

**Computer Technology Curriculum  
Grade 5 – Marking Period 1  
Curriculum Map**

**Big Idea: Keyboarding / Word Processing**

Enduring Understandings	Essential Questions	Skills/ <i>21<sup>st</sup> Century Skills</i>	Standards	Assessments
<p>Students use proper keyboarding.</p> <p>Students use word processors for a variety of purposes.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Keyboarding Terms: WPM, accuracy</li> <li>- Text alignment</li> <li>- Line spacing</li> </ul>	<p>Why is keyboarding important and how can I improve my keyboarding skills?</p> <p>How can I use word processing in everyday tasks?</p> <p>How can I become more confident and independent with using word processors?</p> <p><b>Suggested Modifications:</b></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Chunking of skills</li> <li>- Shorten length assignment</li> <li>- Tiered assignment</li> <li>- Independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of using proper keyboarding technique to improve speed and accuracy.</li> <li>• Define keyboarding terms: WPM (Words Per Minute) and accuracy.</li> <li>• Use proper keyboarding technique.</li> <li>• Identify uses of a word processor.</li> <li>• Use following word processing features: insert header, insert footer, insert page number, modify font, modify text alignment, modify line spacing, copy/cut/paste, image (resize, wrap text), change page margins, spell checker, grammar checker, save, print.</li> </ul> <p><i>Communicate clearly, Collaborate with others, Think creatively.</i></p>	<p><b>NJCCCS – Technology</b></p> <p><b>8.1.5.A.2</b></p> <p>Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</p> <p><b>8.1.5.A.1</b></p> <p>Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>	<p>Observation</p> <p>Formative Assessment</p> <p>Summative Assessment</p> <p>Projects</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>- All The Right Type</li> <li>- Microsoft Word</li> <li>- Google Docs</li> <li>- Google Classroom</li> </ul>

**Computer Technology Curriculum  
Grade 5 – Marking Period 2  
Curriculum Map**

**Big Idea: Digital Citizenship / Research & Information Literacy**

Enduring Understandings	Essential Questions	Skills/21 <sup>st</sup> Century Skills	Standards	Assessments
<p>Students understand the importance of being a good digital citizen.</p> <p>Students apply various online search and research techniques.</p> <p>Students evaluate credibility of online sources and determine which ones to use for a specific task.</p> <p>Students understand the purpose of bibliographic citations.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Digital citizen,</li> <li>- Digital footprint</li> <li>- Search engines</li> <li>- Search terms</li> <li>- Queries</li> <li>- Search results</li> <li>- Filters</li> <li>- Intellectual property</li> <li>- Copyright</li> <li>- Citing sources</li> <li>- Plagiarism</li> </ul>	<p>Why is privacy online important?</p> <p>How can you be in control of what you share online?</p> <p>What is your digital footprint and what do you want it to say about you?</p> <p>What rights and responsibilities do I have as a digital citizen?</p> <p>How can I be a responsible digital citizen and respect other creators' rights?</p> <p>How and why do we use citations for online resources?</p> <p>How do we develop queries for research and why is this an effective way to conduct research?</p> <p><b>Suggested Modifications:</b></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Chunking of skills</li> <li>- Shorten length assignment</li> <li>- Tiered assignment</li> <li>- Independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what personal information should remain private, and what is suitable to be shared publicly.</li> <li>• Demonstrate good digital citizenship.</li> <li>• Explain how one's digital footprint can impact him/her in the future.</li> <li>• Identify rights/responsibilities of a digital citizen.</li> <li>• Explain copyright and creators' rights.</li> <li>• Participate and communicate effectively and respectfully with others in an online community.</li> <li>• Parse a question to form query.</li> <li>• Use filters to narrow online searches.</li> <li>• Use text features/search tools to efficiently locate information.</li> <li>• Identify major parts of the search results page.</li> <li>• Identify main parts of an individual search result.</li> <li>• Evaluate credibility information.</li> <li>• Create citations for online resources.</li> </ul> <p><i>Critical thinking, Reasoning, Communicate clearly, Collaborate with others, Information literacy.</i></p>	<p><b>NJCCCS – Technology</b></p> <p><b>8.1.5.D.1</b> Understand the need for and use of copyrights.</p> <p><b>8.1.5.D.2</b> Analyze the resource citations in online materials for proper use.</p> <p><b>8.1.5.D.3</b> Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p><b>8.1.5.D.4</b> Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p><b>8.1.5.E.1</b> Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>Observation Formative Assessment Summative Assessment Projects</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>- Cable in the Classroom lessons</li> <li>- Google/Search Education Online Curriculum</li> <li>- Internet</li> <li>- Grolier Online</li> <li>- Google Classroom</li> <li>- NoodleTools</li> </ul>

**Computer Technology Curriculum  
Grade 5 – Marking Period 3  
Curriculum Map**

**Big Idea: Spreadsheet / Digital Story**

Enduring Understandings	Essential Questions	Skills/21 <sup>st</sup> Century Skills	Standards	Assessments
<p>Students use a spreadsheet for a variety of purposes.</p> <p>Students use graphic organizers for a variety of purposes.</p> <p>Students use digital tools to tell a story.</p> <p><b>Vocabulary:</b>            - Spreadsheet: Column, Row, Cell, Alignment, Margins, Chart Type, Axis, Legend, Data Labels            - Graphic organizer            - Digital story            - Import</p>	<p>How can I use a spreadsheet?</p> <p>What is the purpose of a graphic organizer?</p> <p>How can I effectively tell a story using digital tools?</p> <p><b>Suggested Modifications:</b>            - Small group instruction            - Chunking of skills            - Shorten length assignment            - Tiered assignment            - Independent work</p>	<ul style="list-style-type: none"> <li>• Use the following spreadsheet graphing features: enter/select data, select chart-type, modify chart (title, axis title, legend, gridlines, font, data labels), move chart, insert header, change page margins, save, print.</li> <li>• Use graphic organizer to organize information.</li> <li>• Use the following Movie Maker features: Import/edit video, import/edit images, add/edit audio, add/edit text, save and share movie.</li> </ul> <p><i>Critical thinking, Reasoning, Communicate clearly, Collaborate with others.</i></p>	<p><b>NJCCCS – Technology</b></p> <p><b>8.1.5.A.1</b>            Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p><b>8.1.5.A.3</b>            Use a graphic organizer to organize information about problem or issue.</p> <p><b>8.1.5.A.4</b>            Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p><b>8.1.5.B.1</b>            Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p><b>8.1.5.F.1</b>            Apply digital tools to collect, organize, and analyze data that supports a scientific finding.</p>	<p>Observation            Formative Assessment            Summative Assessment            Projects</p> <p><b>Suggested Resources:</b>            - Microsoft Excel            - Google Sheets            - Google Doc            - Google Classroom            - Windows Movie Maker            - Lucidchart for Education</p>

**Computer Technology Curriculum  
Grade 5 – Marking Period 4  
Curriculum Map**

**Big Idea: Database / Communication & Collaboration**

Enduring Understandings	Essential Questions	Skills/ <i>21<sup>st</sup> Century Skills</i>	Standards	Assessments
<p>Students use a database for a variety of purposes.</p> <p>Students develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p><b>Vocabulary:</b> - Database: Table, Record, Field, Data Type, Export</p>	<p>How are databases used?</p> <p>What is a database?</p> <p>How can communicating about issues with learners from other cultures develop cultural understanding and global awareness?</p> <p><b>Suggested Modifications:</b> - Small group instruction - Chunking of skills - Shorten length assignment - Tiered assignment - Independent work</p>	<ul style="list-style-type: none"> <li>• Use the following database features: create database, define field/field type, enter data, export data to a spreadsheet, save.</li> <li>• Analyze information and produce report using a word processor.</li> <li>• Communicate information and ideas to multiple audiences using a variety of media and formats.</li> </ul> <p><i>Critical thinking, Reasoning, Communicate clearly, Collaborate with others, Think creatively.</i></p>	<p><b>NJCCCS – Technology</b> <b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <b>8.1.5.A.5</b> Create and use a database to answer basic questions. <b>8.1.5.A.6</b> Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data. <b>8.1.5.C.1</b> Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. <b>8.1.5.F.1</b> Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p>	<p>Observation Formative Assessment Summative Assessment Project</p> <p><b>Suggested Resources:</b> - Access - Microsoft Excel - Google Doc - Google Classroom</p>