

WESTSIDE MIDDLE SCHOOL 5TH GRADE INPUT TECHNOLOGIES CURRICULUM MAP

Teacher: Cavanaugh

Unit Goal: Standard 1.0 Review touch typing technique (Weeks 1-18)		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
<p>Performance Indicators 1.1 Review touch typing technique 1.1.1 Demonstrate touch method to alpha-numeric keys/symbols</p> <p>CCSS—W5-6 use tech. & Internet...keyboarding skills...to produce 2 pp. of text....single sitting</p>	<p>Alphanumeric keys Numeric keys Symbols Technique</p>	<p><i>The student will....</i> key words, phrases, sentences, numbers, and paragraphs while applying correct technique</p>
Activities	Assessments	Resources
<p>Use computers to key Use online resources for additional practice Microtype</p>	<ul style="list-style-type: none"> ● Observe technique skills ● Use technique checklist to document skill level ● Quiz to test understanding of technique terminology 	<p>**The following link provides online resources for all units of study for Input Technologies curriculum.</p> <p>http://arkansastechteachers.weebly.com/input-technologies.html</p>

Unit Goal: Standard 2.0 Online Living (Weeks 19 -22)		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
<p>Performance Indicators 2.1 2.1 Explain how to perform an online search 2.1.1 Discuss how to use computers and the Internet safely, legally and responsibly</p> <p>CCSS SL6-8.1 ...adapt to technology; Internet...speed at which connections are made for speaking, listening, reading and writing</p>	<p>Internet research Internet safety Cyberbullying Digital citizenship Cybersafety Copyrights</p>	<p><i>The student will...</i></p> <ul style="list-style-type: none"> • use available resources to explore Internet safety issues • design a poster to illustrate assigned category on Internet safety (group work) • compare and contrast two websites on Internet safety
Activities	Assessments	Resources
<p>Cornell Notes, T-Charts, etc., to document Internet research Posters—Internet Safety Venn diagram to compare two websites</p>	<p>Completed research documents Poster, quality, and presentation Venn Diagram Vocabulary Quiz Check-off points</p>	<p>Guest Speaker Internet www.commonsense media.org, isafe.org, www.netsmartz.org, etc. http://arkansastechteachers.weebly.com/input-technologies.html</p>

Unit Goal: Standard 3.0 Text Formatting (Weeks 23-26)

Frameworks / CCSS	Content (<i>Noun</i>)	Skills (<i>Verb</i>)
<p>Performance Indicator 3.1 Explain formatting text 3.1.1 Demo. text formatting features— --bold, italics, and underline --change fonts, font size, and font colors</p> <p>CCSS—W5-2a ...use Internet to produce writing...collaborate with others...command of keyboarding skills...key two pages in single sitting</p> <p>Performance Indicator 3.2 Explain formatting paragraphs 3.2.1 Demo paragraph formatting features: --alignment: left, center, right, justify --line spacing: single, double</p> <p>CCSS—W5-2a ...use Internet to produce writing...collaborate with others...command of keyboarding skills...key two pages in single sitting</p> <p>Performance Indicator 3.3 3.3.1 Demonstrate page setup features --apply landscape and portrait orientation --change margins and vertical alignment</p> <p>CCSS—W5-2a ...use Internet to produce writing...collaborate with others...command of keyboarding skills...key two pages in single sitting</p>	<p>Format Horizontal and vertical alignment Line spacing Landscape Portrait Page setup margins</p>	<p><i>The student will....</i></p> <ul style="list-style-type: none"> ● key a list of words and apply different font styles to each word ● use formatting features to enhance the document <ul style="list-style-type: none"> ● using a previously keyed report, apply various types of alignment and line spacing ● create a flyer for a school or community event <ul style="list-style-type: none"> ● revise flyer pages to demonstrate page setup features ● create an invitation to a birthday party

Activities	Assessments	Resources
<p>Vocabulary builder exercise Use keyed vocabulary drill to practice formatting techniques Acrostic exercise to improve formatting skills Worksheet to practice different alignment technique Create a flyer—modify page setup (draft, revise, edit) Create an invitation to practice a variety of setup features (draft, revise, edit)</p>	<p>Completed projects Quality of projects Vocabulary Quiz</p>	<p>http://arkansastechteacher.s.weebly.com/input-technologies.html Online examples Youtube</p>

Unit Goal: Standard 4.0 Basic Document Formatting Skills (Weeks 27-31)

Frameworks / CCSS	Content (<i>Noun</i>)	Skills (<i>Verb</i>)
<p>Performance Indicator 4.1 Explain proofreader’s marks 4.1.1 Identify and apply proofreader marks and review comments on keyed copy CCSS—W5-2a ...use Internet to produce writing...collaborate with others...command of keyboarding skills...key two pages in single sitting</p> <p>Performance Indicator 4.2 Explain correct memorandum/e-mail format 4.2.1 key memorandums/emails using proper email etiquette CCSS—W6-8.1c, W6-8.1d, W6-8.8 Gather relevant data from multiple print and digital resources, integrate and avoid plagiarism...provide basic source credit</p> <p>Performance Indicator 4.3 Explain unbound report format with without title page and reference page 4.3.1 Key unbound report with/without title page, reference page, and inserted page numbers CCSS—W6-8.1c, W6-8.1d, W6-8.8 Gather relevant data from multiple print and digital resources, integrate</p>	<p>Proofread Proofreader marks Rough draft</p> <p>Memorandum, email, etiquette</p> <p>APA/MLA formats, unbound report, title page, reference page, inserted page numbers</p>	<p><i>The student will...</i></p> <ul style="list-style-type: none"> ● Key a paragraph from a rough draft with proofreader’s marks and comments ● Analyze a paragraph marking errors using the correct proofreader’s marks <ul style="list-style-type: none"> ● key a model memo from a teacher-provided document ● research email etiquette ● compose a memo (ex. community service project) ● compose an email to a friend (ex. effects of cyberbullying) <ul style="list-style-type: none"> ● key an unbound report from a teacher-provided document ● collaborate with a core subject-area teacher to develop a topic, complete research on the topic, and compose a final report using the preferred style of report (MLA or AP”A), as determined through collaboration with core subject-area teacher

<p>and avoid plagiarism...provide basic source credit</p> <p>Performance Indicator 4.4 Explain letter format for block style personal/business letter using open/mixed punctuation</p> <p>4.4.1 Key block style personal/business letter using open/mixed punctuation</p> <p>CCSS—W6-8.1c, W6-8.1d Gather relevant data from multiple print and digital resources, integrate and avoid plagiarism...provide basic source credit</p>	<p>Personal/business letter Open/mixed punctuation Block style letter</p>	<ul style="list-style-type: none"> ● key a personal/business letter from a teacher-provided document ● Compose a letter (ex.: to the principal presenting a logical argument for a longer recess).
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Activities	Assessments	Resources
<ol style="list-style-type: none"> 1. Name and draw proofreader marks, use proofreader marks to correct an existing document—peer check, key document and correct, peer check final copy 2. Research email or memo topic 3. Complete note-taking using assigned method 4. Draft email, share with neighbor, edit, key final copy 5. Key an unbound report 6. Research a topic, write a report draft, revise, edit and key, proofread and edit 	<p>Formative Observation Check off points Questioning Red, yellow, green understanding</p> <p>Summative Completed products: Formatted paragraph Memorandum/email Report</p>	<p>http://arkansastechteachers.weebly.com/input-technologies.html</p> <p>Keyboarding Text Examples</p>

Unit Goal: Standard 5.0 Formatting Columns and Tables (Weeks 32-34)

Frameworks / CCSS	Content (Noun)	Skills (Verb)	
<p>Performance Indicator 5.1 Explain column documents 5.1.1 Key column documents CCSS—W6-8.1c, W6-8.1d, W6-8.8 Gather relevant data from multiple print and digital resources, integrate and avoid plagiarism...provide basic source credit</p> <p>Performance indicator 5.2 Explain Table Documents 5.2.1 Key table documents CCSS—W6-8.1c, W6-8.1d Gather relevant data from multiple print and digital resources, integrate and avoid plagiarism...provide basic source credit</p>	<p>Columns Horizontal Vertical Graphics Design tips</p> <p>Table</p>	<p><i>The student will...</i></p> <ul style="list-style-type: none"> ● Key a document containing columns from a teacher-provided document ● Convert a report to a two-column document ● Design and create a newsletter using chosen topic/possible group work ● Key table from a teacher-provided document ● Create your own table wish list that contains the name of the item, item description, and the cost 	
Activities		Assessments	Resources
<p>Create a document that consists of columns Enter data into the columns using different alignment techniques</p> <p>Create table documents and input data</p>		<p>Exit slips Red, yellow, green for understanding Completed documents</p>	<p>http://arkansastechteachers.weebly.com/input-technologies.html</p> <p>Keyboarding Text Examples</p>

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Unit Goal: Standard 6.0 Multimedia (Weeks 35-36)		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
Performance Indicator 6.1 Create a Presentation 6.1.1 Plan and format a presentation using transitions, graphics, animations, design template/theme, and slide layout	Presentation Multimedia Transitions Animations Design Template Themes Layout views Presentation software examples: PowerPoint, Prezi, Animoto, Keynote	<i>The student will...</i> <ul style="list-style-type: none"> organize and create a presentation on a favorite hobby or content specific subject.
Activities	Assessments	Resources
--view quality presentations that illustrate the techniques listed above --add these techniques to an existing presentation --plan and create your own presentation of an agreed upon topic or choose from a list	Check off—on track/engaged Completed project Vocabulary builder complete	http://arkansastechteachers.weebly.com/input-technologies.html Keyboarding Text Examples

