FOURTH GRADE	THIRD MARKING PERIOD

Lesson Title: TECHNOLOGY

Subject: TECH SKILLS	**Grade Level/Course**: 4/3

Overview of Unit: Students will construct a spreadsheet that translates to a graph. Students will also create a presentation using various functions of presentation software.

Interdisciplinary Connections: __Language Arts __Social Studies _____Science __PE __Art Technology _X_ Music ____ Other ___

Learning Targets

BIG IDEA(S): **Standard(s): 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

8.1.4.A.3 Create and present a multimedia presentation that includes graphics.

8.1.4.A.4 Create a simple spreadsheet, enter data, and interpret the information.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

8.1.4.B.1 Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

8.1.4.C.1 Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.

8.1.4.D.1 Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

8.1.4.E.2 Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS
• In a world of constant change, what skills should we learn? • How do I choose which technological tools to use and when it is appropriate to use them? • How can I transfer what I know to new technological situations/experiences? • How can digital tools be used for creating original and innovative works, ideas, and solutions?	• Technology is constantly changing and requires continuous learning of new skills. • Selection of technology should be based on personal and /or career needs assessment. • A tool is only as good as the person using it. • Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.

	Revise as above
• How has the use of digital tools improved opportunities for communication and collaboration?	• Digital tools allow for communication and collaboration anytime/anyplace worldwide.
• What are an individual's responsibilities for using technology? What constitutes misuse and how can it best be prevented?	• Technology use can have positive or negative impact on both users and those affected by their use.
• Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?	• Information is spread worldwide within seconds due to technological advancements and has an immediate impact.

UNIT LEARNING TARGETS:
Students will be able to…

• Demonstrate the understanding of spreadsheets using vocabulary terms data, cells, rows, columns, sort and function
• Generate a spreadsheet (at least 2X7) to create an original product requiring data entry, which translates to a graph
• Perform sort(s) on entered data and apply a function (sum or average)
• Explain ethical behaviors to exhibit when using information and technology
• Evaluate collected information for correctness and/or usefulness for a particular situation
• Compare and contrast word processing, presentation, and spreadsheets and decide which is best for solving a particular problem
• Create an original presentation with five plus slides including text, bullets, graphics, transitions, slide layouts, and slide design in proper presentation form

ASSESSMENT

PERFORMANCE TASKS:

- Teacher Observation
- SMART Board Activities
- Computer Activities
- Oral assessment

OTHER EVIDENCE:

• Whole Group Discussion

LEARNING PLAN - ACTIVITES	
• Excel Activity	• Book Idea
• Research Activity	• SmartBoard Lessons