

## techSteps CSO Alignments

Activity Grade & Name	Core Subject CSOs	Learning Skills and Technology Tools CSOs
K.A. What's Missing?	<p>*NOTE: Activity is aligned to additional subject CSOs when it is mapped into local curriculum plans.</p> <p>Mathematics M.O.K.1.2 read, write, order, and compare numbers to 20 using multiple strategies (e.g. manipulatives, number line).</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems</b> and communicate information</p> <p>21C.O.PK-2.1.TT.3 <b>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</b></p>
K.B. By Air, Water, or Land?		<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.1.TT.3 <b>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</b></p>
K.C. Sorting Science	<p>Science SC.O.K.1.4 explore and describe objects and events using the five senses to develop observational skills and make predictions based on personal observation.</p> <p>SC.O.K.1.3 demonstrate curiosity, initiative and creativity by asking questions about the environment noting patterns and variations of natural objects (e.g., trees, leaves, or animal structures).</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.1.TT.3 <b>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</b></p> <p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p>

<p>K.D. Five Senses</p>		<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.1.TT.3 <b>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</b></p> <p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p>
<p>K.E. What's Next?</p>	<p>Mathematics M.O.K.2.2 create, describe, and extend a repeating pattern using common objects, sound, and movement.</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.1.TT.3 <b>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</b></p>
<p>K.F. Shape Hunt</p>	<p>Mathematics M.O.K.3.2 recognize and describe basic geometric shapes in the environment.</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.1.TT.3 <b>Student logs on to computer, starts and exits programs, finds files, and handles and uses output devices (e.g., CDs, DVDs, USB drives, diskettes) with care. Student uses file menu commands (e.g., New, Open, Close, Save, Save as, Print) and saves computer files to diskette, hard drive and server.</b></p>
<p>1.A. Look at the Clouds</p>	<p>Language Arts RLA.O.1.2.2 construct complete sentences in written compositions (e.g., capitalize first word , include a noun and verb, ending punctuation).</p> <p>RLA.O.1.2.5 identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).</p>	<p>21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.</p> <p>21C.O.PK-2.1.TT.5 <b>Student creates text, types words and sentences, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.</b></p>

<p>1.B. What's the Weather?</p>	<p>Social Studies SS.O.1.4.5 recognize and relate how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).</p>	<p>21C.O.PK-2.1.LS.3 <b>Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.</b></p> <p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p>
<p>1.C. Classify Leaves</p>	<p>Science SC.O.1.1.6 collect, record and compare information using a variety of classification systems (e.g., ordering, sorting, or sequencing) and using a variety of communication techniques (e.g., sketches, pictographs, or models).</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.2.LS.1 <b>Student engages with teacher assistance in a critical thinking process by conducting basic evaluations using simple criteria.</b></p>
<p>1.D. Colors of the Rainbow</p>		<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs, and models) and use this information to solve problems and communicate information.</b></p> <p>21C.O.PK-2.1.TT.6 <b>Student, working in a teacher-led whole group project, enters simple data into a spreadsheet and creates graphs electronically (i.e., use of chart wizard).</b></p>
<p>1.E. Identify and Draw Shapes</p>	<p>Mathematics M.O.1.3.1 draw, label, and sort circles, rectangles including squares, and triangles according to sides and vertices</p>	<p>21C.O.PK-2.1.TT.4 <b>Student uses electronic drawing and paint programs to create graphics.</b> Student participates in a group to locate and create pictures, clip art, graphs, tables and other appropriate objects and to insert into documents and presentations.</p>
<p>1.F. Measure Your Hand</p>	<p>Mathematics M.O.1.4.1 estimate, measure, compare and order using customary, metric, and nonstandard units to determine length to nearer whole unit.</p>	<p>21C.O.PK-2.1.TT.6 <b>Student, working in a teacher-led whole group project, enters simple data into a spreadsheet and creates graphs electronically (i.e., use of chart wizard).</b></p>
<p>2.A. Flight Write</p>	<p>Language Arts RLA.O.2.2.2 write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).</p> <p>RLA.O.2.2.4 construct a story using the five-step writing process: pre-writing draft revise edit publish</p>	<p><b>21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.</b></p> <p><b>21C.O.PK-2.1.TT.5 Student creates text, types words and sentences, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.</b></p>

<p>2.B. Visual Clues</p>	<p>Language Arts RLA.O.2.2.2 write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret</b> and create <b>simple visuals</b> (e.g., charts, maps, graphs and models) and use this information to solve problems and communicate information.</p> <p>21C.O.PK-2.1.LS.3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.</p> <p>21C.O.PK-2.1.TT.5 <b>Student creates text, types words and sentences</b>, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.</p>
<p>2.C. Trading Cards</p>	<p>Language Arts RLA.O.2.1.15 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).</p> <p>RLA.O.2.2.2 write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).</p> <p>RLA.O.2.2.5 use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling)</p>	<p>21C.O.PK-2.1.LS.1 <b>Student uses</b> text, people and <b>electronic resources</b> (e.g., interactive books, educational software, CD-ROMs, elementary multimedia encyclopedias and search engines) <b>to locate information for classroom assignments</b> and is able to identify the author and purpose for each source located.</p> <p>21C.O.PK-2.1.TT.5 <b>Student creates text, types words and sentences, and inserts images</b> using word processing software. Student creates, saves, prints and opens existing files. <b>Student uses editing functions</b> in word processing software (e.g., font, boldface, underline, font color). <b>Student inserts graphics that enhance the understanding of the text.</b></p> <p>21C.O.PK-2.1.TT.7 <b>Student</b>, working in a teacher-led whole group project, <b>uses presentation software to illustrate concepts and communicate ideas.</b></p> <p>21C.O.PK-2.1.TT.9 Student identifies the Internet and email as tools to locate information and communicate. <b>Student, with assistance from teachers or student partners, views identified Internet sites</b> and uses email to read and send messages to other students, teachers, and online experts.</p>
<p>2.D. Sounds Like</p>	<p>Language Arts RLA.O.2.2.2 write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).</p>	<p>21C.O.PK-2.1.TT.5 <b>Student creates text, types words and sentences</b>, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.</p>

<p>2.E. Interpret a Pictograph</p>	<p>Language Arts RLA.O.2.2.2 write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).</p> <p>RLA.O.2.2.5 use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling)</p> <p>Mathematics M.O.2.5.1 create, read, and interpret a pictograph with each picture representing greater than or equal to a single unit</p> <p>M.O.2.5.3 analyze data represented on a graph using grade-appropriate questions</p> <p>M.O.2.5.4 formulate questions, collect data, organize and display as a chart, table or bar graph.</p>	<p>21C.O.PK-2.1.TT.5 <b>Student creates text, types words and sentences</b>, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.</p> <p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret</b> and create <b>simple visuals (e.g., charts, maps, graphs and models) and use this information to solve problems</b> and communicate information</p> <p>21C.O.PK-2.1.TT.6 <b>Student, working in a teacher-led whole group project, enters simple data into a spreadsheet</b> and creates graphs electronically (i.e., use of chart wizard).</p>
<p>2.F. Mental Math</p>	<p>Mathematics M.O.2.2.3 describe, complete and extend a variety of counting patterns, according to a given rule</p>	<p>21C.O.PK-2.1.LS.2 <b>Student can accurately interpret and create simple visuals (e.g., charts, maps, graphs and models and use this information to solve problems)</b> and communicate information</p>
<p>3.A. Is it Fact? Is it Fiction?</p>	<p>Language Arts RLA.O.3.1.6 use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).</p> <p>RLA.O.3.1.8 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.</p> <p>RLA.O.3.1.9 infer the author's purpose:</p> <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform in literary and informational text</li> </ul>	<p>1C.O.3-4.1.LS.1 Student <b>identifies information needed to solve a problem</b> or complete an assignment, conducts a search and prioritizes various sources based on credibility and relevance, <b>retrieves relevant information</b> from a variety of media sources, and <b>uses this information to create an effective presentation.</b></p> <p>21C.O.3-4.1.TT.3 Student <b>uses menu options in software applications to create documents, simple spreadsheets and presentations and to save files to various locations (e.g., USB drive, diskette, hard drive, server).</b> Student begins to use e-mail to exchange documents with other teachers and students. Students know how to <b>organize files through the use of folders.</b></p> <p>21C.O.3-4.1.TT.5 Student <b>uses word processing software</b> to create and format a document (e.g., paragraphs, tabs, page justification, margins, spell check, grammar check, word count, insert page breaks, page numbers), <b>uses Edit menu</b> to cut, copy, paste, <b>change font type, size and color</b>, select and highlight text, and other common editing features.</p> <p>21C.O.3-4.2.TT.3 Student uses technology tools (e.g., presentation software, <b>word processing software</b>, publishing software, group web page design, digital cameras, scanners) <b>for individual and collaborative writing, communication, and publishing activities to create informative products</b> for audiences inside and outside the classroom.</p>

<p>3.B. Who Am I?</p>	<p>Reading and English Language Arts          RLA.O.3.2.3 compose a written composition using the five-step writing process:          pre-write          draft          revise          edit          publish</p> <p>RLA.O.3.2.5 identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).</p> <p>RLA.O.3.2.9 compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).</p>	<p>21C.O.3-4.1.TT.1 Student <b>uses keyboard, mouse and other common input and output devices</b> (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student <b>opens files independently</b>, saves documents, and sends documents to the printer.</p> <p>21C.O.3-4.1.LS.3 Student, cognizant of audience and purpose, <b>articulates thoughts and ideas accurately and effectively</b> through oral, written or <b>multimedia</b> communications.</p> <p>21C.O.3-4.1.TT.3 Student <b>uses menu options in software applications to create</b> documents, simple spreadsheets and <b>presentations</b> and to save files to various locations (e.g., USB drive, diskette, hard drive, server). Student begins to use e-mail to exchange documents with other teachers and students. Students know how to organize files through the use of folders.</p> <p>21C.O.3-4.1.TT.4 Student finds, imports, <b>inserts, and resizes or moves pictures, images</b> and charts in word processing documents, spreadsheets, <b>presentations</b> and other electronic templates.</p> <p>21C.O.3-4.1.TT.7 Student <b>creates a presentation of at least four to six slides</b>. Student <b>inserts slides</b> and chooses backgrounds, fonts, and slide layouts. Student understands and uses <b>different formats for viewing</b> (e.g., slide sorter menu, <b>slide show menu, normal view</b>).</p> <p>21C.O.3-4.2.TT.3 Student uses technology tools (e.g., <b>presentation software</b>, word processing software, publishing software, group web page design, <b>digital cameras</b>, scanners) for individual and collaborative writing, communication, and publishing activities to <b>create informative products for audiences</b> inside and outside the classroom.</p>
<p>3.C. Neighborhood Maps</p>	<p>Social Studies          SS.O.03.04.01 construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).</p> <p>SS.O.3.4.8 construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).</p>	<p>21C.O.3-4.1.LS.2 Student <b>accurately interprets symbols and visuals</b> and can distinguish fact from opinion when presented with visuals through various media; student uses his/her knowledge to construct new knowledge and communicate information.</p> <p>21C.O.3-4.1.TT8 Student <b>uses existing common databases</b> (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) <b>to find, sort and interpret information</b> for classroom assignments.</p>

<p>3.D. Mini Field Trip</p>	<p>Reading and Language Arts RLA.O.3.2.5 b) identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).</p> <p>RLA.O.3.2.9 compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).</p>	<p>21C.O.3-4.1.LS3 Student, cognizant of audience and purpose, <b>articulates thoughts and ideas accurately and effectively through</b> oral, written or <b>multimedia communications</b>.</p> <p>21C.O.3-4.2.TT3 <b>Student uses technology tools (e.g., presentation software</b>, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities <b>to create informative products</b> for audiences inside and outside the classroom.</p> <p>21C.O.3-4.1.TT4 Student <b>finds, imports, inserts, and resizes or moves pictures, images</b> and charts in word processing documents, spreadsheets, <b>presentations</b> and other electronic templates.</p> <p>21C.O.3-4.1.TT7 Student <b>creates a presentation of at least four to six slides</b>. Student inserts slides and <b>chooses backgrounds</b>, fonts, and slide layouts. Student understands and <b>uses different formats for viewing</b> (e.g., slide sorter menu, <b>slide show menu, normal view</b>).</p>
<p>3.E. Class Favorites</p>	<p>Mathematics MA.O.3.5.1 collect and organize grade-appropriate real-world data from observation, surveys, and experiments, and identify and construct appropriate ways to display data.</p> <p>MA.O.3.5.3 analyze real-world data represented on a graph using grade-appropriate questions.</p>	<p>21C.O.3-4.1.TT.1 Student [b]uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, <b>saves documents</b>, and sends documents to the printer.</p> <p>21C.O.5-8.1.LS3 Student <b>presents thoughts, ideas, and conceptual understanding</b> efficiently, accurately and <b>in a compelling manner</b> and <b>enhances the</b> oral or written <b>presentation through the use of technology</b>.</p> <p>21C.O.3-4.1.TT.3 Student <b>uses menu options in software applications to create</b> documents, <b>simple spreadsheets</b> and presentations and to <b>save files</b> to various locations (e.g., USB drive, diskette, hard drive, server). Student begins to use e-mail to exchange documents with other teachers and students. Students <b>know how to organize files through the use of folders</b>.</p> <p>21C.O.3-4.1.TT.4 Student finds, imports, <b>inserts, and resizes or moves</b> pictures, images and <b>charts in</b> word processing documents, <b>spreadsheets</b>, presentations and other electronic templates.</p> <p>21C.O.3-4.1.TT.6 Student <b>enters data into a spreadsheet</b>, performs simple calculations (e.g., Sum, Average), aligns data (e.g., left, right, center justification), applies different formats (e.g., number format, currency format, general format), and <b>creates simple graphs and charts using the chart wizard</b>.</p>

<p>3.F. Multiplication Calculator</p>	<p>Mathematics MA.O.3.1.9 demonstrate and model multiplication (repeated addition, arrays) and division (repeated subtraction, partitioning).</p> <p>MA.O.3.1.10 use and explain the operations of multiplication and division including the properties (e.g., identity element of multiplication, commutative property, property of zero, associative property, inverse operations).</p>	<p>21C.O.3-4.2.LS.3 <b>student engages in a problem solving process that promotes</b>, questioning, planning investigations and <b>finding answers and solutions</b>.</p> <p>21C.O.3-4.1.TT.6 Student <b>enters data into a spreadsheet performs simple calculations</b>, (e.g., Sum, Average), aligns data (e.g., left, right, center justification), applies different formats (e.g., number format, currency format, general format), and creates simple graphs and charts using the chart wizard.</p>
<p>4.A. Note Taker</p>	<p>Reading and English Language Arts RLA.O.4.1.13 judge the reliability or logic of informational texts.</p> <p>RLA.O.4.2.12 use strategies to gather and record information for research topics:</p> <ul style="list-style-type: none"> <li>• note taking</li> <li>• summarizing</li> <li>• paraphrasing</li> <li>• describing in narrative form</li> <li>• gathering information from direct quotes, maps, charts, graphs and tables</li> </ul> <p>RLA.O.4.2.13 select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).</p>	<p>21C.O.3-4.1.LS.1 Student identifies information needed to solve a problem or complete an assignment, <b>conducts a search and prioritizes various sources based on credibility and relevance, retrieves relevant information</b> from a variety of media sources, and uses this information to create an effective presentation.</p> <p>21C.O.3-4.1.TT.10 Student selects and <b>uses</b> appropriate software, other technologies, and <b>grade level appropriate search engines to locate and acquire information from electronic resources</b> (e.g., interactive books, multi-media encyclopedias, <b>Internet sites</b>). <b>Student evaluates information found for content and usefulness</b>.</p> <p>21C.O.3-4.3.TT.4 Student complies with county acceptable use policy. Student identifies the need for acceptable use policies (AUP), discusses basic issues related to responsible use of technology and information and describes personal consequences of inappropriate use, and <b>begins to cite sources for information found through electronic searches</b>.</p>

<p>4.B. E-Pals</p>	<p>Reading and English Language Arts          RLA.O.3.2.5 identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).</p> <p>RLA.O.4.2.5 develop proper form in written composition:</p> <ul style="list-style-type: none"> <li>• beginning-middle-end</li> <li>• indentation</li> <li>• topic sentence</li> <li>• introductory and concluding paragraphs</li> <li>• related details</li> <li>• related and cohesive paragraphs</li> <li>• transitional and descriptive words</li> </ul> <p>RLA.O.4.2.7 develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form.</p> <p>RLA.O.4.2.8 create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).</p> <p>RLA.O.4.2.10 identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).</p>	<p>21C.O.3-4.1.LS.3 Student, cognizant of audience and purpose, <b>articulates thoughts and ideas accurately and effectively through oral, written or multimedia communications.</b></p> <p>21C.O.3-4.1.TT.3 Student <b>uses menu options in software applications to create documents</b>, simple spreadsheets and presentations and to <b>save files to various locations</b> (e.g., USB drive, diskette, <b>hard drive</b>, server). Student <b>begins to use e-mail to exchange documents with other teachers and students. Students know how to organize files through the use of folders.</b></p> <p>21C.O.3-4.1.TT4 Student <b>finds, imports, inserts, and resizes or moves pictures, images</b> and charts <b>in word processing documents</b>, spreadsheets, presentations and other electronic templates.</p> <p>21C.O.3-4.2.TT.3 Student uses technology tools (e.g., presentation software, <b>word processing software</b>, publishing software, group web page design, digital cameras, scanners) for <b>individual and collaborative writing, communication, and publishing activities to create informative products for audience</b> inside and <b>outside the classroom.</b></p> <p>21C.O.3-4.3.TT.5 Student identifies why technology is important to them, the purpose of using login names and passwords, and reasons for keeping them private. <b>Student models acceptable use and understands the etiquette of email communications.</b></p>
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<p>4.C. Prove It</p>	<p>Reading and Language Arts RLA.O.4.2.14 use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).</p>	<p>21C.O.3-4.1.LS.1 <b>Student identifies information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources based on credibility and relevance, retrieves relevant information from a variety of media sources,</b> and uses this information to create an effective presentation.</p> <p>21C.O.3-4.1.LS3 <b>Student, cognizant of</b> audience and purpose, articulates thoughts and ideas accurately and effectively through oral, <b>written</b> or multimedia <b>communications</b>.</p> <p>21C.O.3-4.1.TT.3 <b>Student uses menu options in software applications to create documents,</b> simple spreadsheets and presentations and to save files to various locations (e.g., USB drive, diskette, hard drive, server). Student begins to use e-mail to exchange documents with other teachers and students. Students know how to organize files through the use of folders.</p> <p>21C.O.3-4.1.TT.5 <b>Student uses word processing software to create and format a document</b> (e.g., paragraphs, tabs, page justification, margins, spell check, grammar check, word count, insert page breaks, page numbers), <b>uses Edit menu to cut, copy, paste, change font type, size and color, select and highlight text, and other common editing features</b>.</p> <p>21C.O.3-4.1.TT.10 Student selects and <b>uses</b> appropriate software, other technologies, and <b>grade level appropriate search engines to locate and acquire information from electronic resources</b> (e.g., interactive books, multi-media encyclopedias, <b>Internet sites</b>). <b>Student evaluates information found for content and usefulness</b>.</p>
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<p>4.D. Zoom In</p>	<p>Reading and English Language Arts RLA.O.4.2.13 select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).</p> <p>RLA.O.4.2.14 use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).</p>	<p>21C.O.3-4.1.LS1 <b>Student identifies information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources based on credibility and relevance, retrieves relevant information from a variety of media sources, and uses this information to create an effective presentation.</b></p> <p>21C.O.3-4.1.LS3 Student, cognizant of audience and purpose, <b>articulates thoughts and ideas accurately and effectively through oral, written or multimedia communications.</b></p> <p>21C.O.3-4.1.TT4 <b>Student finds, imports, inserts, and resizes or moves pictures, images and charts in word processing documents, spreadsheets, presentations and other electronic templates.</b></p> <p>21C.O.3-4.1.TT7 <b>Student creates a presentation of at least four to six slides. Student inserts slides and chooses backgrounds, fonts, and slide layouts. Student understands and uses different formats for viewing (e.g., slide sorter menu, slide show menu, normal view).</b></p> <p>21C.O.3-4.1.TT10 Student selects and <b>uses appropriate</b> software, other technologies, and grade level appropriate <b>search engines to locate and acquire information from electronic resources (e.g., interactive books, multi-media encyclopedias, Internet sites). Student evaluates information found for content and usefulness.</b></p> <p>21C.O.3-4.2.TT3 <b>Student uses technology tools (e.g., presentation software, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create informative products</b> for audiences inside and outside the classroom.</p>
<p>4.E. Now You're In Business</p>	<p>Mathematics MA.O.4.5.1 read and interpret information represented on a circle graph.</p>	<p>21C.O.3-4.1.TT.3 <b>Student uses menu options in software applications to create documents, simple spreadsheets]</b> and presentations and to <b>save files to various locations (e.g., USB drive, diskette, hard drive, server).</b> Student begins to use e-mail to exchange documents with other teachers and students. <b>Students know how to organize files through the use of folders.</b></p> <p>21C.O.3-4.1.TT.6 Student enters data into a spreadsheet, <b>performs simple calculations (e.g., Sum, Average),</b> aligns data (e.g., left, right, center justification), applies different formats (e.g., number format, currency format, general format), and <b>creates simple graphs and charts using the chart wizard.</b></p>

<p>4.F. Extend a Pattern</p>	<p>Mathematics MA.O.4.2.2 recognize and describe relationships in which quantities change proportionally.</p>	<p>21C.O.5-8.1.TT.6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.3-4.2.LS.3 <b>Student engages in a problem solving process that promotes</b> questioning, planning investigations and <b>finding answers and solutions.</b></p>
<p>5.A. Write an Interactive Story</p>	<p>Reading and English Language Arts RLA.O.5.2.1 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.</p> <p>RLA.O.5.2.2 arrange thoughts and ideas in graphic representations to plan and write a product</p> <p>RLA.O.5.2.4 use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).</p>	<p>21C.O.5-8.1.TT.7 <b>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p>
<p>5.B. Talk to a Topic</p>	<p>Reading and Language Arts RLA.O.5.2.04 use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).</p> <p>RLA.O.5.3.01.c exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of personal narratives</p> <p>RLA.O.5.3.04 create an age-appropriate media product that demonstrates format, purpose, and audience.</p>	<p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT.3 Student recognizes different file format extensions (e.g., .doc, .xls, .ppt, .rft, .pdf, .jpeg, .gif, .mpg, .wav, .mp3) and <b>can import the different formats into</b> documents, presentations, spreadsheets and databases.</p> <p>21C.O.5-8.1.TT.7 <b>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p>

<p>5.C. Opinion Survey</p>		<p>21C.O.5-8.1.LS.3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT.9 <b>Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.</b></p> <p>21C.O.5-8.2.TT.2 <b>Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</b></p> <p>21C.O.5-8.2.TT.3 <b>Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solution.</b></p>
<p>5.D. Build a Database</p>		<p>21C.O.5-8.1.TT6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g., functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.1.TT8 <b>Student enters data relevant to class assignments into a database and performs simple queries.</b></p> <p>21C.O.5-8.2.TT2 <b>S Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</b></p>
<p>5.E. Ray's Electricity Model</p>	<p>Science SC.O.5.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.</p> <p>SC.O.5.3.02 construct a variety of useful models of an object, event, or process.</p>	<p>21C.O.5-8.1.TT6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.2.LS1 <b>Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehension criteria.</b></p>

<p>5.F. Problem Solving Table</p>	<p>Mathematics M.S.5.2 Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will demonstrate understanding of patterns, relations and functions, represent and analyze mathematical situations and structures using algebraic symbols, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts.</p>	<p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT5 <b>Student uses advanced features and utilities of word processing software (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).</b></p> <p>21C.O.5-8.2.LS1 <b>Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</b></p> <p>21C.O.5-8.2.LS3 <b>Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</b></p>
<p>6.A. Poetry in Motion</p>	<p>Reading and Language Arts RLA.O.6.1.6 differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• draw conclusions</li> <li>• interpret meaning</li> <li>• determine cause and effect</li> <li>• judge text critically</li> </ul> <p>RLA.O.6.1.10 evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.</p> <p>RLA.O.6.1.13 identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).</p>	<p>21C.O.5-8.1.LS2 <b>Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).</b></p> <p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT3 <b>Student recognizes different file format extensions (e.g.,.doc,.xls,.ppt,.rft,.pdf,.jpeg,.gif,.mpg,.wav,.mp3) and can import the different formats into documents, presentations, spreadsheets and databases.</b></p> <p>21C.O.5-8.1.TT4 <b>Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.</b></p> <p>21C.O.5-8.2.TT7 <b>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/colors/backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p> <p>21C.O.5-8.3.TT5 <b>Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multi-media presentations.</b></p>

<p>6.B. Web-Powered Research</p>	<p>Reading and English Language Arts          RLA.O.6.2.1 use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.</p> <p>RLA.O.6.2.4 use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).</p> <p>RLA.O.6.2.7 develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.</p> <p>RLA.O.6.2.8 demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task</p> <p>RLA.O.6.2.9 credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).</p> <p>RLA.O.6.2.10 Select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.</p>	<p>21C.O.5-8.1.LS.1 <b>Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem</b></p> <p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT5 <b>Student uses advanced features and utilities of word processing software</b> (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).</p> <p>21C.O.5-8.1.TT.10 <b>Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.</b></p> <p>21C.O.5-8.3.TT2 <b>Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.</b></p> <p>21C.O.5-8.3.TT5 Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. <b>Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.</b></p> <p>21C.O.5-8.3.TT.8 <b>Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.</b></p>
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<p>6.C. Famous Person Plaque</p>	<p>Reading and English Language Arts          RLA.O.6.2.1 use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail</p> <p>RLA.O.6.2.4 use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).</p> <p>RLA.O.6.2.8 demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task</p>	<p><b>Learning Skills and Technology Tools</b>          21C.O.5-8.1.LS.1 b)Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem</p> <p><b>21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology..</b></p> <p><b>21C.O.5-8.1.TT.4 Student uses</b> audio, video, <b>pictures</b>, clip art, moviemaker programs, webpage design software, electronic documents, and <b>other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.</b></p> <p><b>21C.O.5-8.1.TT5 Student uses advanced features and utilities of word processing software</b> (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).</p> <p><b>21C.O.5-8.3.TT2 Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.</b></p>
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<p>6.D. Timeline Map</p>		<p><b>21C.S.5-8.1 The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.</b></p> <p><b>21C.O.5-8.1.LS.1 Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.</b></p> <p><b>21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p><b>21C.O.5-8.1.TT.7 Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p> <p><b>21C.O.5-8.2.LS.1 Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</b></p> <p><b>21C.O.5-8.3.TT.5 Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.</b></p>
<p>6.E. Investigate Paper Copters</p>	<p>Science SC.O.6.1.01 realize that scientists formulate and test their explanations of nature using observation and experiments.</p> <p>SC.O.6.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.</p> <p>SC.O.6.1.10 utilize experimentation to demonstrate scientific processes and thinking skills (e.g., formulating questions, predicting, forming hypotheses, quantifying, or identifying dependent and independent variables).</p> <p>SC.O.6.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.</p> <p>SC.O.6.1.12 use inferential reasoning to make logical conclusions from collected data.</p>	<p><b>21C.O.5-8.1.TT6 Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p>

<p>6.F. How Does Fair Food Fare?</p>	<p>Mathematics M.O.6.5.1 collect, organize, display, read, interpret and analyze real-world data using appropriate graphs and tables (with and without technology).</p>	<p>21C.O.5-8.1.TT.6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.2.LS3 <b>Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</b></p> <p>21C.O.5-8.2.TT4 Student formulates a plan and <b>uses technology tools</b> and multiple media sources <b>to compare and analyze information in order to solve real-world problems.</b></p>
<p>7.A. Active Reading</p>	<p>Reading and English Language Arts RLA.O.7.1.03 Classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors.</p> <p>RLA.O.7.1.04 Use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by: generalizing to establish a purpose for reading, interpreting the relationship between graphic aids and text, and making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids.</p> <p>RLA.O.7.1.06 Relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p>	<p>21C.S.5-8.1 <b>The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.</b></p> <p>21C.S.5-8.2 <b>The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</b></p> <p>21C.O.5-8.2.LS1 <b>Student engages in a critical thinking process that supports synthesis</b> and conducts evaluations by applying comprehensive criteria.</p> <p>21C.O.5-8.2.LS3 <b>Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</b></p>

<p>7.B. Fact and Fiction</p>	<p>Reading and English Language Arts RLA.O.7.2.5 from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.</p>	<p>21C.O.5-8.1.LS3 <b>student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT.7 <b>student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p>
<p>7.C. Dynamic Journeys</p>	<p>Science SC.O.7.3.01 explore the relationship between the parts of a system to the whole system.</p> <p>SC.O.7.3.02 construct a variety of useful models of an object, event, or process.</p>	<p>21C.S.5-8.1 <b>The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.</b></p> <p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT7 <b>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p> <p>21C.O.5-8.2.LS3 <b>Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.</b></p>
<p>7.D. Collaborative Database</p>	<p>Science SC.O.7.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.</p> <p>SC.O.7.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.</p> <p>SC.O.7.1.12 use inferential reasoning to make logical conclusions from collected data.</p> <p>SC.O.7.2.30 classify rocks (e.g., crystal/particle size, or mineral composition and uses).</p>	<p>21C.O.5-8.1.LS1 <b>Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.</b></p> <p>21C.O.5-8.1.TT6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g., functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.1.TT8 <b>Student enters data relevant to class assignments into a database and performs simple queries.</b></p> <p>21C.O.5-8.1.TT10 <b>Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.</b></p>

<p>7.E. Vector Translations</p>	<p>Mathematics MA.O.7.3.3 apply rotations, reflections, translations to plane figures and determine the coordinates of its transformation and compare and contrast the new figure with the original.</p>	<p><b>Learning Skills and Technology Tools</b> 21C.O.5-8.1.TT6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g., functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.2.LS2 Student draws conclusions from a variety of data sources to analyze and interpret systems.</p>
<p>7.F. Random Climb</p>	<p>Mathematics MA.O.7.5.1 determine theoretical probability of an event, make and test predictions through experimentation.</p> <p>MA.O.7.5.3 collect, organize, graphically represent, and interpret data displays including frequency distributions, line-plots, scatter plots, box and whiskers, and multiple-line graphs.</p>	<p>21C.O.5-8.1.TT6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.2.LS2 <b>Student draws conclusions from a variety of data sources to analyze and interpret systems.</b></p> <p>21C.O.5-8.3.TT6 <b>Student applies productivity / multimedia tools and peripherals to support personal productivity,</b> group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.</p>

<p>8.A. Digital Storytelling</p>	<p>Reading and English Language Arts RLA.O.8.2.01 use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.</p> <p>RLA.O.8.2.03 use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.</p> <p>RLA.O.8.2.04 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.</p> <p>RLA.O.8.3.01 model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of compositions, reports, and scripts.</p> <p>RLA.O.8.3.07 plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.</p>	<p>21C.O.5-8.1.LS2 <b>Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images</b> from databases, video clips).</p> <p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT4 <b>Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.</b></p> <p>21C.O.5-8.1.TT7 <b>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p> <p>21C.O.5-8.1.TT9 <b>Student uses telecommunications tools</b> (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and <b>to gather, share and publish information to various audiences.</b></p> <p>21C.O.5-8.3.TT6 <b>Student applies productivity/ multimedia tools and peripherals to support personal productivity,</b> group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.</p>
<p>8.B. Online Book Review</p>	<p>Reading and Language Arts RLA.O.8.1.06: determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose.</p> <p>RLA.O.8.2.04 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice</p>	<p>21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</p> <p>21C.O.5-8.1.TT9 Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.</p> <p>21C.O.5-8.3.TT3 Student analyzes current information technologies and the effect these technologies have on the workplace and society.</p>

<p>8.C. From Issue to Action</p>	<p>Social Studies SS.O.08.01.09 outline and utilize a process to express opinion, resolve problems and/or seek assistance.</p>	<p>21C.O.5-8.1.LS1 <b>Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.</b></p> <p>21C.O.5-8.1.TT.9 Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.</p> <p>21C.O.5-8.2.TT.2 Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> <p>21C.O.5-8.2.TT3 <b>Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions.</b></p> <p>21C.O.5-8.2.TT4 <b>Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.</b></p> <p>21C.O.5-8.3.LS6 <b>Student maintains focus on larger project goal, frames appropriate questions, reflects on possible courses of action and their likely consequences, develops and initiates a plan of action</b> with appropriate smaller objectives and benchmarks, and submits the completed project when due.</p> <p>21C.O.5-8.3.TT.8 <b>Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.</b></p>
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<p>8.D. Animate a Change Process</p>		<p>21C.O.5-8.1.LS.2 <b>Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools</b> (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).</p> <p>21C.O.5-8.1.LS3 <b>Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</b></p> <p>21C.O.5-8.1.TT.7 <b>Student uses advanced features and utilities of presentation software (e.g., design templates, design layouts (fonts/ colors/ backgrounds) animation and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.</b></p>
<p>8.E. Database Analysis</p>	<p>Science SC.O.8.1.06 use appropriate technology solutions within a problem solving setting to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.</p>	<p>21C.O.5-8.1.LS1 <b>Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.</b></p> <p>21C.O.5-8.1.TT6 <b>Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</b></p> <p>21C.O.5-8.1.TT8 <b>Student enters data relevant to class assignments into a database and performs simple queries.</b></p> <p>21C.O.5-8.2.TT2 <b>Student collaborates with peers, experts, and others using collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products</b> for audiences inside and outside the classroom.</p> <p>21C.O.5-8.1.TT10 <b>Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information;</b> student evaluates the information for validity, bias, appropriateness, content and usefulness.</p>

<p>8.F. Linear Data Deductions</p>	<p>Mathematics MA.O.8.2.2 identify proportional relationships in real-world situations, then find and select an appropriate method to determine the solution; justify the reasonableness of the solution.</p> <p>M.O.8.2.5 apply inductive and deductive reasoning to write a rule from data in an input/output table, analyze the table and the rule to determine if a functional relationship exists.</p> <p>M.O.8.2.6 graph linear equations and inequalities within the Cartesian coordinate plane by generating a table of values (with and without technology).</p> <p>M.O.8.2.9 represent and solve real-world grade-appropriate problems using multiple strategies and justify solutions.</p> <p>*** This Grade 8 Mathematics Lesson could be used to meet the following <u>Algebra 1</u> CSOs ***</p> <p>M.O.A1.2.3 evaluate data provided, given a real-world situation, select an appropriate literal equation and solve for a needed variable.</p> <p>M.O.A1.2.5 analyze a given set of data and prove the existence of a pattern numerically, algebraically and graphically, write equations from the patterns and make inferences and predictions based on observing the pattern.</p> <p>M.O.A1.2.17 perform a linear regression (with and without technology),</p> <ul style="list-style-type: none"> <li>• compare and evaluate methods of fitting lines to data.</li> <li>• identify the equation for the line of regression,</li> <li>• examine the correlation coefficient to determine how well the line fits the data</li> <li>• use the equation to predict specific values of a variable.</li> </ul> <p>M.O.A1.2.19 gather data to create histograms, box plots, scatter plots and normal distribution curves and use them to draw and support conclusions about the data.</p> <p>M.O.A1.2.21 use multiple representations, such as words, graphs, tables of values and equations, to solve practical problems; describe advantages and disadvantages of the use of each representation.</p>	<p><b>Learning Skills and Technology Tools</b></p> <p>21C.O.5-8.1.LS1 Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.</p> <p>21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.</p> <p>21C.O.5-8.1.TT6 Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.</p> <p>21C.O.5-8.1.TT10 Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.</p> <p>21C.O.5-8.2.LS1 Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.</p> <p>21C.O.5-8.2.LS2 Student draws conclusions from a variety of data sources to analyze and interpret systems.</p> <p>21C.O.5-8.2.TT3 Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions.</p> <p>21C.O.5-8.2.TT4 Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.</p> <p>21C.O.5-8.3.TT2 Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.</p> <p>21C.O.5-8.3.TT6 Student applies productivity/multimedia tools and peripherals to support personal productivity, group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.</p>
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