



Ambrit Rome International School

# ICT Scope & Sequence for Primary

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5



Standards	What do we want the students to learn? Learning Expectations By the end of Grade _1_ Student are expected to:	How best will the student learn? Key teaching strategies/ activities	How will we know what the students have learned? Assessment Strategies/Tools
Understands the basic operation of technology systems	<ul style="list-style-type: none"> <li>• To know the key parts of the computer</li> <li>• To hold the mouse properly</li> <li>• To use left click properly, including double click</li> <li>• To open programs using icons in the dock</li> <li>• To quit programs independently</li> <li>• Locate any given letter on keyboard</li> </ul>	<ul style="list-style-type: none"> <li>• Open appropriate program (i.e. Kidpix, Powerpoint)</li> <li>• Label parts of the computer</li> <li>• Save and Open previous documents</li> <li>• Cmd + Q to quit</li> <li>• Draw simple diagrams on Kidpix</li> <li>• Add simple sentences to pictures</li> <li>• Type own name</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Anecdotal Notes</li> <li>• Review of projects</li> </ul>
Uses technology as a tool for communication	<ul style="list-style-type: none"> <li>• To use Powerpoint to support a presentation</li> <li>• To create digital music</li> <li>• To use computer to express creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Use PowerPoint to create slideshow on Habitat</li> <li>• Use garageband to create composition</li> <li>• Create a story book using KidPix</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Save composition for display on wiki/blog</li> </ul>

<p>Knows the characteristics and uses of software programs</p>	<ul style="list-style-type: none"> <li>• To use programs based on curriculum related projects</li> <li>• Understand the basic tools in KidPix (line, shape, colour, text)</li> <li>• Understand the basic controls of Safari (web browser)</li> </ul>	<ul style="list-style-type: none"> <li>• Create projects linked to their units of inquiry</li> <li>• Use hyperlinks, back / forward button in browsers</li> <li>• Add/remove different musical instruments in Garage band</li> <li>• Insert slides and pictures in PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Recording of composition</li> <li>• PowerPoint presentation</li> </ul>
<p>Uses appropriate technology to access information</p>	<ul style="list-style-type: none"> <li>• To use software programs to help their math skills</li> <li>• Navigate a given Internet site</li> </ul>	<ul style="list-style-type: none"> <li>• KidPix projects</li> <li>• Math Pack practice</li> <li>• Listen to online stories</li> <li>• Use Safari to find pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> </ul>
<p>Understands the social and ethical responsibilities towards technology use.</p>	<ul style="list-style-type: none"> <li>• To use the computer in a responsible manner</li> <li>• To respect the rules in the computer room</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions on I.C.T. room rules</li> <li>• Act out computer room rules and appropriate care of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Notes</li> <li>• Filming of Rules</li> </ul>



Standards	What do we want the students to learn? Learning Expectations By the end of Grade _2_ Student are expected to:	How best will the student learn? Key teaching strategies/ activities	How will we know what the students have learned? Assessment Strategies/Tools
Understands the basic operation of technology systems	<ul style="list-style-type: none"> <li>• Use folders to organize work</li> <li>• Locate keys and type correctly</li> <li>• Open / Close programs with left click</li> <li>• Name peripheral devices</li> <li>• Use "special" keys to close, quit, save, print</li> <li>• Understands home position on keyboard</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of need for folders, file names</li> <li>• Draw, name and label headphones, mouse, printer</li> <li>• Finds home position without looking</li> </ul>	Observation Check lists Anecdotal notes Self Assessment
Uses technology as a tool for communication	<ul style="list-style-type: none"> <li>• Use technology to communicate ideas and understandings in units of inquiry</li> <li>• Uses multimedia to communicate understanding</li> <li>• Uses internet to communicate ideas</li> <li>• Use technology to communicate events</li> </ul>	<ul style="list-style-type: none"> <li>• Use smartboard as a tool to give weather report</li> <li>• Record weather report using Flipcams</li> <li>• Evaluate weather report by downloading from flipcam</li> <li>• Creates party invitations</li> <li>• Draw a simple family tree using Kidpix</li> <li>• Read, summarise and share website content</li> </ul>	Film weather report Present and record weather forecast to class Checklists Anecdotal notes Self Assessment Observation Group Discussions

<p>Knows the characteristics and uses of software programs</p>	<ul style="list-style-type: none"> <li>• Use technology to sort and organize data</li> <li>• Navigate internet by using school website and class links</li> <li>• Use different font styles for different effects</li> <li>• Use multimedia sites to enforce math skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use smartboard to organize toys, clothes, transportation from "Now and Then"</li> <li>• Choose correct link from a given list to support unit understanding</li> <li>• Interactive online games to support units of inquiry (e.g. identify continents and oceans)</li> <li>• Create title pages for unit work changing fonts, styles, sizes etc.</li> <li>• Math pack activities</li> <li>• Draws different types of plants along with their parts and names</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Checklists</li> <li>• Notes</li> <li>• Self Assessments</li> <li>• Printed work samples where appropriate</li> </ul>
<p>Uses appropriate technology to access information</p>	<ul style="list-style-type: none"> <li>• To use appropriate program for particular tasks</li> <li>• Use internet to research given tasks</li> <li>• Use google earth to gain better understanding of World Geography</li> <li>• Use online websites to support unit work</li> </ul>	<ul style="list-style-type: none"> <li>• Use kidpix to create different cards for celebrations</li> <li>• Research different holidays in Celebration unit</li> <li>• Research weather patterns using the internet</li> <li>• Name, find, label and identify countries on a map</li> <li>• Name and label parts of a plant</li> <li>• Research different plants</li> <li>• Use internet sites (given and found) to research toys</li> <li>• Classify toys online according to different characteristics</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Notes</li> <li>• Checklists</li> <li>• Peer Assessments</li> <li>• Self Assessments</li> </ul>
<p>Understands the social and ethical responsibilities towards technology use.</p>	<ul style="list-style-type: none"> <li>• To use the computer in a responsible manner</li> <li>• To respect the rules in the computer room</li> <li>• To respect and understand the rules of hand washing before using computer equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Kid pix drawing of computer rules</li> <li>• Drawing of hand washing techniques</li> <li>• Discussion on importance of clean practices</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Kidpix drawings</li> </ul>



Standards	What do we want the students to learn? Learning Expectations By the end of Grade _3_ Student are expected to:	How best will the student learn? Key teaching strategies/ activities	How will we know what the students have learned? Assessment Strategies/Tools
Understands the basic operation of technology systems	<ul style="list-style-type: none"> <li>• Save and open documents</li> <li>• Open and close programs</li> <li>• Uses keyboard shortcuts</li> <li>• Save images in personal folder</li> <li>• Understand and create personal folders</li> <li>• Uses right click to save images</li> <li>• Drag files into folders / documents for easy saving</li> </ul>	<ul style="list-style-type: none"> <li>• Create new folders</li> <li>• Create new users in programs where necessary</li> <li>• Save work and re-open</li> <li>• Right click to create folders</li> <li>• Enforce saving procedures</li> <li>• Save a variety of images by dragging them into folders for personality unit</li> <li>• Use the mouse to zoom in and out from street level, city, country, continent in Google earth</li> </ul>	<p><i>The following assessment techniques will be used across strands</i></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Anecdotal notes</li> <li>• Checklists</li> <li>• Rubric of PowerPoint presentation</li> </ul>
Uses technology as a tool for communication	<ul style="list-style-type: none"> <li>• Use PowerPoint to support presentation</li> <li>• Navigate through PowerPoint while presenting</li> <li>• Communicate understanding of topics through computer aided drawing</li> <li>• Record presentations for editing / evaluation</li> <li>• Create notes from information found</li> <li>• Use software to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Create slideshow presentation for Homes unit, add slides, images,</li> <li>• Use KidPix to demonstrate understanding in current unit work (drawing dinosaurs, climates, houses, bodies)</li> <li>• Record presentations using Flipcams</li> <li>• Use Photoshop to create personality collage</li> <li>• Use Internet to research homes, dinosaurs, body system.</li> <li>• Use kidpix to create movie slideshow on birth of the earth / evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of PPT</li> </ul>

<p>Knows the characteristics and uses of software programs</p>	<ul style="list-style-type: none"> <li>• Type small information texts on Microsoft word</li> <li>• Add images to documents</li> <li>• Format text documents for font, size, colour</li> <li>• Use a variety of programs based on unit work (K KidPix Word, PowerPoint)</li> <li>• Navigate a web site using forward, back, home, hyperlinks</li> <li>• Use appropriate typing fingers</li> <li>• Imports images into different programs</li> <li>• Manipulates digital images using software</li> </ul>	<ul style="list-style-type: none"> <li>• Use curriculum links on body works</li> <li>• Add images to Photoshop, resize images, rotate images and changes opacity to create personality collage</li> <li>• Use internet sites (given and individually found) when inquiring during units of inquiry, e.g. homes, dig it!, birth of the earth.</li> <li>• Use Mavis Beacon to improve typing skills</li> <li>• Use Google earth to support homes unit (zoom, 'fly' around the world, rotate the earth)</li> <li>•</li> </ul>	
<p>Uses appropriate technology to access information</p>	<ul style="list-style-type: none"> <li>• Use internet to research a given topic based on current unit</li> <li>• Use a search engine</li> <li>• Choose appropriate links from a web search</li> <li>• Perform image searches</li> <li>• Use school curriculum links</li> <li>• Use given videos to inquire in to current unit / topic</li> <li>• Use technology to reinforce classroom teaching (maths, L.A.)</li> </ul>	<ul style="list-style-type: none"> <li>• Access given websites to inquire during current unit</li> <li>• Search for a particular home</li> <li>• Gather information from a variety of sources (Wikipedia etc)</li> <li>• Use a variety of sources for information on dinosaurs</li> <li>• Use Google earth to investigate different climate, houses</li> <li>• Use Google street view to take virtual tour of a neighborhood</li> <li>• Use math pack to reinforce times tables</li> </ul>	

<p>Understands the social and ethical responsibilities towards technology use.</p>	<ul style="list-style-type: none"><li>• Understand and follow classroom rules</li><li>• Treat technology equipment appropriately</li><li>• Follow copyright laws</li></ul>	<ul style="list-style-type: none"><li>• Discussion on appropriate Google searches</li><li>• Discussion of acceptable places to take images (Google copyright free)</li><li>• Discussion of computer rules and appropriate handling of equipment</li></ul>	<p><i>The following assessment techniques will be used across strands</i></p> <ul style="list-style-type: none"><li>• Observation</li><li>• Anecdotal notes</li><li>• Checklists</li><li>• Rubric of PowerPoint presentation</li><li>• Video recording of PPT</li></ul>
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Standards	What do we want the students to learn? Learning Expectations By the end of Grade _4_ Student are expected to:	How best will the student learn? Key teaching strategies/ activities	How will we know what the students have learned? Assessment Strategies/Tools
Understands the basic operation of technology systems	<ul style="list-style-type: none"> <li>• Understand the use of applications</li> <li>• open and save files in its proper location</li> <li>• save images from Internet in personal folder and insert in documents</li> <li>• Move and resize windows</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate application independently</li> <li>• Open and save files in personal folder with little support</li> <li>• Practice different ways of saving images (save as, dragging, copy &amp; paste)</li> <li>• Manipulate windows to place them side by side</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assessment of their unit projects</li> <li>• Participation and input in class Wiki</li> <li>• Ability to work at home on projects begun at school</li> </ul>
Uses technology as a tool for communication	<ul style="list-style-type: none"> <li>• Use technology to support oral presentations</li> <li>• Create multimedia presentations</li> <li>• Use video camera</li> <li>• Use class Wikis as an information and delivery tool</li> <li>• Further develop their keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>• Create multimedia presentations using Power Points, videos, posters, images</li> <li>• Use flip cams to record and present</li> <li>• Consult class wiki for class assignments and complete homework tasks</li> <li>• Continue their typing program</li> </ul>	<ul style="list-style-type: none"> <li>• Assess projects using rubrics</li> <li>• Review of videos</li> <li>• Record student wpm</li> </ul>

<p>Knows the characteristics and uses of software programs</p>	<ul style="list-style-type: none"> <li>• Apply editing tools with little support</li> <li>• Choose fonts appropriate for task</li> <li>• Use punctuation characters, symbol keys and control keys on keyboard</li> </ul>	<ul style="list-style-type: none"> <li>• Choose fonts, with little support</li> <li>• Choose fonts, styles and editing tools appropriate for task</li> <li>• Use punctuation characters, symbol keys and control keys on keyboard</li> </ul>	<ul style="list-style-type: none"> <li>• Observation choice of application</li> <li>• Checklist</li> <li>• PowerPoint rubric</li> <li>• Peer and Self Assessment</li> </ul>
<p>Uses appropriate technology to access information</p>	<ul style="list-style-type: none"> <li>• Find information on Internet using class curriculum links webpage independently</li> <li>• Use key words for Internet research more efficiently</li> <li>• Take notes to organize information from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Access class curriculum links independently</li> <li>• Conduct searches using proper key words and identifying valid websites</li> <li>• Use desktop publisher (i.e. Pages / Word) to create graphic organizer</li> <li>• Use word processor to organize notes and research</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students' internet searches</li> <li>• Review notes taken and how they are organized</li> </ul>
<p>Understands the social and ethical responsibilities towards technology use.</p>	<ul style="list-style-type: none"> <li>• Understand and follow classroom rules</li> <li>• Treat technology equipment appropriately</li> <li>• Use appropriate communication language and etiquette</li> <li>• Document sources obtained from Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming and review of ICT rules</li> <li>• Discussion and lesson on cyberbullying</li> <li>• Discuss appropriate responses to unwanted content online</li> <li>• Discuss sharing of personal and private information.</li> <li>• Discussion of copyright and plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Group review of ICT rules</li> <li>• Assess use of references in projects</li> <li>• Monitor language use in wikis</li> <li>• Address and discuss issues that may arise</li> </ul>



Standards	What do we want the students to learn? Learning Expectations By the end of Grade _5_ Student are expected to:	How best will the student learn? Key teaching strategies/ activities	How will we know what the students have learned? Assessment Strategies/Tools
Understands the basic operation of technology systems	<ul style="list-style-type: none"> <li>• To demonstrate an understanding that information can be shared through a variety of media</li> <li>• To use tools for storing and retrieving information</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia projects</li> <li>• Use of their class Wikis to support sharing of knowledge of current unit of inquiry</li> <li>• Use of pen drives and CDs to save and organize current and previous projects</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of their unit projects</li> <li>• Participation and input in class Wiki</li> <li>• Ability to work at home on projects begun at school</li> </ul>
Uses technology as a tool for communication	<ul style="list-style-type: none"> <li>• Communicate in a persuasive and engaging manner through various media</li> <li>• Use technology to organize data</li> <li>• Use video cameras to document and present projects</li> <li>• Develop further their keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations, Power Points, videos, posters</li> <li>• Create graphic organizers</li> <li>• Use flip cams to record and present</li> <li>• Continue their typing program</li> </ul>	<ul style="list-style-type: none"> <li>• Assess projects using rubrics</li> <li>• Review of videos</li> <li>• Record student wpm</li> </ul>
Knows the characteristics and uses of software programs	<ul style="list-style-type: none"> <li>• Chose the appropriate software program to complete a particular task</li> <li>• Use Spreadsheets to enter and manipulate data</li> <li>• Create a multimedia presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Chose independently best application required</li> <li>• Learn the basic mechanics of Excel and apply to unit project</li> <li>• Create a PowerPoint with links</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of choice of application</li> <li>• Checklist</li> <li>• PowerPoint rubric</li> <li>• Peer and Self Assessment</li> </ul>

<p>Uses appropriate technology to access information</p>	<ul style="list-style-type: none"> <li>• Access and retrieve appropriate information from electronic resources</li> <li>• Organize information gathered from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct searches using proper key words and identifying valid websites</li> <li>• Use desktop publisher (i.e. Pages / Word) to create graphic organizer</li> <li>• Use word processor to organize notes and research</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and record students' internet searches</li> <li>• Review notes taken and how they are organized</li> <li>• Checklists</li> </ul>
<p>Understands the social and ethical responsibilities towards technology use</p>	<ul style="list-style-type: none"> <li>• Document sources obtained from Internet</li> <li>• Understand personal safety issues on the internet</li> <li>• Use appropriate communication language and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the protocol for citing sources from the Internet</li> <li>• Discuss the dangers of sharing passwords and personal information</li> <li>• Discuss cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Assess use of references in projects</li> <li>• Monitor language use in wikis</li> <li>• Address and discuss issues that may arise</li> </ul>