

Program of Studies Curriculum Map
Bourbon County Schools

Level: Elementary

Updated: July 2007

(Adapted from Fayette County Public Schools)

Bold & () = Assessed

Italics = Supporting

e.g. = Example only

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, to increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Intermediate Academic Expectations

- 1.11** Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 3.3** Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 6.1** Students connect knowledge and experiences from different subject areas.
- 6.3** Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Intermediate Enduring Knowledge – Understandings

Students will understand that

- T-I-ICP-U-1 appropriate terminology, computer operations and applications assist in gaining confidence in the use of technology.
- T-I-ICP-U-2 technology requires proper care and maintenance to be used effectively.
- T-I-ICP-U-3 a variety of media is used to support directed and independent learning.
- T-I-ICP-U-4 technology is used to communicate in a variety of ways including global communications.
- T-I-ICP-U-5 technology (e.g. keyboarding, word processing, spreadsheets, presentation) is used effectively and efficiently to accomplish a task.

Skills and Concepts – Information

Program of Studies	Grade 4	Grade 4	Grade 4
Intermediate Students will:	Students will:	Vocabulary:	Activities/Resource Location:
<ul style="list-style-type: none"> • T-I-ICP-S-I1 investigate different technology devices and systems (e.g., computer processor unit, monitor, keyboard, disk drive, printer, mouse, digital cameras, 	<ul style="list-style-type: none"> • describe specific components of a computer and peripheral devices and explain their function • use the mouse to click, double click, right click, drag 	<ul style="list-style-type: none"> • arrow • burner • CD (compact disk) • CD-drive • close • computer 	

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

interactive white boards)		<ul style="list-style-type: none">• CPU• desktop• digital camera• disk drive• double click• DVD (digital video disk)• Enter/Return• hand• I-beam• interactive pad• interactive white board• laptop• maximize• minimize• monitor• mouse• open• operating system (XP)• parallel• pen drive/flash drive/jump drive• pointers• port• printer• scroll• serial• tablet• touchpad• USB	
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Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

<ul style="list-style-type: none"> • T-I-ICP-S-I2 describe the uses of technology (e.g., computers, telephones, cell phones, digital and video cameras, Internet) at home, school and workplace 	<ul style="list-style-type: none"> • properly log off and shut down a computer or other device • discuss common uses of technology in daily life and the advantages and disadvantages those uses provide • use safety features associated with specific technology equipment (e.g., digital camera neck or wrist strap) • list and explain ways to take care of your equipment to help it run better and last longer • practice proper care of equipment (e.g., keep food, drinks, and magnets away from equipment, clean hands, not writing on equipment) • use a variety of technology including computers, digital cameras, scanners, and multimedia devices 	<ul style="list-style-type: none"> • window • digital camera • hardware • lens cap • log off • log on • multimedia • password • power button • scanner • shut down • software • strap • username 	
<ul style="list-style-type: none"> • T-I-ICP-S-I3 use appropriate technology terms (e.g., hardware, software, CD, hard drive) 	<ul style="list-style-type: none"> • communicate accurately about technology using developmentally appropriate terminology • demonstrate confidence by identifying and correctly using the technology terms in the Grade 4 Vocabulary column 		
<ul style="list-style-type: none"> • T-I-ICP-S-I4 explain the use of 	<ul style="list-style-type: none"> • use correct procedures for 	<ul style="list-style-type: none"> • file server 	

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

<p>networks and the need for login procedures (e.g., stand alone, network, file server, LANs network resources)</p>	<p>logging on a computer (student username, private password)</p> <ul style="list-style-type: none"> • explain the purpose of individualized usernames • explain the different locations to access files (e.g., local hard drive, personal network folder, class or group shared network folders) • discuss why computers are networked 	<ul style="list-style-type: none"> • firewall • LAN (local area network) • login • network • passwords • privacy laws • WAN (wide area network) 	
<ul style="list-style-type: none"> • T-I-ICP-S-I5 demonstrate proper keyboarding techniques, optimal posture and correct hand placement (e.g., home row finger placement) at the computer workstation 	<ul style="list-style-type: none"> • use proper keyboarding position to improve accuracy, speed and general efficiency in computer operation (e.g., proper body position, posture, wrists/elbow placement, correct finger placement) • key entire alphabet and punctuation by touch, using correct fingers and hand placement without looking at the keys • input alphabetical text at rate 50% higher than current handwriting speed, or approximately 20 wpm • demonstrate the use of appropriate keys for the job needed (e.g., use shift to capitalize, space only once between words and after commas and periods) 	<ul style="list-style-type: none"> • arrow keys • Backspace • Caps Lock • Delete • Enter • escape (Esc) • left • Num Lock • number pad • right • Shift • spacebar • Tab 	

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

Intermediate Skills and Concepts – Communication

Program of Studies Intermediate Students will:	Grade 4 Students will:	Grade 4 Vocabulary:	Grade 4 Activities/Resource Location:
<ul style="list-style-type: none"> T-I-ICP-S-C1 use technology to communicate in a variety of modes (e.g., audio, speech to text, print, media) 	<ul style="list-style-type: none"> share and exchange information with others with supervision from teachers, family members, or support from student partners (e.g., talking books, digital storytelling, morning news program, text to speech software) design, create, and participate in projects which will be published or monitored on the web by the teacher (e.g., web journal or blog, FCSP Literary Book Club, FCPS Literary E-zine, etc) use various software productivity tools (e.g., word processors, databases, spreadsheets, presentation tools) 	<ul style="list-style-type: none"> web journal 	
<ul style="list-style-type: none"> T-I-ICP-S-C2 participate in online group projects and learning activities using technology communications 	<ul style="list-style-type: none"> actively participate in online group projects and learning activities using local and global technology communications (e.g., Monster Exchange, Global SchoolNet Foundation, morning news program, forums, Backpack Buddies, 	<ul style="list-style-type: none"> online telecommunications global communications 	

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

	<ul style="list-style-type: none"> student email, Square of Life) develop solutions or products for audiences inside and outside the classroom using interactive communications and online resources participate in collaborative problem solving activities using interactive communications and online resources (e.g., e-mail, on-line discussions, exchange of information through other web environments) 		
<ul style="list-style-type: none"> T-I-ICP-S-C5 use online collaborative tools (e.g., email, videoconferencing) 	<ul style="list-style-type: none"> compose a new email message which may include attaching files open, reply, reply all, and forward e-mail messages use an electronic address book recognize, discuss and/or use e-mail, class blogs, class or group forums, video conferencing, and/or web conferencing as a means of interactive communications use interactive communications to access remote information, and to communicate with others in support of direct and independent learning 	<ul style="list-style-type: none"> attach blogs delete e-mail forums forward interactive reply videoconferencing 	
<ul style="list-style-type: none"> T-I-ICP-S-C4 use a variety of tools and formats (oral presentations, journals and 	<ul style="list-style-type: none"> identify, discuss and use different technology formats to communicate information for a 	<ul style="list-style-type: none"> documentary 	<ul style="list-style-type: none"> student created documentaries

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

<p>multimedia presentations) to summarize and communicate the results of observations and investigations</p>	<p>group or individual project (e.g., PowerPoint, Publisher brochures and newsletters, Movie Maker, Photo Story)</p> <ul style="list-style-type: none"> • create electronic documents to use with oral presentations (e.g., information from research project including science experiments) 		
<ul style="list-style-type: none"> • T-I-ICP-S-C3 use technology to collect data for content area assignment/project 	<ul style="list-style-type: none"> • create spreadsheets to collect, organize and display content data for class/group assignment/project, citing resources 		

Intermediate Skills and Concepts – Productivity

<p>Program of Studies Intermediate Students will:</p>	<p>Grade 4 Students will:</p>	<p>Grade 4 Vocabulary:</p>	<p>Grade 4 Activities/Resource Location:</p>
<ul style="list-style-type: none"> • T-I-ICP-S-P1 develop, publish and present information in print and digital formats 	<ul style="list-style-type: none"> • use various technology tools throughout the development process of a product (initial brainstorming to final product completion) • use existing documents to identify and discuss document design and layout as a class (e.g., letter, memo, newspaper) • create and publish products, individually and collaboratively, for audiences inside and outside the classroom using technology tools (e.g., multimedia/presentation) 	<ul style="list-style-type: none"> • desktop publishing • layout 	

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

	<p>authoring, desktop publishing, Web tools, digital cameras, scanners)</p> <ul style="list-style-type: none"> • present published information to classmates (e.g., PowerPoint, web documents) 		
<ul style="list-style-type: none"> • T-I-ICP-S-P2 use productivity tools to produce content area assignments/projects 	<ul style="list-style-type: none"> • create products for content area assignments using appropriate technology (e.g., Paint for digital art, Word or webpage editor for virtual museum, spreadsheet for data collection and graphing) 		
<ul style="list-style-type: none"> • T-I-ICP-S-P3 create a variety of products using technology devices and systems to support authentic learning. 	<ul style="list-style-type: none"> • use technology devices and systems (e.g., probes, digitizer pens, document cameras, computerized microscopes, scanners, digital cameras) to create products demonstrating comprehension of real world activities • use proofreading and electronic editing skills • print and save products to identified locations • use appropriate menus, tool bars and features within various software • use electronic graphic organizers to assist in idea development and/or to demonstrate content knowledge 	<ul style="list-style-type: none"> • audio clips • bold • cell • cell address • center • close • column • copy • cut • digitizer pen • document • drag • dropdown • edit • field • format • graphic organizer • headphone • highlight 	<ul style="list-style-type: none"> • enter and edit spreadsheet information – 3rd grade?

Technology Curriculum Framework - Grade 4

Big Idea: Information, Communication and Productivity

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| | <ul style="list-style-type: none">• use word processors throughout the writing process• use spreadsheets to create and label graphs including a title, x and y-axis labels, and a key/legend• use spreadsheets to solve problems by performing calculations using simple formulas (e.g., +, -, *, /)• use spreadsheets as a class to explore patterns and make predictions• use multimedia tools to combine text, graphics, and audio• select appropriate, accurate information and images for a multimedia project• develop electronic products using a rubric to establish guidelines and/or to self evaluate (e.g., content, organization, appropriateness of materials, citations) | <ul style="list-style-type: none">• images• insert• italic• KWL Chart• landscape• left align• linear• list• margins• microphone• multimedia• narrate• page setup• paste• portrait• print preview• probes• record• right align• sequential order• sort• spellcheck• storyboard• table• T-chart• thesaurus• transitions• undo• values• Venn Diagram• video clips | |
|--|--|--|--|

Technology Curriculum Framework - Grade 4			
Big Idea: Information, Communication and Productivity			
		<ul style="list-style-type: none">• view• word wrap (3rd 4th)• zoom	

Technology Curriculum Framework - Grade 4

Big Idea: Safety and Ethical/Social Issues

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

Intermediate Academic Expectations

- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 3.6 Students demonstrate the ability to make decisions based on ethical values.
- 4.3 Students individually demonstrate consistent, responsive, and caring behavior.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi- cultural and world view.

Intermediate Enduring Knowledge – Understandings

- Students will understand that*
- T-I-SESI-U-1 responsible and ethical use of technology is necessary to ensure safety.
 - T-I-SESI-U-2 technology is used in collaborative and interactive projects to enhance learning.
 - T-I-SESI-U-3 acceptable technology etiquette is essential to respectful social interactions and good citizenship.
 - T-I-SESI-U-4 technology is used in jobs and careers to support the needs of the local and global community.
 - T-I-SESI-U-5 assistive technology supports learning to ensure equitable access to a productive life.

Skills and Concepts – Safety

Program of Studies	Grade 4	Grade 4	Grade 4
Intermediate Students will:	Students will:	Vocabulary:	Activities/Resource Location:
<ul style="list-style-type: none"> • T-I-SESI-S-S1 explain the importance of safe Internet use (e.g., iSafe skills) 	<ul style="list-style-type: none"> • compare attributes of the physical community (where we live) and the cyber community • describe appropriate and inappropriate websites • describe online situations that may make you feel uncomfortable • compare rules in the physical community and in cyber community that concern communication with strangers • discuss how a stranger can pretend to be a friend in cyberspace 	<ul style="list-style-type: none"> • appropriate websites • cyber community • cyberspace • inappropriate websites • personal information • uncomfortable 	

Technology Curriculum Framework - Grade 4

Big Idea: Safety and Ethical/Social Issues

	<ul style="list-style-type: none"> • identify the characteristics of personal information 		
<ul style="list-style-type: none"> • T-I-SESI-S-S2 apply safe behavior when using technology 	<ul style="list-style-type: none"> • describe what to do when an unintended website is entered • explain potential risks to personal safety when supplying personal information, choosing a screen name, and selecting a password • discuss and follow the five Safety Tips published by the FBI for protecting oneself online 	<ul style="list-style-type: none"> • display name • password • personal information • screen name 	<p>FBI Safety Tips (from iSAFE):</p> <ol style="list-style-type: none"> 1. Never give out personal information. 2. Never write to someone who makes you feel uncomfortable, even if you know who they are. 3. Never meet someone or have them visit you without your parent’s permission. 4. Tell a trusted adult right away if you read or see anything on the Internet that makes you feel uncomfortable. 5. Remember that people online may not be who they say they are.

Skills and Concepts – Ethical Issues

Program of Studies Intermediate Students will:	Grade 4 Students will:	Grade 4 Vocabulary	Grade 4 Activities/Resource Location:
<ul style="list-style-type: none"> • T-I-SESI-S-EI1 investigate basic issues related to responsible use of technology and describe personal consequences of inappropriate use (e.g., plagiarism, intellectual property, copyright and the conditions of Acceptable Usage Policy) 	<ul style="list-style-type: none"> • discuss the components of the school’s Acceptable Use Policy (AUP) • discuss the privileges and consequences of an Acceptable Use Policy (AUP) • explain how what you do on a network affects other users • identify and discuss issues regarding selection and use of materials for multimedia projects (e.g., personal information of the 	<ul style="list-style-type: none"> • AUP (Acceptable Use Policy) • bibliography • consequence • Copyright Laws • fair use guidelines • intellectual property • misuse • plagiarism 	

Technology Curriculum Framework - Grade 4

Big Idea: Safety and Ethical/Social Issues

	<p>student and others, images, appropriateness and accuracy of information)</p> <ul style="list-style-type: none"> • compare the attributes of the concept of property to the attributes of intellectual property • recognize and discuss how Copyright Laws protect ownership of intellectual property and discuss consequences of misuse • discuss guidelines for using Intellectual property correctly and how to avoid plagiarism 	<ul style="list-style-type: none"> • privilege 	
<ul style="list-style-type: none"> • T-I-SESI-S-EI2 explore, investigate and practice the use of technology in an appropriate, safe and responsible manner 	<ul style="list-style-type: none"> • explain the difference between email, chat room, instant messaging, online bulletin boards (forum), blog • discuss types of inappropriate emails and ways to handle them • explain how a computer virus can be spread through forwarded e-mail and techniques to avoid computer virus infection 	<ul style="list-style-type: none"> • blog • email • chat room • forum • inappropriate email • instant messaging • online bulletin board • responsible • spam • virus 	<ul style="list-style-type: none"> • search strategies • citing resources • filters • AUP/IUP
<ul style="list-style-type: none"> • T-I-SESI-S-EI3 use ethical behavior while using technology in personal and community contexts 	<ul style="list-style-type: none"> • explain cyber bullying and netiquette • describe ways to prevent cyber bullying and how to report it 	<ul style="list-style-type: none"> • cyber bullying • netiquette 	

Skills and Concepts – Social Issues

<p>Program of Studies Intermediate Students will:</p>	<p>Grade 4 Students will:</p>	<p>Grade 4 Vocabulary</p>	<p>Grade 4 Activities/Resource Location:</p>
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Technology Curriculum Framework - Grade 4

Big Idea: Safety and Ethical/Social Issues

<ul style="list-style-type: none"> T-I-SESI-S-SI1 use technology to collaborate and engage in interactive projects with others (e.g., local, national and global) and credit all participants for their contribution to the work 	<ul style="list-style-type: none"> discuss the importance of being a responsible citizen when using technology work in collaborative groups to produce a product using e-communication (e.g., e-mail, forums, blogs, video conferencing) participate in local and national Internet projects credit all participants for their contribution to the work 	<ul style="list-style-type: none"> blogs forum video conferencing 	
<ul style="list-style-type: none"> T-I-SESI-S-SI2 use proper social etiquette with any technology (e.g., email, blogs, IM, telephone, help desk) 	<ul style="list-style-type: none"> participate in class activities using appropriate e-communication etiquette (e.g., email, blogs, forums) 	<ul style="list-style-type: none"> etiquette 	<ul style="list-style-type: none"> The Point (FCPS blog space) FCPS Forum FCPS student email
<ul style="list-style-type: none"> T-I-SESI-S-SI3 investigate how assistive technologies supports learning 	<ul style="list-style-type: none"> discuss types of assistive technology used to help others 	<ul style="list-style-type: none"> assistive technology 	
<ul style="list-style-type: none"> T-I-SESI-S-SI4 explain how technology has had an influence on our world 	<ul style="list-style-type: none"> discuss how various types of technology have evolved over the past century explain how technology influences how we live and work 	<ul style="list-style-type: none"> century evolve 	
<ul style="list-style-type: none"> T-I-SESI-S-SI5 explain how technology supports career options and lifelong learning 	<ul style="list-style-type: none"> explain how technology is used in jobs and careers to support the needs of the local and global community explain how technology supports lifelong learning 		

Technology Curriculum Framework - Grade 4

Big Idea: Research, Inquiry/Problem-Solving and Innovation

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.
- 6.1 Students connect knowledge and experiences from different subject areas.

Intermediate Enduring Knowledge – Understandings

Students will understand that

- T-I-RIPSI-U-1 technology assists in gathering, organizing and evaluating information from a variety of sources to answer essential questions.
- T-I-RIPSI-U-2 technology supports critical thinking skills used in inquiry/problem solving to make informed decisions.
- T-I-RIPSI-U-3 technology is used to produce an innovative product or system.

Skills and Concepts – Research

Program of Studies	Grade 4	Grade 4	Grade 4
Primary Students will:	Students will:	Vocabulary:	Activities/Resource Location:
<ul style="list-style-type: none"> • T-I-RIPSI-S-R1 gather and use accurate information from a variety of electronic sources (e.g. teacher-selected web sites, CDROM, encyclopedias and automated card catalog, online virtual library; word processing, database, spreadsheet) in all content areas 	<ul style="list-style-type: none"> • gather and use information from a variety of teacher selected resources (e.g., websites, CDROM encyclopedias, video, audio) • select the best electronic resource(s) for gaining information to answer an essential question • use keywords and symbols to locate, expand, or limit a specific search • scan for relevant information within 	<ul style="list-style-type: none"> • browser • bookmark • search 	

Technology Curriculum Framework - Grade 4

Big Idea: Research, Inquiry/Problem-Solving and Innovation

	<ul style="list-style-type: none"> an electronic resource use an electronic database to gather resources to answer an essential question (e.g., OPAC, Web Collection Plus) 		
<ul style="list-style-type: none"> T-I-RIPSI-S-R2 correctly cite sources 	<ul style="list-style-type: none"> use appropriate bibliographic citations for electronic resources (e.g., web page, data source, picture, music, video, journal article) 	<ul style="list-style-type: none"> citations 	
<ul style="list-style-type: none"> T-I-RIPSI-S-R3 evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> discuss how to determine if an electronic source is accurate, relevant, appropriate, and comprehensive as a class determine the bias of an electronic information source identify and explain the difference between fact and opinion as a class 	<ul style="list-style-type: none"> accuracy appropriate bias comprehensive relevance reliability resource 	
<ul style="list-style-type: none"> T-I-RIPSI-S-R4 use technology tools to process data and report results 	<ul style="list-style-type: none"> use spreadsheets to organize and calculate data and create graphs to answer a real life question use PowerPoint to report and present information 	<ul style="list-style-type: none"> bar graph key line graph percentages pie graph spreadsheet table title x-axis y-axis 	<ul style="list-style-type: none"> enter/edit data into a spreadsheet to test simple “what if…” statements to solve problems and make decisions in content areas
<ul style="list-style-type: none"> T-I-RIPSI-S-R5 use content-specific tools to enhance understanding of content (e.g., environmental probes, sensors, robotics, simulation software and 	<ul style="list-style-type: none"> use content-specific tools to enhance understanding of content (e.g., environmental probes, sensors, measuring devices) use problem solving and/or 	<ul style="list-style-type: none"> environmental probe sensor simulation 	

Technology Curriculum Framework - Grade 4

Big Idea: Research, Inquiry/Problem-Solving and Innovation

measuring devices)	simulation software as a class or individually (e.g., Logical Journey of the Zoombinis, SimCity, Oregon Trail, Math Mystery Series, Science Court)		
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Skills and Concepts – Inquiry/Problem-solving

Program of Studies Primary Students will:	Grade 4 Students will:	Grade 4 Vocabulary:	Grade 4 Activities/Resource Location:
<ul style="list-style-type: none"> T-I-RIPSI-S-IPS1 determine which technology is useful and select the appropriate tool(s) (e.g., calculators, data collection probes, videos, educational software) to inquire/problem- solve in self-directed and extended learning 	<ul style="list-style-type: none"> select and use appropriate technology tools for a planned project and extended learning 		<ul style="list-style-type: none"> science fair project
<ul style="list-style-type: none"> T-I-RIPSI-S-IPS2 use technology to solve problems using critical thinking and problem-solving strategies 	<ul style="list-style-type: none"> use web activities for problem solving and critical thinking (e.g., webquests, IMMEX, Lemonade Stand, Intel Visual Ranking Tool, Intel Seeing Reason Tool, Intel Showing Evidence Tool) 	<ul style="list-style-type: none"> webquest 	<ul style="list-style-type: none"> Intel Units IMMEX Matrix of Webquests Thinkquest
<ul style="list-style-type: none"> T-I-RIPSI-S-IPS3 solve content-specific problems using a combination of technologies 	<ul style="list-style-type: none"> utilize two or more technologies to solve a problem (e.g., probe + Excel, Kidspiration + Internet research, digital camera + PowerPoint) 		

Skills and Concepts – Innovation

Program of Studies Primary Students will:	Grade 4 Students will:	Grade 4 Vocabulary:	Grade 4 Activities/Resource Location:
<ul style="list-style-type: none"> T-I-RIPSI-S-I1 use technology to organize and develop creative solutions, ideas or products 	<ul style="list-style-type: none"> create a sequential multimedia story to include student narration and music using technology develop an idea for a new 	<ul style="list-style-type: none"> multimedia narration software specific terms 	<ul style="list-style-type: none"> Digital poetry Digital storytelling Documentary

Technology Curriculum Framework - Grade 4

Big Idea: Research, Inquiry/Problem-Solving and Innovation

	<p>invention and create a model to present to classmates using technology</p>	<p>(transitions, import, export, render, etc)</p> <ul style="list-style-type: none"> • video 	
<ul style="list-style-type: none"> • T-I-RIPSI-S-I2 use technology to express creativity both individually and collaboratively 	<ul style="list-style-type: none"> • create multimedia projects using age appropriate software (Movie Maker, Photo Story, KidPix, Pinnacle Studio) • explore innovative and/or entrepreneurial ideas as a class using technology as a tool (entreSchool, Lego robotics) • participate as a class in online collaborative projects with students from other classes, schools, or countries 	<ul style="list-style-type: none"> • blog • e-communication • entrepreneur • forum 	

Technology Skills Checklist

Grade 4

By the end of fourth grade all students should be able to demonstrate the following skills within assignments in all content areas. **Completion of this checklist does not meet all of the requirements of the Program of Studies.** Please refer to Program of Studies for specifics.

General Computer Skills

- Mouse skills – click, double click, drag, right click
- Name computer components/ peripherals and explain their function
- Log on with individual logins, log off, & shut down computer
- Use private password
- Proper care and upkeep of equipment
- Open documents from and save to a variety of locations including network folder
- Use appropriate terminology (see vocabulary)

Keyboarding

- Use correct fingers and hand placement for entire alphabet and punctuation
- Maintain proper body position
- Typing speed = 20 wpm

Word

- Format – copy, paste, alignment, page setup, bullets, columns
- Edit – undo, backspace, moving cursor to insert, spell-check, zoom
- Insert – tables, graphics
- Toolbars – picture, drawing, wordart
- Use word-processing from start to finish

PowerPoint

- Choose appropriate layout (title slide, bulleted list, bulleted list with clipart)
- Insert and resize clipart
- Make presentation easily readable (e.g., background color and text)
- Apply transitions to slides
- Apply appropriate custom animation
- Present slideshow

Excel

- Enter data in an organized format
- Navigate between cells (tab, enter, arrows, or point and click)
- Sort data
- Use simple formulas
- Create a graph
- Label graph with title, legend, x- and y-axis

Publisher

- Construct a simple template – add textboxes, graphics

- Edit text and graphics

Paint

- Use all paint tools
- Create digital art related to a content area assignment

Internet

- Use keywords to search
- Use databases (e.g., OPAC, Web Collection Plus, KYVL)
- Use video and audio information (e.g., KET EncycloMedia)
- Use web activities for problem-solving (e.g., IMMEX)

Graphic Organizers (e.g., Kidspiration, Inspiration)

- Use for idea development

Multimedia Tools (e.g., Photo Story, Movie Maker, PowerPoint)

- Sequence pictures/video on timeline
- Record narration
- Combine text, graphics, and audio

E-Communications

- Use student e-mail – compose, open, reply, send
- Use interactive communication in support of instruction (e.g., e-mail, blogs, forums)

Digital Tools use at least two of the following

- Digital Camera
- Digital Microscope
- Document Camera
- Pen Drives
- Probes
- Scanner
- Video Camera on Tripod

Safety/Ethical

- Acceptable Use Policy
- iSAFE skills
- Ethical use of material
- Use bibliographical citations for electronic resources

This is the checklist for 3rd grade. Students should come to 4th grade with these skills.

General Computer Skills

- Mouse skills – click, double click, drag, scroll, right click
- Name computer components/ peripherals and explain their function
- Open, close, minimize & use programs
- Start, log on with individual logins, log off, & shut down computer
- Proper care and upkeep of equipment
- File basics – new, open, close, save to network folder, print
- Use appropriate terminology (see vocabulary)
- Follow on-screen directions

Keyboarding

- Use correct fingers and hand placement for entire alphabet and punctuation
- Maintain proper body position
- Typing speed = 15 wpm

Word

- Introduce formatting – font, size, word wrap, copy, paste, alignment
- Introduce editing – undo, backspace, moving cursor to insert, spell-check, zoom
- Use word-processing from rough draft to finish

PowerPoint

- Choose appropriate layout (title slide, bulleted list, bulleted list with clipart)
- Insert text in appropriate textboxes
- Insert and resize clipart
- Make presentation easily readable (e.g., background color and text)
- Apply transitions to slides
- Present slideshow

Excel

- Identify cell by name (e.g., A3)
- Differentiate between columns and rows
- Enter data in an organized format
- Navigate between cells (tab, enter, arrows, or point and click)
- Sort data
- Create simple graph
- Label graph with title and legend

Publisher

- Construct a simple template – add textboxes, graphics
- Edit text and graphics

Paint

- Change paint color
- Use all paint tools
- Projects should move beyond scribbles toward an actual creative product

Internet

- Follow hyperlinks (text and graphic)
- Use Back, Home and Refresh buttons
- Open a page from Favorites (or bookmarks)
- Use keywords to search
- Use databases (e.g., OPAC, KYVL)
- Use video and audio information (e.g., KET EncycloMedia)
- Use web activities for problem-solving (e.g., IMMEX)

Graphic Organizers (e.g., Kidspiration)

- Use for idea development

Multimedia Tools (e.g., Photo Story, Movie Maker, PowerPoint)

- Begin to sequence pictures on timeline
- Begin to record narration

E-Communications

- Use student e-mail – compose, open, reply, send

Digital Tools use at least two of the following

- Digital Camera – take pictures
- Scanner – insert paper in scanner, acquire image, use as copier
- Video Camera on Tripod – turn on/off, record
- Headphone/Microphone – adjust volume

Safety/Ethical

- Acceptable Use Policy
- iSAFE skills
- Ethical use of material
- Begin to use bibliographical citations for electronic resources