

FIFTH GRADE

By the end of the fifth grade students will do the following:

Standard 1 - Basic Operations and Concepts

General

- Demonstrate optimal posture and position at the computer workstation.
- Eyes level with the text on the monitor
- Shoulders down, arms relaxed
- Elbows level with keyboard
- Feet and lower back supported
- Fingers curved
- Wrists slightly elevated

➤ Use developmentally appropriate keyboard techniques.

- Home row finger placement
- Guidelines from typing program
- 3. Demonstrate appropriate use of special keys.

- *Shift*, arrow, spacebar, *Backspace*, *Enter*
- *Shift*, arrow, spacebar, *Backspace*, *Enter*
- *Esc*, *Tab*
- *Ctrl*, *Alt*, *Del*, *Ins*
- *Home*, *End*, *Pgup*, and *Pgdn*

Terminology

➤ Utilize developmentally appropriate and accurate terminology to communicate effectively in a technological society.

- Login (log- in)
- Cursor
- Icon
- Scroll bar
- Hour glass/busy
- Word processing
- Internet
- Maximize
- Network
- Folder/directory
- Open file
- Minimize
- Edit.
- Hardware
- Software
- Copyright
- Software piracy
- License agreement
- Computer manual
- File

- Telecommunication
- Multimedia
- Desktop publishing

Computer Hardware

- Use a variety of media and technology resources for directed and independent learning activities across the curriculum.
- Demonstrate correct procedures for opening, closing, and saving files using menu options and commands in appropriate grade/subject instructional software.
- Identify computer hardware components and peripheral devices.
- Keyboard and mouse
- Monitor/screen
- Printer
- CD-ROM
- Headphones and speakers
- CPU
- Hard drive
- Floppy drive
- Disk
- File server
- Digital camera
- Scanner
 - Demonstrate appropriate use of hardware (input/output devices) and media.
- Keyboard and mouse
- Computer disks
- CD-ROM
- Off/on switches
- Printer

Operating Systems

- Utilize an operating system efficiently.
 - Start up and shut down--Turn hardware on/off independently
 - Operating system (Example: Windows) menu items and commands/options
- Examples: *File, Edit, View, Help*

Networking

- Practice responsible use of networked computer.
- Use log- in numbers/names
- Use *Log Off*
- Use *Shut Down*
- Use network printers
- Save files to individual home directories
- Use multiple storage drives
- Access on- line information for instruction
- Access information from a folder/directory

- Send and receive electronic mail

File Management

- Use basic computer management skills.

- Access and exit software
- Manage files (save, retrieve)

Basic Trouble Shooting

- Describe correct procedures for troubleshooting simple hardware and software problems.

Examples: adding paper, rebooting system, following classroom troubleshooting guidelines

Standard 2 - Social, Ethical, and Human Issues

Information Ownership

- Interpret copyright laws and policies with regard to ownership and use of electronic information.

- Respect the privacy of all users through the use of security rules
- Interpret copyright laws
- Interpret fair use policies .Fifth Grade-4

Asterisk indicates a new skill.

Italicized words indicate special key names and computer commands.

Responsible Use

- Demonstrate proper care of hardware (computer, peripherals, other equipment) and media.

Examples: clean hands, clean work area, no magnets, drink, or food around computer

- Discuss basic issues related to responsible use of technology systems and software and information including personal consequences of inappropriate use.

Examples: use of login numbers/names, turning the computers on/off independently, accessing and exiting software

- Identify and practice legal and ethical behaviors when using information and technology.

- Obey copyright laws
- Use appropriate computer netiquette
- Use Internet appropriately
- Obey fair use policies
 - Understand and follow the Technology Usage Policy.

Implications of Technology Use

- Identify areas in which technology has impacted human lives.

Examples: transportation, communication, nutrition, sanitation, health care, entertainment

- Discuss the advantages and disadvantages associated with common uses of technology in daily life.

Standard 3 - Technology Productivity Tools

- Utilize productivity/multimedia tools and peripherals to support personal productivity, group collaboration, communication, and learning throughout the curriculum.

- Word processing software
- Telecommunications
- Presentation/authoring software

- Web tools
- Digital cameras
- Scanners

Word Processing

- Explain uses and advantages of word processing
 - Use appropriate techniques for producing word processing documents.
 - Create and save a new document
 - Identify intended use
 - Use *New*
 - Use *Save* and *Save As*
 - Open, view, print, and close documents
 - Use *Open*
 - Print entire file
 - Use *Print Preview*
 - Print selected parts
 - Use *Close*
 - Format documents
 - Select font style and size
 - Space words
 - Indent
 - Justify text
 - Set tabs
 - Space lines
 - Change case
 - Edit text
 - Change font style and size
 - Select text
 - Cut, copy, paste, and delete text
 - Use spell check
 - Use thesaurus
 - Use desktop publishing techniques
 - Insert graphics
 - Size graphics
 - Use word processor in real world context
 - Write stories or poems
 - Type reports
 - Generate letters
- ### **Multimedia Authoring**
- Use a variety of media and technology resources to produce developmentally appropriate multimedia products across the curriculum.

Examples: autobiography, stories using word processor, brochures, newspapers, slide presentations, web pages, digital or video presentations

- Prepare an electronic presentation
 - Create and edit slides/screens
 - Add and edit text (font, size, color)
 - Create an electronic presentation using research in a real world context.
- Create or change the look of presentation
 - Customize the background using color or picture
 - Arrange objects on the slide/screen
 - Insert graphics, clip art, digital pictures, paint, and/or original scanned artwork
 - Use Word Art to enhance titles or to create original art
- Customize
 - Add slide transitions to slide show
- Save
 - Use *Save* to store a presentation as a new and/or existing file
 - Use *Save As* to save the presentation to a new location
 - Example: saving to shared directory for use during class presentation
 - Close presentation

Standard 4 - Technology Communication Tools

Presentations

- Demonstrate proficiency in presenting multimedia projects.
- Open an existing multimedia project
- Practice presentation skills for audience (use of microphone, posture, delivery skills)
- Deliver presentation using projection device

Communications Applications

- Use telecommunications and other media to collaborate and interact with peers and other audiences, following appropriate laws and regulations.
- Example: on- line curriculum projects such as describing the environment

Standard 5 - Technology Research Tools

- Use the Internet to access information.
- Use appropriate (content specific) on- line resources to support learning and research.
- Utilize information from locally approved websites
- Identify appropriate resources
- Identify need for information
- Search electronic card catalogs, , electronic dictionaries, encyclopedias, and almanacs as appropriate
- Search the Internet using developmentally appropriate search engines
- Define search parameters
 - Apply appropriate techniques for information retrieval.
- Key words
 - Identify useful information from a search.
- Relate search results to class or individual assignments
- Evaluate for accuracy, relevance, and appropriateness
 - Take notes and paraphrase from a search.
 - Cite electronic sources appropriately.

Standard 6 - Technology Problem-Solving and Decision-Making Tools

- Utilize technology for solving problems.
- Discuss the use of technology as a resource for solving a variety of tasks.
- Select appropriate technology tools and resources to address a variety of tasks and problems.

Examples: Internet portals, calculators, video, software