

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE – 2009

DISCIPLINE: Technology Literacy GRADE LEVEL: Grade 3

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught
GR	Standard	Strand			Students should be able to:				
3	8.1.3	A.1	What makes up a Computer?	Basic Vocabulary	Use basic technology vocabulary	Ask the children what they know about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
3	8.1.3	A.2	If something happens to my computer, how can I fix it myself?	Basic Vocabulary Troubleshooting	Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).	As problems occur, gather the children's attention and teach them in the moment how to troubleshoot.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	Ongoing throughout the year
3	8.1.3	A.3	Where do things go when I save them?	Keyboarding	Input and access text and data, using appropriate keyboarding techniques or other input devices.	Teach the children how to save to the network, their folders, their teacher's folders and an individual computer.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Children's files saved to the correct place	40 minutes; Ongoing throughout the year
3	8.1.3	A.4	How can I get my thoughts together on one page?	Desktop Publishing	Produce a simple finished document using word processing software.	Teach the children how to use Microsoft Word to write a letter, poem or another published file.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.5	If I need to make a chart on the computer, how would I do that?	Excel	Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template	Teach the children how to use Microsoft Excel to create a chart using classroom data.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.6	I want to present information, sound and pictures. How can I accomplish that?	Power Point,	Create and present a multimedia presentation using appropriate software.	Teach the children how to use Microsoft Power Point to create a slideshow including pictures and sound	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.7	Once I save my file, how can I organize?	Basic Vocabulary	Create and maintain files and folders.	Teach the children how to create their own files and discuss how they can visualize folders like they use in their real life.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes
3	8.1.3	A.8	See 8.1.3 A.1	Basic Vocabulary	Use a graphic organizer.	Teach the children how to make and use their own graphic organizers with	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
3	8.1.3	A.9	See 8.1.3 A.1	Basic Vocabulary	Use basic computer icons.	Discuss basic vocabulary and teach children what icons are and how to use them	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year

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GR	Standard	Strand			Students should be able to:				
3	8.2.3	A.	Not Applicable	Not Applicable	Refer to Science Standards 5.2 and 5.4.	Not Applicable	NA	Not Applicable	NA
3	8.1.3	B.1	See 3.8.1.3 A.1	Word, Publisher, Internet, Movie Maker, Power Point, dreamweaver	Discuss the common uses of computer applications and identify their advantages and disadvantages.	Ask the children what they know about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
3	8.1.3	B.2	What would happen if I didn't follow rules on the computer and/or Internet?	Vocabulary Internet	Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: <ul style="list-style-type: none"> ▪ Internet access ▪ Copyrighted materials ▪ On-line library resources ▪ Personal security and safety issues 	Discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.3	See 3.8.1.3 B.2	Basic Vocabulary Internet	Practice appropriate Internet etiquette.	Discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.4	See 3.8.1.3 B.2	Basic Vocabulary Internet	Recognize the ethical and legal implications of plagiarism of copyrighted materials.	Discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.5	How can I find information that will help me?	Basic Vocabulary Internet	Recognize the need for accessing and using information.	Discuss how the Internet can help and or hinder their ability to get and share information, and when it is appropriate to utilize.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year

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GR	Standard	Strand			Students should be able to:				
3	8.1.3	B.6	See 3.8.1.3 B.6	Basic Vocabulary Troubleshooting Internet	Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.	Have the children visit the school's homepage and visit the search engines provided. Have the children discuss the similarities and differences.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.7	See 3.8.1.3 B.6	Excel Word	Locate specific information by searching a database.	Have the children locate information from a template that already has specific information. Have the children create a chart or word document from the information they found.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.8	See 3.8.1.3 B.6	Basic Vocabulary Internet	Recognize accuracy and/or bias of information.	Create two webpages that look the same, however one has incorrect information. Have the students look at both pages and discuss how easily someone can be fooled on the internet.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.9	What application or program should I use to meet my needs?	Basic Vocabulary Troubleshooting Excel, Power Point, Publisher	Solve problems individually and/or collaboratively using computer applications.	After introducing all applications, assign the children a specific topic. Allow the children to choose which application they think would be best to present the information. Discuss their decisions.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.1.3	B.10	See 3.8.1.3 A.2	Basic Vocabulary Troubleshooting	Identify basic hardware problems and solve simple problems	As problems occur, gather the children's attention and teach them in the moment how to troubleshoot.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Class Rules	40 minutes; Ongoing throughout the year
3	8.2.3	B	Refer to Science Standards 5.2 and 5.4.	N/A	N/A	Not Applicable	NA	Not Applicable	NA
3	8.2.3	C	Refer to Science Standards 5.2 and 5.4.	N/A	N/A	Not Applicable	NA	Not Applicable	NA

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Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught
G	Standard	Strand			Students should be able to:				
4	8.1.4	A.1	What makes up a Computer?	Basic Vocabulary	Use basic technology vocabulary	Ask the children what they remember about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.1.4	A.2	If something happens to my computer, how can I fix it myself?	Basic Vocabulary Troubleshooting	Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).	As problems occur, gather the children's attention while reviewing and teaching them in the moment how to troubleshoot.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	Ongoing throughout the year
4	8.1.4	A.3	Where do things go when I save them?	Keyboarding	Input and access text and data, using appropriate keyboarding techniques or other input devices.	Review and teach the children how to save to the network, their folders, their teacher's folders and an individual computer.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Children's files saved to the correct place	40 minutes; Ongoing throughout the year
4	8.1.4	A.4	How can I get my thoughts together on one page?	Desktop Publishing	Produce a simple finished document using word processing software.	Review and teach the children how to use Microsoft Word to write a letter, poem or another published file.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
4	8.1.4	A.5	If I need to make a chart on the computer, how would I do that?	Excel	Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template	Review and teach the children how to use Microsoft Excel to create a chart using classroom data.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
4	8.1.4	A.6	I want to present information, sound and pictures. How can I accomplish that?	Power Point,	Create and present a multimedia presentation using appropriate software.	Review and teach the children how to use Microsoft Power Point and Introduce Movie Maker to create a slideshow or movie including pictures and sound	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
4	8.1.4	A.7	Once I save my file, how can I organize?	Basic Vocabulary	Create and maintain files and folders.	Review and teach the children how to create their own files and discuss how they can visualize folders like they use in their real life.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes
4	8.1.4	A.8	See 4.8.1.4 A.1	Basic Vocabulary	Use a graphic organizer.	Review and teach the children how to make and use their own graphic organizers	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year

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G	Standard	Strand			Students should be able to:				
4	8.1.4	A.9	See 4.8.1.4 A.1	Basic Vocabulary	Use basic computer icons.	Review and discuss basic vocabulary and teach children what icons are and how to use them	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.2.4	A.	Not Applicable	Basic Vocabulary	Refer to Science Standards 5.2 and 5.4.	Ask the children what they know about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.1.4	B.1	See 4.8.1.4 A.1	Basic Vocabulary Troubleshooting	Discuss the common uses of computer applications and identify their advantages and disadvantages.	Review and discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.1.4	B.2	What would happen if I did not follow rules on the computer and/or Internet?	Desktop Publishing Internet	Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: <ul style="list-style-type: none"> ▪ Internet access ▪ Copyrighted materials ▪ On-line library resources ▪ Personal security and safety issues 	Review and discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create a class rules on the Internet to help children realize what is and is not appropriate.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.1.4	B.3	See 4.8.1.4 B.2	Basic Vocabulary	Practice appropriate Internet etiquette.	Review and discuss the Acceptable Use Policy and the consequences when the rules are not followed. Together create class rules on the Internet to help children realize what is and is not appropriate.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.1.4	B.4	See 4.8.1.4 B.2	Basic Vocabulary Excel, Power Point, Publisher	Recognize the ethical and legal implications of plagiarism of copyrighted materials.	Review and discuss how the Internet can help and or hinder their ability to get and share information, and when it is appropriate to utilize.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year

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G	Standard	Strand			Students should be able to:				
4	8.1.4	B.5	How can I find information that will help me?	Basic Vocabulary Internet	Recognize the need for accessing and using information.	Assign the children a research topic and have them choose how they will present that information.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	40 minutes; Ongoing throughout the year
4	8.1.4	B.6	See 4.8.1.4 B.6	Basic Vocabulary Troubleshooting Internet	Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.	Have the children visit the school's homepage and visit the search engines provided. Have the children choose a search engine that will accommodate their needs.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	40 minutes; Ongoing throughout the year
4	8.1.4	B.7	See 4.8.1.4 B.6	Excel	Locate specific information by searching a database.	Have the children locate information from a template that already has specific information. Have the children create a chart or word document from the information they found.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	40 minutes; Ongoing throughout the year
4	8.1.4	B.8	See 4.8.1.4 B.6	Basic Vocabulary Internet	Recognize accuracy and/or bias of information.	Have the children review specific webpages. Discuss the validity of each site.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.1.4	B.9	What application or program should I use to meet my needs?	Basic Vocabulary Troubleshooting Excel, Power Point, Publisher	Solve problems individually and/or collaboratively using computer applications.	After re-introducing all applications, assign the children a specific topic. Allow the children to choose which application they think would be best to present the information. Discuss their decisions.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	40 minutes; Ongoing throughout the year
4	8.1.4	B.10	See 4.8.1.4 A.2	Basic Vocabulary Troubleshooting	Identify basic hardware problems and solve simple problems	As problems occur, gather the children's attention and teach them in the moment how to troubleshoot.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
4	8.2.4	B	Not Applicable	NA	Refer to Science Standards 5.2 and 5.4.	Not Applicable	NA	NA	NA
4	8.2.4	C	Not Applicable	NA	Refer to Science Standards 5.2 and 5.4.	NA	NA	NA	NA

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DISCIPLINE: Technology Literacy GRADE LEVEL: Grade 5

Objective Code			Essential Questions	Content	Instructional Objectives/ Skills	Activities and Differentiated Instruction	Level I, R, or S	Resource Assessment Tool	Timeframe Taught
G	Stand	Stand			Students should be able to:				
5	8.1.5	A.1	What makes up a Computer?	Basic Vocabulary	Use appropriate technology vocabulary.	Ask the children what they remember about what the computer can do for them. Discuss what they will do this year and have examples of what they will accomplish in technology.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	40 minutes; Ongoing throughout the year
5	8.1.5	A.2	If something happens to my computer, how can I troubleshoot it myself?	Troubleshooting	Use common features of an operating system (e.g., creating and organizing files and folders).	As problems occur, gather the children's attention while reviewing and teaching them in the moment how to troubleshoot.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation	Ongoing throughout the year
5	8.1.5	A.3	Where do things go when I save them?	Keyboarding	Demonstrate effective input of text and data, using touch keyboarding with proper technique.	Review and teach the children how to save to the network, their folders, their teacher's folders and an individual computer.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Children's files saved to the correct place	40 minutes; Ongoing throughout the year
5	8.1.5	A.4	How can I get my thoughts together on one page?	Desktop Publishing	Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.	Review and teach the children how to use Microsoft Word to write a letter, poem or another published file.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
5	8.1.5	A.5	If I need to make a chart on the computer, how would I do that?	Excel Word Publisher	Create documents with advanced text formatting and graphics using word processing.	Review and teach the children how to use Microsoft Excel to create a chart using classroom data.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
5	8.1.5	A.6	I want to present information, sound and pictures. How can I accomplish that?	Excel, Power Point, Publisher	Create a file containing customized information by merging documents.	Review and teach the children how to use Microsoft Power Point and Introduce Movie Maker to create a slideshow or movie including pictures and sound	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes; Ongoing throughout the year
5	8.1.5	A.7	Once I save my file, how can I organize?	Excel	Construct a simple spreadsheet, enter data, and interpret the information.	Review and teach the children how to create their own files and discuss how they can visualize folders like they use in their real life.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final Project	40 minutes
5	8.1.5	A.8	See 5.8.1.5 A.1	Power Point/ Movie Maker	Design and produce a basic multimedia project.	Review and teach the children how to use Power Point & Movie maker. For advanced students: Teach Dreamweaver.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation; Final	40 minutes; Ongoing throughout the year

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G	Stand	Stand			Students should be able to:				
R	ard	dard						Project	

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G	Stand	Stand			Students should be able to:				
5	8.1.5	A.9	See 5.8.1.5 A.1	Excel	Plan and create a simple database, define fields, input data, and produce a report using sort and query.	Have children create a chart, utilizing data that they collect input and sort.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	40 minutes; Ongoing throughout the year
5	8.1.5	A.10	See 5.8.1.5 A.1	Saving a File	Use network resources for storing and retrieving data.	Have students save a file onto Computer Class Folders (the network) and have them retrieve the file the next class.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	two 40 minute classes; Ongoing throughout the year
5	8.1.5	A.11	See 5.8.1.5 A.1	Excel, Power Point, Publisher	Choose appropriate electronic graphic organizers to create, construct, or design a document	Have children create an interactive graphic organizer that other students will use to create a document.	R,S	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	two 40 minute classes; Ongoing throughout the year
5	8.1.5	A.12	How do I make it easier for me to get to my documents or programs?	Shortcuts	Create, organize and manipulate shortcuts.	Teach children how to create shortcuts on the desktop, in my documents and on and from the network.	I,R	Vocabulary; Word Wall; Stickies with definitions; Word Splash; ongoing teacher facilitation & observation, final project	40 minutes; Ongoing throughout the year
5	8.2.5	A.1	See 5.8.1.5 B.2	Technology for the Real World	Describe the nature of technology and the consequences of technological activity.	Not Applicable	NA	NA	NA
5	8.2.5	A.2	See 5.8.1.5 B.2	Technology for the Real World	Describe how components of a technological product, system, or environment interact.	Not Applicable	NA	NA	NA
5	8.2.5	A.3	How can I find information that will help me?	Technology for the Real World	Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.	Not Applicable	NA	NA	NA
5	8.2.5	A.4	See 5.8.1.5 B.6	Technology for the Real World	Describe how technological activity has an affect on economic development, political actions, and cultural change.	Not Applicable	NA	NA	NA
5	8.2.5	A.5	See 5.8.1.5 B.6	Technology for the Real World	Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.	Not Applicable	NA	NA	NA
5	8.1.5	B.1	See 5.8.1.5 B.6	Technology for the Real	Demonstrate an understanding of how changes in technology impact the workplace and society.	Not Applicable	NA	NA	NA

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G	Stand	Stand			Students should be able to:				
R	ard	dard							
				World					
5	8.1.5	B.2	See 3.8.1.3 A.2	Appropriate uses	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	Not Applicable	NA	NA	NA
5	8.1.5	B.3	See 3.8.1.3 A.2	Appropriate uses	Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.	Not Applicable	NA	NA	NA
5	8.1.5	B.4	See 3.8.1.3 A.2	Appropriate uses	Describe and practice safe Internet usage.	Not Applicable	NA	NA	NA
5	8.1.5	B.5	See 5.8.1.5 B.6	Technology for the Real World	Describe and practice "etiquette" when using the Internet and electronic mail.	Not Applicable	NA	NA	NA
5	8.1.5	B.6	What application or program should I use to meet my needs?	Real World Technology	Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: On-line resources and databases Search engines and subject directories	Not Applicable	NA	NA	NA
5	8.1.5	B.7	See 3.8.1.3 A.2	Real World Technology	Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Not Applicable	NA	NA	NA
5	8.1.5	B.8	See 3.8.1.3 A.2	Real World Technology	Use computer applications to modify information independently and/or collaboratively to solve problems.	Not Applicable	NA	NA	NA
5	8.1.5	B.9	See 3.8.1.3 A.2	Troubleshooting	Identify basic hardware problems and demonstrate the ability to solve common problems.	Not Applicable	NA	NA	NA
5	8.1.5	B.10	See 3.8.1.3 A.2	Troubleshooting	Determine when technology tools are appropriate to solve a problem and make a decision.	Not Applicable	NA	NA	NA

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