

Societal Issues	Keyboard / Word Processing	Multimedia	Spreadsheet
<p>1.1 Computer as a machine that helps people work and play.</p> <p>1.2 Identify the parts of a computer.</p> <p>1.3 Demonstrate respect for the work of others.</p> <p>1.4 Demonstrate correct care and use of computers.</p>	<p>1.5 Identify word processing software as a tool for writing.</p> <p>2.1 Locate and use letters, numbers, and special keys on a keyboard</p> <p>2.2 Place the cursor at a specific location.</p>	<p>2.4 Recognize the characteristics of multi-media</p> <p>3.2 Arrange a picture / story in sequential / linear order</p>	<p>2.3 Identify items by attributes using manipulatives and / or software</p>
Activities	Activities	Activities	Activities
<p>1.2 Label parts of the computer- use correct terminology when students are using pc</p> <p>Terms: keyboard, monitor, screen, speakers, printer, CPU, CD</p> <p>1.1 Discuss how computers are used – working on video/ slide show.</p> <p>1.3 Everyday classroom work</p> <p>1.4 Ground rules for using pc- teachers handle cds, no eating or drinking near the computer, take turns set up a “computer rules” poster</p>	<p>1.5 Use term “word processing program” when kids use KidWorks and Word to type</p> <p>2.1 Practice with paper keyboards (use sample activities maybe laminate for durability)</p> <p>Then use same activity to have them actually type on the computer keyboard</p> <p>Need to Know: letters, numbers, space bar, enter, (shift and backspace are optional)- reinforce names of keys during use.</p> <p>Ex. When checking out a book they press the Enter key when they are done.</p> <p>2.2 Use term “cursor” instead of move the mouse – say move</p>	<p>2.4 All software- point out that software uses pictures and sounds to create a program called Multi-media</p> <p>3.2 Sequencing ties into language arts curriculum</p> <p>Lang. arts obj- 2.01, 3.04, and Goal 5.0</p>	<p>2.3 Ties directly into math curriculum- sorting, grouping, graphing</p> <p>Math- Goal 3</p>

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