

2021-22 Scope and Sequence Technology Applications – Fifth 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 and 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 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 and Digital Citizenship Week 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 (D) Safety Through Open Communication Discussion (30 min)</p> <p>LCOM (R) Safety Through Open Communication Reflection (5 min)</p> <p>LCOM (Pre-Skills Check) Online Safety Pre-Skills Check- Level 5 (15 min)</p> <p>Week 3: LCOM (L) Online Safety: Cyberbullying: Vocabulary Introduction - Level 4 (3 min)</p> <p>Cyberbullying: Vocabulary Interactive Practice - Level 4 (15 min) 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 and 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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<p>Keyboarding Week 6</p>	<p>Week 4: Cyberbullying: Sharing the Dangers of Cyberbullying - Level 4 (40 min)</p> <p>Week 5: Common Sense Education via LCOM (L) Digital Friendships (45 min)</p> <p>Week 6: LCOM (Post-Skills Check) Online Safety Post-Skills Check- Level 5 (15 min)</p> <p>LCOM (L) Keyboarding: Home Row (13 min)</p> <p>LCOM (GP) Home Row: Review Home Row (8 min)</p> <p>LCOM (L) Upper Row (14 min)</p> <p>LCOM (L) Lower Row (13 min)</p>					
Vocabulary						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
username password network Help acceptable unacceptable intellectual property online	open communication responsible adults ethical online communication cyberbully technology netiquette safety acceptable use	bully empathy cyberbully online safety online communication	bully empathy cyberbully online safety online communication	common sense education private information risk benefit	finger placement letters key reach keys keyboarding posture home row keys touch keys punctuation keyboard Typing Home Row Practice Muscle Memory upper row keys lower row keys	



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<p>Online Safety and Digital Citizenship Weeks 5-6</p>	<p>Week 3: LCOM Adaptive Keyboarding (10 min)</p>	<p>(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:</p>
	<p>LCOM (L) Software Fundamentals: Using Program Menus and Toolbars (25 min)</p>	<p>(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:</p>
	<p>Week 4: LCOM (L) Software Fundamentals: Software, Buttons and Controls (25 min)</p>	<p>(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:</p>
	<p>LCOM (Post Skills Check) Computer Fundamentals: Skills Check- Level 5 (Post) (15 min)</p>	<p>(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; (A) navigate systems and applications accessing peripherals both locally and remotely</p>
	<p>Week 5: LCOM Adaptive Keyboarding (10 min)</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>		



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	<p>Week 6: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Internet Usage: Browsing on the Internet (15 min)</p> <p>LCOM (L) Internet Usage: URLs and Websites (15 min)</p>				
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>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> <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:
Keyboarding Weeks 1-2 Computer Science Weeks 1-6	<p>Week 1 LCOM Keyboarding Adventure (10 min)</p> <p>LCOM (Link) EasyCode - Level 2 (30 min)</p> <p>Week 2 LCOM Keyboarding Adventure (10 min)</p> <p>LCOM (Link) EasyCode - Level 2 (30 min)</p> <p>Week 3 LCOM (Link) Virtual Robotics: Let's Get Started (45 min)</p> <p>Week 4 LCOM (Link) Virtual Robotics: Let's Get Started (45 min)</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 and knowledge bases</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:</p>



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	<p>Week 5: LCOM (Link) Virtual Robotics: Let's Get Started (45 min)</p> <p>Week 6: LCOM (Link) Virtual Robotics: Let's Get Started (45 min)</p>	(E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.			
Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
programming computer science sequencing coding	programming computer science sequencing coding	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	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



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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>Online Safety & 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 & Digital Citizenship Weeks 1-6</p> <p>Keyboarding Weeks-16</p>	<p>Week 1: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Internet Usage: Web Searches (15 min)</p> <p>LCOM (L) Internet Usage: Validity and Sourcing (15 min)</p> <p>Week 2: Common Sense Education via LCOM You Won't Believe This! (45 min)</p> <p>Week 3: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Online Communications: Sending Email Messages (12 min)</p>	<p>Online Safety & 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</p>



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	<p>LCOM (L) Online Communications: Responding to Email Messages (8 min)</p> <p>Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Online Communications: Sharing on a Community Site (15 min)</p> <p>LCOM (L) Online Communication: Using Personal Learning Networks (15 min)</p> <p>Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (Post Skills Check) Internet Usage & Online Communication Skills Check- Level 5 (Post) (15 min)</p> <p>LCOM (AE Introduction) Person of Interest (10 min)</p> <p>Week 6: LCOM (AE) Person of Interest (40 min)</p>	<p>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.</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
URL hyperlink World Wide Web web browser keyword search	common sense education headline advertising clickbait Curiosity Gap	email message electronic mail domain name safety email password	audience integrate forum synthesize publish collaborate	technology personal learning network digital blogs browsing	Delete Administrator Ethics Web Blog Moderator Social Media



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<p>phrase search information validity website truncation web page database Internet search engine username credentials copyright research citation critical thinking validity password fair use sourcing privacy credibility restricted access</p>		<p>communication email address online safety login username interface inbox junk mail forward reply interface reply all delete</p>	<p>network community site technology- enhanced models writing bulletin communicate online safety share Internet safety website online community private site evaluate ethical use of technology web design multimedia web page public site speaking access digital environment digital tools Internet digital collaboration wiki learning community personal learning network digital device software hardware</p>	<p>online searching internet ethics etiquette Delete Administrator Ethics Web Blog Moderator Social Media Share Option Graphics Messaging</p>	<p>Share Option Graphics Messaging</p>
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Cycle 5	33 Days Feb 28 – April 22	<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>
Overview		
<p>Business Applications (formerly Word Processing): Students learn the essentials of word processing such as word processing basics, formatting, proofreading, spelling and grammar tools, and complete activities such as poem creation, and advanced report writing. Students can also play word processing games and take quizzes to check their knowledge of these essential skills.</p>		
<p>Business Applications (formerly Presentations): Students learn basic presentation skills and use of common presentation software titles. Topics include presenting to audiences, slide organization, and design and special effects. Students then practice their skills in presentation activities, with topics including natural resources, animal habitats, and interesting inventions.</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>Business Applications (formerly Word Processing) Weeks 1-3</p>	<p>Week 1: LCOM (Pre-Skills Check) Word Processing- Level 5 (Pre) (15 min)</p> <p>LCOM (L) Word Processing: Revising and formatting (10 min)</p> <p>LCOM (L) Word Processing: Editing and Proofreading Your Work (15 min)</p> <p>Week 2: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Word Processing: Page Layout (10 min)</p> <p>LCOM (L) Word Processing: Introduction to Desktop Publishing (12 min)</p> <p>LCOM (AE)</p>	<p>Business Applications (formerly Word Processing): 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; (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>Business Applications (formerly Presentations): 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,</p>



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<p>Business Applications (formerly Presentations) Weeks 4-6</p>	<p>Introduce Advanced Report Writing (10 min)</p> <p>Week 3: LCOM (Post Skills Check) Word Processing- Level 5 (Post) (15 min)</p> <p>LCOM (AE) Advanced Report Writing (25 min)</p> <p>Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (Pre-Skills Check) Presentations Skills Check- Level 5 (Pre) (15 min)</p> <p>LCOM (L) Presentation: Audience and Organization (12 min)</p> <p>Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Presentations: Composing Slides (10 min)</p> <p>LCOM (L) Presentations: Enhancing Slides (8 min)</p> <p>LCOM (L) Presentations: Evaluating and Presenting (9 min)</p> <p>Week 6: LCOM Adaptive Keyboarding (10 min)</p>	<p>including monitor display, web, and print; (D) select and use appropriate collaboration tools; (E) evaluate the product for relevance to the assignment or task; and (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.</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>
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	LCOM (Post Skills Check) Presentations Skills Check- Level 5 (Post) (15 min)				
Vocabulary					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
editing correcting technology proofreading word processing spacing font writing alignment move pictures page break font color symbols font style format font size text wrap revise move text writing process spell check thesaurus word count tool synonyms	page numbers page size page orientation format audience margins columns publish word processing design checklists creating a document graphics text application evaluate work template media white space layout software Research Problem Solving	Research Word Processing Software Formatting Problem Solving	slide show audience presentation slide	background image text design element template slide show presentation slide layout white space graphics design color palette data audio animation video transition slide sorter effect toolbar transition effects	audience slideshow multimedia graphics basic design presentations



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	<p>Week 4: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (L) Databases: Planning and Building a Database (18 min)</p> <p>LCOM (AE) Databases: Database Creation Journal Intro (20 min)</p> <p>Week 5: LCOM Adaptive Keyboarding (10 min)</p> <p>LCOM (AE) Databases: Database Creation Journal - con't (25 min)</p> <p>LCOM (L) Databases: Designing Queries and Reports (10 min)</p> <p>Week 6: LCOM (Q) Database Creation, Queries and Reports Unit Quiz (15 min)</p> <p>LCOM Adaptive Keyboarding (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>
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Vocabulary

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
common sense education media balance balance media	row field table information gathering database keyword search	none	database data form record field Mathematics Data Tables	Mathematics Data Tables Database Software Social Studies Reading filter	form field data analysis toolbar record table Boolean operator



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	research category search filter descending order ascending order sort		Database Software Social Studies Reading	Boolean operator data query datasheet data analysis database toolbar dialog box field table report	report query filter data data table datasheet dialog box database
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