

**Brookings School District 5-1
Fifth Grade
Technology Curriculum
Fall 2010**

Unit: Nature, Concepts and Systems (Systems Thinking Interactions and Design)

Indicator 1: Students understand the history and progression of technology in relations to the development and design of future technology.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Knowledge	5.NC.1.1: Describe the historical evolution of technological inventions as societies wants and needs change.			
Application	5.NC.1.2: Report on the relationship between technological inventions and societal changes,			
Knowledge	5.NC.1.3: Identify ways people have adapted the natural world to meet their needs and wants.			
Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.				
Evaluation	5.NC.2.1: Evaluate what changes			

Evaluation	<p>need to be made within a systems model to accomplish a goal.</p> <p>5.N.C.2.2: Evaluate how changes in a systems model affect the goal.</p>			
Indicator 3. Students analyze the relationships and the connection between technologies in different fields of study and how they apply to communities.				
Analysis	<p>5.NC.3.1: Analyze how careers have changed due to changes in technology.</p>			
Indicator 4. Students understand the purpose and demonstrate the use of the design process in problem solving.				
Evaluation	<p>5.NC.4.1: Evaluate solutions for positive and negative aspects in order to choose the optimum solution.</p>			

Unit: Social Interaction

Indicator 1. Students understand the safe, ethical, legal and societal issues related to technology.

Bloom's Level	Standard	Learning Targets	Concepts/Skills	Assessment
Comprehension	5.SI.1.1: Describe the impact of unethical and illegal technology usage on the individual and society as a system.			
Synthesis	5.SI.1.2: Integrate personal safety precautions and etiquette while online.			
Application	5.SI.1.3: Implement proper citation for a variety of information sources in created works.			
Comprehension	5.SI.1.4: Describe how technology is affecting a cultures heritage.			

Indicator 2: Students investigate the advantages and disadvantages of technology.				
Evaluations	5.SI.2.1: Evaluate intended and unintended results of technology.			

Unit: Information and Communication Tools

Indicator 1: Students recognize and demonstrate skills in operating technological systems

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
--------------	-----------	--------------------	----------------	-------------

Synthesis	5.CT.1.1: Personalize application menus and toolbars for greater productivity.			
Application	5.CT.1.2: Key 15 words per minute using touch typing techniques from hard copy or typing program.			
Analysis	5.CT.1.3: Compare the difference between input/output devices and other peripherals.			
Application	5.CT.1.4: Demonstrate the ability to transfer data between devices.			
Analysis	5.CT.1.5: Compare and contrast different ways of accessing commonly used commands.			
Indicator 2: Students use technology to enhance learning, extend capability and promote creativity.				
Application	5.CT.2.1: Use a spreadsheet			

Application	<p>application to create a product.</p> <p>5.CT.2.2: Develop documents in design applications incorporating rich multimedia.</p>			
Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.				
Analysis	<p>5.CT.3.1: Compare and contrast the functions and capabilities of technology tools.</p>			

Unit: Information and Communication Processes

Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Synthesis	5.CP.1.1:			

	Collaborate with other students outside the classroom utilizing distance technologies to create a media-rich product.			
--	---	--	--	--

Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.

Knowledge	5.CP.2.1: Select the most effective tools to deliver information and ideas in different times and places.			
-----------	--	--	--	--

Unit: Information Literacy and Decision Making

Indicator 1: Students use technology to locate and acquire information.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Application	5.IL.1.1: Produce relevant information using advanced search functions.			

Indicator 2: Students determine the reliability and relevancy of information

Application	5.II.2.1: Apply a given evaluation tool to determine the reliability of an online source.			
-------------	--	--	--	--