



Fifth Grade Technology Curriculum Map

Unit/Topic:

Empowered Learner - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.EL.1.a. Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.
- 3-5.EL.1.b. With the oversight and support of an educator, students build a network of experts and peers within school policy and customize their environments to enhance their learning.
- 3-5.EL.1.c. Students seek feedback from both people and features embedded in digital tools and use age-appropriate technology to share learning.
- 3-5.EL.1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- [Clips](#)
- [Everyone Can Create by Apple](#)
- Google Slides
- [Keynote](#)
- [Noteability](#)
- [Scratch](#)

Unit/Topic:

Digital Citizen - Students recognize the responsibilities and opportunities for contributing to their digital communities, including making safe, legal, and ethical decisions using Artificial Intelligence.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.DC.2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.
- 3-5.DC.2.b. Students practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online, with guidance from an educator.
- 3-5.DC.2.c. Students learn about, demonstrate, and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.
- 3-5.DC.2.d. Students demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- [Brain Pop](#)
- [Code.org](#)
- [Common Sense Education](#)
- [Epic! Books](#)
- [Everyone Can Create by Apple](#)
- [PebbleGo](#)

Unit/Topic:

Knowledge Constructor - Students critically curate a variety of resources using digital tools, such as Artificial Intelligence chatbots, to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.KC.3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.
- 3-5.KC.3.b. Students learn how to evaluate sources for accuracy, perspective, credibility, and relevance.
- 3-5.KC.3.c. Using a variety of strategies, students organize information and make meaningful connections between resources.
- 3-5.KC.3.d. Students explore real-world problems and issues and collaborate with others to find answers or solutions.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- [Clips](#)
- [Code.org](#)
- [Common Sense Education](#)
- [Everyone Can Create by Apple](#)
- [Google Earth](#)
- [Keynote](#)
- [Noteability](#)

Unit/Topic:

Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.ID.4.a. Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem, or create innovative products that are shared with others.
- 3-5.ID.4.b. Students use digital and non-digital tools to plan and manage a design process.
- 3-5.ID.4.c. Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays.
- 3-5.ID.4.d. Students demonstrate perseverance when working with open-ended problems.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- [Clips](#)
- [Code.org](#)
- [Common Sense Education](#)
- [Everyone Can Create by Apple](#)
- [Hello Ruby](#)
- [Keynote](#)
- [Noteability](#)
- [Scratch](#)

Unit/Topic:

Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.CT.5.a. Students explore or solve problems by selecting technology for data analysis, modeling, and algorithmic thinking, with guidance from an educator.
- 3-5.CT.5.b. Students select effective technology to represent data.
- 3-5.CT.5.c. Students break down problems into smaller parts, identify key information, and propose solutions.
- 3-5.CT.5.d. Students understand and explore basic concepts related to automation, patterns, and algorithmic thinking.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- 3D Printer
- [Code.org](#)
- [Common Sense Education](#)
- [Google Earth](#)
- [Scratch](#)
- [Tello Drones](#)

Unit/Topic:

Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes, such as AI prompt engineering, using platforms, tools, styles, formats, and digital media appropriate to their goals.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.CC.6.a. Students recognize and utilize the features and functions of a variety of creation or communication tools.
- 3-5.CC.6.b. Students create original works and learn strategies for remixing or repurposing to create new artifacts.
- 3-5.CC.6.c. Students create digital artifacts to communicate ideas visually and graphically.
- 3-5.CC.6.d. Students learn about audiences and consider their expected audience when creating digital artifacts and presentations.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- [Code.org](https://code.org)
- [Codealicious - 3rd Grade](https://codealicious.com/)
- [Common Sense Education](https://www.common-sense.org/)
- [Hello Ruby](https://www.hello-ruby.com/)

Unit/Topic:

Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Standards and Evidence of Learning (Learning Targets/I Can Statements)

- 3-5.GC.7.a. Students use digital tools to work with friends and people from different backgrounds or cultures.
- 3-5.GC.7.b. Students use collaborative technologies to connect with others, including peers, experts, and community members, to explore different points of view on various topics.
- 3-5.GC.7.c. Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
- 3-5.GC.7.d. Students work with others using collaborative technologies to explore local and global issues.

Time Frame/Pacing:

Units/Topics will be covered throughout the year

Instructional Resources

- 3D Printer
- [Code.org](https://code.org)
- [Common Sense Education](https://www.common-sense.org/education)
- [Hello Ruby](https://www.hello-ruby.com)
- [Tello Drones](https://www.tello.com)