



Queen of Heaven School

Growing in Faith, Knowledge and Grace

Hello and welcome to the 2014-2015 school year! The curriculum for computer technology class in fifth grade is meant to teach students about the history of technology, as well as a career in the field of technology and the components of computer hardware. Please take the time to review the curriculum below. I have also attached my grading policy as well as my code of conduct that is to be signed and returned.

I look forward to a positive, exciting and eventful year!

Sincerely,

Mrs. Bloom

Keep Calm and Tech On

5th Grade "Computer Technology: Inside and Out"

Introduction to the Computer and Chromebook Lab and AUP

Typing

- Refresher on typing using the advanced lessons of Typing Web as a warmup for the beginning of each class.

Understanding Plagiarism and Internet Copyright Law

- Introduction PowerPoint and Worksheet

Computer History

- Use Brainpop to introduce The History of Computer Technology. Discussion and questions addressed.
- Have the students chose one way technology has changed the way we work and compare it to how it was done in the past. Complete Read Write Think's Compare and Contrast <http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html>
- Students will research the history of the computer using a guided [Google Docs worksheet](#).
- Students will demonstrate their knowledge of their research by creating a timeline infographic using [PiktoChart](#)

Computer Hardware

- Using the [GFC Online Learning tutorial 1: What is a Computer](#) and [GCF Online Learning Lesson 7: Inside the PC](#) and [Kids-Online is a great resource!](#) Create a group Wiki defining various hardware and technological components of the computer.
- "Dissection of a Desktop Computer" Students will take a part a desktop computer case and photograph their findings and add it to their group Wiki.
- Quiz on parts of the computer using Mrs. Bloom's Website

Technology Careers

- Use the Internet to research a career in the technological field and complete a digital worksheet to answer guided questions
- Use [PowToon](#) to create a presentation about their selected career.
- Create a brief resume and go on a "professional interview."

Fifth Grade Learning Standards covered via the above curriculum:

ISTE NETS*S Standards Met

❖ Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

❖ Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems

❖ Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

❖ Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation
- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions
- Use multiple processes and diverse perspectives to explore alternative solutions

❖ Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship

❖ Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- d. Transfer current knowledge to learning of new technologies

Common Core Standards

"Students who are college and career ready employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."

- 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
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 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.
- W.5.2 A Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- W.5.2. B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2 C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2. D Use precise language and domain-specific vocabulary to inform about or explain the topic.



Queen Of Heaven

Roman Catholic Elementary School

K-8th Grade Computer Education

Mrs. Bloom

Grading Policy and Procedures

Most projects in computer class for fifth grade are spread over a few classes and require more time. For large projects, students will be graded at a halfway point to ensure proper comprehension of instructions/skills and to make certain that student success is at the forefront. They will then be re-assessed at the completion of the project.

Students are continuously evaluated based on the skills being addressed. Rubrics are used for grading in all aspects of my computer technology classes. Before submitting their project, students are required to “check off” their rubric as they complete their assignment.

Sample of Rubric:

Project Criteria	Did you meet it?	Score
The Powtoon Animation is error free and is well written?		_____/25
The Powtoon Animation addresses the problems of Cyberbullying that is easy to understand? (*Explain at least two problems)		_____/10
The Powtoon Animation explains what you can do if you are a victim or witness a friend who is being Cyberbullied? (*Explain at least two ways)		_____/10

Grades are weighted accordingly:

Participation 10% Project Checkpoints 25% Skills Assessed 15% Major Projects 50%

No homework is required at the fifth grade level. Because of the importance of technology and making certain that fifth grade skills are acquired, the student may be asked to complete assignments at home/stay after to complete an assignment if they fall behind or do not complete an assignment on the due date. Late assignments will acquire point deductions.



K-8th Grade Computer Education

Mrs. Bloom

Code of Conduct

Respect³

(Respect to the 3rd Power)

- ✓ **Respect** and be courteous to all adults that enter the computer lab.
- ✓ **Respect** one another.
- ✓ **Respect** the technological equipment and furnishing in the computer lab.

In addition:

- ✓ *You will come prepared and ready to learn each and every computer class and make certain that all assignments are completed on time!!!!*
- ✓ *You will also abide by the computer Acceptable Use Policy.*

Your Rights & Responsibilities

You have the right to:

- *A safe learning environment
- *Make choices
- *Your own thoughts and ideas
- *Be treated fairly
- *Be yourself

You are responsible for:

- *Maintaining a safe learning environment
- *The consequences for your choices
- *Respecting others
- *Your own actions

Consequences if you chose to break a rule:

First Time: Name written on teacher's personal board and a warning will be given.

Second Time: One check after your name and I will speak with your homeroom teacher and you will receive a demerit.

Third Time: A second check is placed after your name, I will speak with your homeroom teacher and a phone call will be placed at home.

Fourth Time: Third Check after your name, possible after school detention and a student discipline referral will be written and given to Mrs. Damico

Parents, please review with your child and sign below. Forms are due by your child's next computer class. Thank you.

I have read and understood Mrs. Bloom's Code of Conduct and Grading Policy

Parent Signature

Date

Parent Name

Student Signature

Date

Student Name and Grade

