Curriculum Map: 5th Grade Technology

Course: Computer5 Sub-topic: Computer

Grade(s): 5

Course Description:

The 5th grade technology curriculum is designed to provide students with a foundation in computer literacy and essential technology skills. The curriculum is aimed at helping students develop proficiency in basic computer operations, keyboarding, and file management. Additionally, students will learn how to use digital tools for research, communication, and multimedia projects.

Throughout the year, students will explore topics such as coding, digital citizenship, online safety, and the ethical use of technology. They will be introduced to coding concepts using block-based coding tools such as Scratch, and will learn how to create simple programs and games.

Students will also learn how to use technology for research, using search engines and databases to gather information, evaluate sources, and cite their findings. They will practice effective communication through digital tools such as email, messaging apps, and collaborative tools like Google Docs.

Unit: Presentation Software, Graphic Organizers, Google Content Keyboard Functions

Timeline: Week 1 to 8

Unit Description: Students will use multiple types of presentation software to deliver meaningful content from classroom instruction. Students will also review keyboard applications and shortcuts from Google Software developed from previous content.

Unit Materials:

Prezi

Google Slides

MS PowerPoint

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.3.6.6-8.G (Advanced)	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

This Curriculum Map Unit has no Topics to display

Unit: 3D Printer Exploration

Timeline: Week 5 to 9

Unit Description: Students will incorporate basic CAD design elements from Cloud based software and later produce a physical project using the districts' 3D printers.

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.3.5.6-8.B (Advanced)	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
CC.3.5.6-8.I (Advanced)	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
CC.3.6.6-8.F (Advanced)	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
CC.3.6.6-8.I (Advanced)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

This Curriculum Map Unit has no Topics to display

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Modern Apps For Movie Editing
Timeline: Week 49

Unit Description: Students will utilize WeVideo, I-Movie and Apple Clips to create projects that will be used for both presentation and informational content delivery.

This Curriculum Map Unit has no Topics to display

Unit: Coding with Sphero Robots
Timeline: Week 3

Unit Description: Students will use block coding (Sphero EDU) with Scratch to drive robots through a designed course.

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.3.5.6-8.F (Advanced)	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	
CC.3.5.6-8.G (Advanced)	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
CC.3.6.6-8.B (Advanced)	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ? Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ? Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ? Use precise language and domain-specific vocabulary to inform about or explain the topic. ? Establish and maintain a formal style and objective tone. ? Provide a concluding statement or section that follows from and supports the information or explanation presented.	

This Curriculum Map Unit has no Topics to display

Unit: Career Crusing Choices
Timeline: Week 12

Unit Description: Students must meet all state and district requirements pertaining to safe digital citizenship. Current online provider is Neptune Navigate.

Individual sections include Digital Citizenship, Cyberbullying, Digital Footprint, Media Literacy, Cyber Awareness and Age Appropriateness.

Unit Materials: Neptune Navigate Software

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.3.5.6-8.G (Advanced)	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
CC.3.6.6-8.E (Advanced)	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
CC.3.6.6-8.H (Advanced)	Draw evidence from informational texts to support analysis reflection, and research.	

This Curriculum Map Unit has no Topics to display