

2021-22 Scope and Sequence Technology Applications – Fourth Grade

Cycle 1	27 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Aug 23 - Oct 1	
Overview		
<p>Online Safety & Digital Citizenship: Online Safety & Digital Citizenship curriculum teaches students how to be safe by educating them about online safety, the responsible use of technology and digital fair use rules.</p> <p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess a student's typing strengths and prescribe custom typing activities to meet their individual needs.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Online Safety & Digital Citizenship Weeks 1-5	<p>Week 1: LCOM (D) Acceptable Use Policies (30 min)</p> <p>LCOM (AE) Acceptable Use Policies Reflection (5 min)</p> <p>Week 2: LCOM (AE) Computer Rules Skit (60 min)</p> <p>Week 3: LCOM (Pre-Skills Check) Online Safety Skills Check- Level 4 (Pre) (15Min)</p> <p>LCOM (L) Cyberbullying: Vocabulary Introduction - Level 4 (3 min)</p> <p>Cyberbullying: Vocabulary Interactive Practice - Level 4 (15 min)</p> <p>Cyberbullying: The Impostor - Level 4 (5 min)</p> <p>Cyberbullying: What To Do If An Imposter Chooses You - Level 4 (5 min)</p>	<p>Online Safety & Digital Citizenship: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively. (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print. 3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment. (E) follow the rules of digital etiquette. (F) practice safe, legal, and responsible use of information and technology; and (G) comply with fair use guidelines and digital safety rules.</p> <p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) practice safe, legal, and responsible use of information and technology; 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p>



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Keyboarding Week 6	<p style="text-align: center;">Week 4: Cyberbullying: Sharing the Dangers of Cyberbullying - Level 4 (40 min)</p> <p style="text-align: center;">Week 5: Common Sense Education via LCOM (L) Be a Super Digital Citizen (45 min) <i>*Stand-alone Student Video included for student direct access & viewing (2 min)</i></p> <p style="text-align: center;">Week 6: LCOM (L) Home Row (13 min)</p> <p style="text-align: center;">LCOM (GP) Home Row: F & J (2 min)</p> <p style="text-align: center;">LCOM (GP) Home Row: D, K, J & F (2 min)</p> <p style="text-align: center;">LCOM (GP) Home Row: S & L (2 min)</p> <p style="text-align: center;">LCOM (GP) Home Row: A & ; (3 min)</p> <p style="text-align: center;">LCOM (GP) Home Row: Add G & H (5 min)</p> <p style="text-align: center;">LCOM (GP) Home Row: Review Home Row (8 min)</p>				
	Vocabulary				
Week 1 username password network Help acceptable unacceptable intellectual property online	Week 2 Computer Oral Presentations	Week 3 online communication ethical cyberbully acceptable use netiquette technology safety bully empathy online safety	Week 4 online communication cyberbully empathy online safety bully	Week 5 common sense education upstander cyberbullying digital citizen acceptable use ethical netiquette technology safety communication online cyberbully	Week 6 finger placement letters key reach keys keyboarding posture home row keys touch keys punctuation keyboard muscle memory home row typing



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<p>Online Safety and Digital Citizenship Weeks 5-6</p>	<p>LCOM (L) Software Fundamentals: Using Program Menus and Toolbars (25 min)</p>	<p>student researches and evaluates projects using digital tools and resources. The student is expected to: (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) evaluate student-created products through self and peer review for relevance to the assignment or task</p>
	<p>Week 4: LCOM (L) Software Fundamentals: Software, Buttons and Controls (25 min)</p>	<p>3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment (D) protect and honor the individual privacy of oneself and others (F) practice safe, legal, and responsible use of information and technology</p>
	<p>LCOM (Post Skills Check) Computer Fundamentals: Skills Check- Level 5 (Post) (15 min)</p>	<p>(G) comply with fair use guidelines and digital safety rules. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions;</p>
	<p>Week 5: LCOM Adaptive Keyboarding (10 min)</p>	<p>(A) navigate systems and applications accessing peripherals both locally and remotely</p>
	<p>LCOM (Pre-Skills Check) Internet Usage & Online Communication Skills Check- Level 5 (Pre) (15 min)</p>	
	<p>LCOM (L) Online Communication: Using Digital Collaboration Tools (15 min)</p>	
<p>Week 6: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L)</p>		



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	Internet Usage: Browsing on the Internet (15 min) LCOM (L) Internet Usage: URLs and Websites (15 min)	
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Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
finger placement key touch keyboarding accuracy keyboard speed keyboarding network computer software technology hardware troubleshoot	component analog input device data storage device processor digital output device	menu save help tool print toolbar open	spreadsheet software controls browser dialog box buttons word processing database slideshow presentation software	ethics internet browsing blogs online etiquette searching personal learning network technology digital collaboration tool digital data media instant messaging digital collaboration video conference digital environment digital device software learning community hardware	hyperlink URL software website scroll bar home page web browser World Wide Web web page download Internet dialog box bookmark Uniform Resource Locator server error message HTML



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Cycle 3	30 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Nov 15 – Jan 14	
Overview		
<p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student's typing strengths and prescribe custom typing activities to meet their individual needs.</p> <p>Computer Science (formerly Computational Thinking and Coding Basics): This unit contains items that help students develop computational thinking skills in preparation for learning to write code and solve other problems. It also includes some introductory coding instruction with the first 10 coding challenges from EasyCode Foundations.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Computer Science Weeks 1-6	<p>Week 1 LCOM Keyboarding Adventure (10 min)</p> <p>LCOM (Pre-Skills Check) Computational Thinking Skills Check- Level 4 (Pre) (15 min)</p> <p>LCOM (L) Algorithms (15 min)</p> <p>Week 2 LCOM (L) Modeling (15 min)</p> <p>Begin LCOM (AE) Bedroom Blueprint (25 min)</p> <p>Week 3 Finish LCOM (AE) Bedroom Blueprint (25 min)</p> <p>LCOM (Post-Skills Check) Computational Thinking Skills Check- Level 3 (Post) (15 min)</p>	<p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p> <p>Computer Science (formerly Computational Thinking and Coding Basics):: 3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues. 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (A) identify information regarding a problem and explain the steps toward the solution; 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (D) troubleshoot minor technical problems with hardware and software using available resources such as online help</p>



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	<p>Week 4 LCOM Virtual Robotics: Getting Started Let's Get Started: (30-45 min)</p> <p>Week 5: LCOM Virtual Robotics: Getting Started Let's Get Started: (30-45 min)</p> <p>Week 6: LCOM Free Play <i>Student choice</i></p>	and knowledge bases			
Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
flowchart patterns problem solving algorithm solutions diagram computational thinking input output	computational thinking modeling representation flowchart decomposition simulation variables prototype data binary data digital tool units of data binary model Careers Data model Writing Drawing Architecture Design Spreadsheet	patterns solutions diagram algorithm flowchart problem solving	simple loop structure computational thinking robotics programming problem solving coding critical thinking sequence	simple loop structure computational thinking robotics programming problem solving coding critical thinking sequence	(will vary)



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Cycle 4	27 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Jan 19 – Feb 25	
Overview		
<p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student's typing strengths and prescribe custom typing activities to meet their individual needs.</p> <p>Online Safety and Digital Citizenship (formerly Internet Usage & Online Communication): The Internet Usage and Online Communication unit teaches students vital skills for successfully navigating and searching the World Wide Web such as browsing basics, keyword searches, research strategies, information sourcing and ethics, and examination of information validity. Students also learn the basics of online communication such as email, instant messaging, blogs, community sites, podcasting, and digital collaboration.</p> <p>IT Fundamentals (formerly Hardware/Software Fundamentals): Hardware and Software Fundamentals teaches students about computer systems, hardware and software, including the ethical use issues surrounding them.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Keyboarding Week 1 Online Safety & Digital Citizenship Week 1 IT Fundamentals Weeks 2-4	<p>Week 1: LCOM (L) Number Row (12 min)</p> <p>LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM Information literacy: Vocabulary Introduction - Level 4 (2 min)</p> <p>LCOM Information literacy: Vocabulary Practice - Level 4 (10 mins)</p> <p>LCOM Information literacy: Murphys' Bakery Blues- Level 4 (5 min)</p> <p>LCOM Information literacy: C.A.R.P. Practice - Level 4 (10 mins)</p> <p>Week 2: LCOM Adaptive Keyboarding (10 min)</p>	<p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) practice safe, legal, and responsible use of information and technology; 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p> <p>IT Fundamentals (formerly Hardware and Software Fundamentals): 3-5.1. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources; (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and (C) use virtual environments to explore systems and issues. 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and</p>



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	<p>LCOM (Pre-Skills Check) Computer Fundamentals: Skills Check- Level 4 (Pre) (15 min)</p> <p>LCOM (L) Software Fundamentals: Windows and Controls (12 min)</p> <p>Week 3: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Software Fundamentals: Toolbars and Menus (12 min)</p> <p>LCOM (L) Hardware Fundamentals: Network Basics (12 min)</p> <p>Week 4: LCOM (L) Software Fundamentals: Software and File Formats (12 min)</p> <p>LCOM (L) Hardware Fundamentals: Mobile Devices (15 min)</p> <p>LCOM (Post Skills Check) Computer Fundamentals: Skills Check- Level 4 (Post) (15 min)</p>	<p>resources. The student is expected to: (A) identify information regarding a problem and explain the steps toward the solution; 3-5.6. Technology operations and concepts.</p> <p>Online Safety and Digital Citizenship (Internet Usage & Online Communication): 3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues. 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (C) collaborate effectively through personal learning communities and social environments (D) select and use appropriate collaboration tools; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files. 3-5.3. Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) use various search strategies such as keyword(s); the Boolean identifiers and, or, and not; and other strategies appropriate to specific search engines; collect and organize information from a variety of formats, including text, audio, video, and graphics (C) validate and evaluate the relevance and appropriateness of information; and (D) acquire information appropriate to specific tasks. 3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) evaluate student-created products through self and peer review for relevance to the assignment or task 3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment (D) protect and honor the individual privacy of oneself and others (F) practice safe, legal, and responsible use of information and technology (G) comply with fair use guidelines and digital safety rules. 3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions; (C) navigate systems and applications accessing peripherals both locally and remotely</p>
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Online Safety & Digital Citizenship Weeks 5-6	<p>Week 5: LCOM Adaptive Keyboarding (15 min)</p> <p>LCOM (Pre-Skills Check) Internet Usage & Online Communication Skills Check-Level 4 (Pre) (15 min)</p> <p>Week 6: LCOM Adaptive Keyboarding (15 min)</p> <p>LCOM (L) Internet Usage: Online Information Basics (15 min)</p>	
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Vocabulary

Week 1	Week 2	Week 3	Week 4		Week 5	Week 6
number row keys keyboard punctuation lower row keys finger placement keyboarding numbers letters reach keys key touch keys posture touch keyboarding accuracy speed perspective information literacy relevant fact accurate opinion information credible vocabulary	computer technology hardware software troubleshoot network scroll bar maximize dialog box minimize text box radio button resize restore windows spinner dropdown menu checkbox	symbols online help toolbar icon properties menu mouseover internet cross-platform intranet online network WAN intellectual property LAN compatibility	exit name print file format select software software save close wireless wifi collaboration video chat communication photos GPS	privacy policy smartphone compass gyroscope email videos phablet cloud accelerometer Mobile device virtual keyboard app web research tablet touchscreen	blogs ethics technology online etiquette browsing digital personal learning network internet searching	website hyperlinks web page Internet World Wide Web



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Cycle 5	33 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Feb 28 - Apr 22	
Overview		
<p>Online Safety and Digital Citizenship (formerly Internet Usage and Online Communication): The Internet Usage and Online Communication unit teaches students vital skills for successfully navigating and searching the World Wide Web such as browsing basics, keyword searches, research strategies, information sourcing and ethics, and examination of information validity. Students also learn the basics of online communication such as email, instant messaging, blogs, community sites, podcasting, and digital collaboration.</p> <p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student's typing strengths and prescribe custom typing activities to meet their individual needs.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Online Safety and Digital Citizenship (formerly Internet Usage and Online Communication) Weeks 1-6</p> <p>Keyboarding Weeks 1-6</p>	<p>Week 1: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Browsing and URLs (15 min)</p> <p>LCOM (L) Safe and Effective Online Searches (15 min)</p> <p>Week 2: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Research, Resources and Ethics (15 min)</p> <p>LCOM (L) Sending Email Messages (12 min)</p> <p>Week 3: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Responding to Email Messages (8 min)</p>	<p>Online Safety and Digital Citizenship (formerly Internet Usage & Online Communication):</p> <p>3-5.1. Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) use virtual environments to explore systems and issues.</p> <p>3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (C) collaborate effectively through personal learning communities and social environments (D) select and use appropriate collaboration tools; (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.</p> <p>3-5.3. Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) use various search strategies such as keyword(s); the Boolean identifiers and, or, and not; and other strategies appropriate to specific search engines; collect and organize information from a variety of formats, including text, audio, video, and graphics (C) validate and evaluate the relevance and appropriateness of information; and (D) acquire information appropriate to specific tasks.</p> <p>3-5.4. Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) evaluate student-created products through self and peer review for relevance to the assignment or task</p> <p>3-5.5. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social</p>



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	<p>LCOM (Quiz) Email Basic Unit Quiz (15 min)</p> <p>LCOM (L) Using Digital Collaboration Tools (15 min)</p> <p>Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (Post Skills Check) Internet Usage & Online Communication Skills Check- Level 4 (Post) (15 min)</p> <p>Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (CSE Lesson) Your Rings of Responsibility (15-45 min) <i>Student video is available for student personal viewing (5 min)</i></p> <p>Week 6: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (D) Audience and Media (30 min)</p> <p>LCOM (AE) Audience and Media Reflection (5 min)</p>	<p>behavior in the digital environment (D) protect and honor the individual privacy of oneself and others (F) practice safe, legal, and responsible use of information and technology (G) comply with fair use guidelines and digital safety rules.</p> <p>3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management including folder structures and tagging; and file conversions; (C) navigate systems and applications accessing peripherals both locally and remotely</p> <p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.</p> <p>3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p>
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Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
software display window hardware address bar World Wide Web web browser	URL top level domain author credibility copyright information accuracy	inbox junk mail forward email message reply interface	internet digital online technology blogs browsing	common sense education community digital citizen responsibility	Audience Products Font White space graphics



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<p>protocol website URL web page hostname bookmark domain name server Internet Uniform Resource Locator path web address category research keyword privacy hyperlinks search engine online privacy online safety keyword search safety category search</p>	<p>validity research citation information validity website fair use search engine intellectual property web browser World Wide Web credibility email parts email message electronic mail domain name safety email password communication email address online safety login username interface</p>	<p>email address online safety communication reply all email delete collaboration tool digital data media instant messaging digital collaboration video conference digital environment digital device software learning community hardware</p>	<p>searching etiquette ethics personal learning network</p>		
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Cycle 6	31 Days	<i>The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Apr 25 – Jun 7	
Overview		
<p>Business Applications (formerly Spreadsheets and Databases): Students gain familiarity with common business applications as they learn to use word processing, presentation, spreadsheet and database software.</p> <p>Keyboarding: Teach students typing basics in early grades and progressively increase their accuracy and speed in later grades with the below keyboarding lessons and drills. Adaptive Keyboarding will assess student’s typing strengths and prescribe custom typing activities to meet their individual needs.</p>		
Topic(s)	Suggested Pacing and Lesson(s)	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Business Applications (formerly Spreadsheets and Databases) Weeks 1-6	<p>Week 1: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Spreadsheets: Parts (9 min)</p> <p>LCOM (L) Navigating Cells, Rows and Columns (10 min)</p> <p>LCOM (L) Spreadsheets: Bar Charts (11 min)</p> <p>Week 2: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Spreadsheets: Pie Charts (10 min)</p> <p>LCOM (L) Spreadsheets: Line Charts (8 min)</p> <p>LCOM (L) Graphing in Spreadsheets Unit Quiz (15 min)</p> <p>Week 3: LCOM (L)</p>	<p>Spreadsheets and Databases: 3-5.1 Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (C) Use virtual environments to explore systems and issues. 3-5.2 Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) Draft, edit and publish products in different media individually and collaboratively. (B) Use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print. (C) Collaborate effectively through personal learning communities and social environments. (D) Select and use appropriate collaboration tools. (E) Evaluate the product for relevance to the assignment or task. 3-5.3 Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) Use various search strategies such as keyword(s); the Boolean identifiers and, or, and not; and other strategies appropriate to specific search engines. 3-5.4 Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (A) Identify information regarding a problem and explain the steps toward the solution. (B) Collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages. (D) Evaluate technology tools applicable for solving problems.</p> <p>Keyboarding: 3-5.2. Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (F) perform basic software application functions, including</p>



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	<p>Spreadsheets: Using Formulas to Add and Subtract (13 min)</p> <p>LCOM (L) Spreadsheets: Using Formulas to Multiply and Divide (12 min)</p> <p>LCOM (Q) Formulas in Spreadsheets Unit Quiz (15 min)</p> <p>Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (Inquiry Project) Be Money Smart- Intro (30 min)</p> <p>Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (Inquiry Project) Be Money Smart- con't (35 min)</p> <p>Week 6: LCOM (Inquiry Project) Be Money Smart- con't (45 min)</p>	<p>opening applications and creating, modifying, printing, and saving files.</p> <p>3-5.6. Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:</p> <p>(A) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.</p> <p>Math, Grade 4: 4.2(E) Represent decimals, including tenths and hundredths, using concrete and visual models and money. 4.2(F) Compare and order decimals using concrete and visual models to the hundredths. 4.2(G) Relate decimals to fractions that name tenths and hundredths. 4.10(D) Describe how to allocate a weekly allowance among spending; saving, including for college; and sharing. 4.10(E) Describe the basic purpose of financial institutions including keeping money safe, borrowing money, and lending money</p>
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Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
data cell address row table cell column worksheet spreadsheet bar chart bar graph	row data spreadsheet pie chart column graph line chart line graph	spreadsheet cell address formula table summation function data	math financial literacy decimals fractions money	math financial literacy decimals fractions money	math financial literacy decimals fractions money



