>
2. Internet Safety Quiz <http://www.safekids.com/quiz/q1.htm>
3. Internet Safety Video Day in Digit's Life [https://www.youtube.com/watch?v=89eCHtFs0XM&feature=youtu.be](https://www.youtube.com/watch?v=89eCHtFs0XM&amp;feature=youtu.be)
4. Internet Safety Videos <http://www.ikeepsafe.org/videos/?vid=fauxpaw_video>
5. iSafe (a helpful resource completely centered around E-Safety Technology and Education)
6. Mirror Image (free download about answering an online modeling job 7/8th grade) <http://www.ophea.net/product/cybercops-grade-7-mirror-image-teacher-resource#.VYg7TRNViko>
7. My Online Neighborhood Video by CommonSense Media <https://www.youtube.com/watch?v=vUO7t92k4Xg>
8. Netsmart Kids Online Safety <http://www.netsmartzkids.org/>
9. NSTeens <http://www.nsteens.org/>
10. Online Safety Quiz <http://www.iol.ie/~dromore/safety/quiz/quiz.htm#quest1>
11. Online Safety Quiz II <http://www.safekids.com/quiz/q1.htm>
12. Online Safety Video <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/preview.weml>

**Netiquette**

1. You Can't Take It Back <http://www.netsmartz.org/RealLifeStories/CantTakeItBack>
2. eEtiquette Quiz (iOS app) <https://www.itunes.apple.com>

**Online Ads**

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

**Online Plagiarism**

1. Hoax or Not? <http://www.kidsnetsoft.com/webquest/html/index.html>
2. Plagiarism Video <https://www.commoncraft.com/video/plagiarism>

**Passwords**

1. Tips for Strong Passwords <http://www.connectsafely.org/tips-to-create-and-manage-strong-passwords/>
2. Broken Friendship <http://www.netsmartz.org/RealLifeStories/BrokenFriendship>
3. Password Creator 3 Steps <http://passcreator.com/>
4. 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>
4. Social Media Revolution (video, great music) [https://www.youtube.com/watch?v=sIFYPQjYhv8&feature=youtu.be](https://www.youtube.com/watch?v=sIFYPQjYhv8&amp;feature=youtu.be)

**Texting**

1. Texting: Chicken Road YouTube <https://www.youtube.com/watch?v=aWT-BDKPKsY>

**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 Literacy Cartoon <https://kristinconradi.files.wordpress.com/2013/05/cartoon_newliteracies.jpg>
15. Digital Literacy Pyramid <http://blogs.reading.ac.uk/digitallyready/files/2012/10/Work_placements.jpg>
16. Definition of Digital Citizenship <http://www.teachthought.com/technology/the-definition-of-digital-citzenship/?crlt.pid=camp.tkYSuE8oJHju>
17. 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/>
18. Classroom Resources for Digital Citizenship <http://www.educatorstechnology.com/2014/08/classroom-posters-and-resources-for.html>
19. Don't Just Copy, Do the Right Thing <http://venspired.com/dont-just-copy-do-the-right-thing/>
20. Edutopia <http://www.edutopia.org/blog/pbl-pilot-formative-assessment-pbl-matt-weyers-jen-dole>
21. Digital Health and Wellness <http://sealadycb.edu.glogster.com/digital-health-and-wellnes/>
22. Digital Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Grade 5 Technology  
Technology 5

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

Reading: Informational Text

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Writing

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

W.5.6. 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 two pages 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.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, 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. relevant information
2. multiple digital sources/tools
3. credibility and accuracy
4. plagiarism
5. data/results
6. searching techniques
7. citations

Skills

1. Gather information from the Internet using searching techniques.
2. Evaluate the credibility of print and digital sources.
3. Recall the definition of plagiarism.
4. Utilize their understanding of plagiarism in creating original works.
5. Take notes by summarizing and paraphrasing information.
6. Organize information for use.
7. Insert images, graphs, or tables to enhance the information collected on a topic.
8. Use online tools to create a list of sources.
9. Publish results using digital tools.

Essential Questions

1. How can utilizing the research process model help me to become an information literate learner?
2. Why is it important to identify, access, and evaluate the quality and appropriateness of digital resources?
3. What is the importance of academic integrity?

Standards Vocabulary

1. plagiarism
2. credibility
3. accuracy
4. data
5. summarizing
6. paraphrasing

Additional Vocabulary

**Emerging Vocabulary**

1. Searching techniques see links below

**Mastered Vocabulary**

1. See attached document

Resources

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

Stage 2: Assessment Evidence

Insert Images, Graphs, or Tables

Formative: Performance

Students will demonstrate ability to add appropriate images, table, or graphs in written work in support of the topic.

Report Outline

Summative: Writing Assignment

Students will create an outline on a topic including main ideas and accompanying details that aids in the organization of the information gathered.

WebQuest

Summative: Research Project

Students will complete a WebQuest about Unexplained Mysteries with a partner. They will work through the WebQuest: visiting websites, taking notes, gathering sources, forming opinions on the mystery, creating an outline, and presenting the material through a PowerPoint (or other) presentation, creating a brochure, or making a video news report.

Stage 3: Learning Plan

Learning Experiences

1. **Concept Map/Outline**: Students will organize information gathered from websites to create a concept map on a given topic.
2. **Digital Drawing**: Students will communicate the information learned in the form of a drawing or a digital poster.
3. **Website Exploration**: Students will visit websites and discuss their credibility and accuracy as well as gather information.
4. **Independent Work:** Students will evaluate credibility of sources.
5. **Online Learning Activity**: Students will complete a series of lessons on Internet Search Techniques. [//activities.macmillanmh.com/Techknowledge/data/\_shell/\_global/files/\_swf/tk.php?level=05&unit=10&lesson=88](//activities.macmillanmh.com/Techknowledge/data/_shell/_global/files/_swf/tk.php?level=05&amp;unit=10&amp;lesson=88)
6. **Writing Product:** Students will create a multi-page informational document with images and a list of sources and publish their final product.
7. **WebQuest**: Students will complete a WebQuest about Unexplained Mysteries with a partner. They will work through the WebQuest: visiting websites, taking notes, gathering sources, forming opinions on the mystery, creating an outline, and presenting the material through a PowerPoint (or other) presentation, creating a brochure or making video news report.

Resources

**Mapping/Drawing Tools**

1. Kidpix, Google Drawings, Paint
2. Kidspiration
3. <https://www.mindmup.com/#m:new>
4. [www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/)

**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

**Plagiarism Checker**

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

**Citation Tools**

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

**Resources**

1. [www.infohio.org](http://www.infohio.org)
2. [www.worldbookonline.com/student/home](http://www.worldbookonline.com/student/home)
3. <http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>
4. <http://askatechteacher.com/great-kids-websites/research/>
5. <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

**Search Engines**

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

**Information Resources**

1. [www.infohio.org](http://www.infohio.org)
2. [www.worldbookonline.com/student/home](http://www.worldbookonline.com/student/home)
3. <http://memory.loc.gov/ammem/index.html>
4. <http://www.k12science.org/curriculum/treasure/>
5. <http://www.kyvl.org/kids/portal.html>

Grade 5 Technology  
Technology 5

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 5 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.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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.5.6. 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 two pages 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.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Speaking and Listening

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

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

**History**

1. mobile devices

**Hardware/Peripherals**

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

**Software/Operating Systems**

1. file management
2. productivity/ digital tools

word processing

spreadsheets

illustrator

**Keyboarding**  
  
**Internet**

1. bandwidth

Skills

**History**

1. Explore brief history of various communication devices and how they evolved into mobile devices.

**Hardware/Peripherals**

**Software/Operating Systems**

1. Understand that there are files and folders with documents and programs.
2. Upload, download and save files to different locations and devices.
3. Use the below productivity/digital tools in an efficient/effective matter to provide information through producing documents for curricular areas.

word processing

spreadsheet

presentations

illustrator

**Internet**

1. Explain what bandwidth is and how Internet can be accessed.

Essential Questions

1. How has technology evolved over time and how will it continue to change?
2. How do all the different parts of technology work together?
3. What skills will help me become efficient in 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. text wrapping
2. WPM
3. table
4. line spacing
5. template
6. toggle
7. virus
8. malware
9. spam
10. pop-ups
11. hot spots

**Master Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Internet Search Projects

Summative: Cooperative Group Work

Student will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Keyboarding

Summative: Class Work

Students will demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Tri-Fold Rubic

Summative: Research Project

Students will write informative/explanatory texts to examine and convey complex ideas through effective selection, organization, and analysis of content. Rubric may be used for research in the following subjects: language arts, science, arts, music, social studies, technology, and physical education.

Stage 3: Learning Plan

Learning Experiences

**Technology History**

1. **Research Exercise**: Students will research the telephone and how it has evolved over time and how it has changed communication.

**Software/Operating Systems**

**Productivity/ Digital Tools**

Word Processing

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

Spreadsheet

* 1. **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.

**Presentation**

* 1. **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

* 1. **Cooperative Learning Group**: In small groups, students will collaboratively write and illustrate a teacher-assigned topic.

**Keyboarding**

1. **Drill and Practice:** Using one of the online keyboard games from resource links, students will increase their WPM.
2. **Individual Opportunity:** Students will achieve the keyboarding benchmark of two pages in one sitting by completing a typing assignment from a teacher-assigned writing project in a word processing program.

**Internet**

1. **Independent Learning**: Students will research how the Internet works, where it comes from, how it is delivered, and how we get it.

Resources

* Evaluating Web Sites ([http://www.westonps.org/pageprint.cfm?p=4345keywords=Search](http://www.westonps.org/pageprint.cfm?p=4345&keywords=Search))

Resources

**Technology History/Internet**

1. <http://electronics.howstuffworks.com/tech>

**Productivity Tools**

1. Microsoft Word
2. Microsoft Excel
3. Microsoft PowerPoint
4. <http://www.microsoft.com/education/en-ca/teachers/plans/Pages/index.aspx>
5. Google Docs
6. Google Slides
7. Google Sheets
8. Google Draw
9. Google Drive
10. <https://www.google.com/edu/training/get-trained/>
11. Apple- Pages
12. Apple- Numbers
13. Apple- Keynote
14. iMovie
15. Prezi <https://prezi.com/>
16. Glogster <https://www.glogster.com/#one>
17. Screenr [www.screenr.com](http://www.screenr.com)
18. Popplet <https://popplet.com/>
19. Wordle <http://www.wordle.net/>
20. Tagxedo <http://www.tagxedo.com/>

**Keyboarding**

1. Type Master <http://www.typingmaster.com/>
2. <http://www.funtotype.com/>
3. <http://www.typingclub.com/>
4. <http://sense-lang.org/typing/tutor/keyboarding.php>
5. <https://www.nitrotype.com/>
6. <http://www.powertyping.com/>