Social Studies – Grades K-5

The four levels of the **SAMR** model:

1. Substitution: the computer stands in for another technological tool without a significant change in the tool's function.

2. Augmentation: the computer replaces another technological tool, with significant functionality increase.

3. **Modification:** the computer enables the redesign of significant portions of a task.

4**. Redefinition:** the computer allows for the creation of new tasks that would otherwise be inconceivable without the technology.

KINDERGARTEN

1. **Brushes and Lines**

Student learns to use the mouse to drag, click, and select objects.

- Student becomes familiar with a tool palette.
- Student learns to combine and use colors and tools.
- Student learns how to use the Eraser tool.
- Student learns how to use the Pencil, Brush, Airbrush, and Line tools to draw lines and shapes.
- Student learns how to use tools and colors to draw a picture.

K [TX.126.6] Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.
K [K.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.
K [K.6 (C)] The student is expected to perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.
K [K.6 (D)] The student is expected to use a variety of input, output, and storage devices.

2. **Shapes and Fills**

- Student learns to use the mouse to drag, click, and select objects.
- Student learns to use the Fill tool to fill a shape with color
- Student learns how to use the Oval tool to draw circles and ovals
- Student learns how to use the Rectangle tool to draw squares and rectangles
- Student learns how to use tools and colors to draw a picture.

K [TX.126.6] Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.

K [K.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

K [K.6 (C)] The student is expected to perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.

K [K.6 (D)] The student is expected to use a variety of input, output, and storage devices.

3. **Drawing a Plant**
    - Student uses graphics software to create and label a drawing.
    - Student recognizes and uses vocabulary.
    - Student writes labels.

    K [TX.126.6] Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.

    K [K.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

    K [K.6 (C)] The student is expected to perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.

    K [K.6 (D)] The student is expected to use a variety of input, output, and storage devices.

4. **Portrait of Myself**
    Students create a self-portrait with a graphics program to show what makes them visually unique.

5. **Our Community**
    - Student uses a picture and labels to represent ideas.
    - Student uses a visual mapping program to create a visual map

GRADE 1

1. **Brushes and Lines**
    Student learns to use the mouse to drag, click, and select objects.
    - Student becomes familiar with a tool palette.
    - Student learns to combine and use colors and tools.
    - Student learns how to use the Eraser tool.
    - Student learns how to use the Pencil, Brush, Airbrush, and Line tools to draw lines and shapes.
    - Student learns how to use tools and colors to draw a picture.

2. **Shapes and Fills**
    - Student learns to use the mouse to drag, click, and select objects.
    - Student learns to use the Fill tool to fill a shape with color
    - Student learns how to use the Oval tool to draw circles and ovals
    - Student learns how to use the Rectangle tool to draw squares and rectangles
    - Student learns how to use tools and colors to draw a picture.

    1 [TX.126.6] Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.
    1 [1.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.
    1 [1.6 (C)] The student is expected to perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.
    1 [1.6 (D)] The student is expected to use a variety of input, output, and storage devices.

3. **Personal Flag**

Students use a graphics program to create a flag that represents themselves.
Student understands the concepts of symbols and symbolism.

- Student uses symbols and symbolism to create a flag.
- Student uses language to organize information.
- Student discusses symbols and symbolism used on state and country flags with the class

1 [(1.14)] Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:
1 [1.14 (A)] Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.
1 [1.14 (B)] Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.

4. **I Belong to Many Groups**

Students create a visual map that illustrates information about the groups to which they belong.

- Student gains awareness of groups and their goals.
- Student uses pictures and labels to represent ideas.
- Student links ideas to make them coherent and cohesive.

1 [TX.113.3 (1.12)] Citizenship: The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.
1 [1.12. (A)] Identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.
1 [TX.113.3 (1.5)] Geography: The student understands the purpose of maps and globes.
1 [1.5. (A)] Create and use simple maps to identify the location of places in the classroom, school, community, and beyond.

1 [TX.126.6] Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.
1 [1.2] Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.
1 [1.2 (D)] The student is expected to select, store, and deliver products using a variety of media, formats, devices, and virtual environments.
1 [1.1] Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.
1 [1.1 (D)] The student is expected to create and execute steps to accomplish a task.
1 [1.4] Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources.
1 [1.4 (D)] The student is expected to collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, and models.
1 [1.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.
1 [1.6 (C)] The student is expected to perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.

GRADE 2

1. **Country or State Flag**
   Students use a graphics program to create a flag that represents their state or country. Student understands the concepts of symbols and symbolism.
   • Student uses symbols and symbolism to create a flag.
   • Student uses language to organize information.
   • Student discusses symbols and symbolism used on state and country flags with the class

2. **I Belong to Many Groups**
   Students create a visual map that illustrates information about the groups to which they belong.

   - Student gains awareness of groups and their goals.
   - Student uses pictures and labels to represent ideas.
   - Student links ideas to make them coherent and cohesive.

   2 [TX.113.3 (1.12)] Citizenship: The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

   2 [1.12. (A)] Identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.

   2 [TX.113.3 (1.5)] Geography: The student understands the purpose of maps and globes.

   2 [1.5. (A)] Create and use simple maps to identify the location of places in the classroom, school, community, and beyond.

   2 [TX.126.6] Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.

   2 [1.2] Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.

   2 [1.2 (D)] The student is expected to select, store, and deliver products using a variety of media, formats, devices, and virtual environments.

   2 [1.1] Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.

   2 [1.1 (D)] The student is expected to create and execute steps to accomplish a task.

   2 [1.4] Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources.

   2 [1.4 (D)] The student is expected to collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, and models.

   2 [1.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

   2 [1.6 (C)] The student is expected to perform basic software application functions, including opening an application and creating, modifying, printing, and saving files.

GRADE 3

1. **Good Citizenship Video**
   Students plan and create a digital video about a good citizenship public service announcement

   - Student records a video and plays it back.
   - Student recognizes and uses the symbols of technology.
   - Student understands the concept of public service announcements (PSAs).
   - Student designs a script and storyboard for a video.
   - Many schools have **six** digital cameras from T3 grant
   - Principals have bought digital cameras for campus

   3 [TX.126.7] Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.

   3 [3.2] Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.

   3 [3.2 (A)] The student is expected to draft, edit, and publish products in different media individually and collaboratively.

   3 [3.1] Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.

   3 [3.1 (A)] The student is expected to create original products using a variety of resources.

   3 [3.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

   3 [3.6 (A)] The student is expected to demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning.

2. **Country or State Flag**
   Students use PowerPoint/Microsoft Paint programs to create a flag(s) that represents their state or country.

   Student understands the concepts of symbols and symbolism.
   • Student uses symbols and symbolism to create a flag.
   • Student uses language to organize information.
   • Student discusses symbols and symbolism used on state and country flags with the class

3. **Basic Components**
   Student understands what the Internet and the World Wide Web are and knows the difference between them. This lesson teaches students basic concepts about the Internet and the World Wide Web, such as using a web page and website, following links, and differentiating between the Internet and the World Wide Web.

   • Student learns the difference between a web page and a website.
   • Student learns to browse the World Wide Web by following a series of links.
   • Student organizes information.

- Student researches using Internet sources.
- Student reads information on websites.
- Student uses reading comprehension strategies.

4. **Browsing and URLs**
   This lesson teaches students how to identify and use URLs to research information online, create and use bookmarks, and use the navigation buttons.

   Student learns to use a browser to find and view information online.
   - Student learns the components of a URL and understands their meanings.
   - Student learns to enter a URL to navigate to a web page.
   - Student learns to use the back and forward buttons to navigate through web pages.
   - Student learns to add and use bookmarks for web pages.
   - Student reads about cave animals.
   - Student learns to use the Internet for research.

5. **Keyword Searches**
   This lesson teaches students how to use keywords and categories in search engines. It also teaches privacy issues to consider when providing information on the World Wide Web.

   - Student learns to perform online searches using search engines.
   - Student learns to perform both real text and keyword searches.
   - Student learns to perform category searches to find information.
   - Student learns to determine the success of a search.
   - Student recognizes the privacy issues involved with providing personal information to web pages

6. **Sending Emails Messages**
   Student identifies the parts of an email address (username, @, domain name).

   - Student uses a username and password to login to an email program.
   - Student learns about an email program's interface.
   - Student identifies the parts of an email message form (to, from, subject, and body).
   - Student sends an email message.
   - Student learns to not open email messages from people they don’t know.
   - Student composes written communication.
   - Student recognizes how historical figures and ordinary people helped to shape the world.
   - Student recognizes historical names associated with aviation history, such as Amelia Earhart, the Wright brothers, and George Putnam.
   - Student uses technology as a tool to communicate and research ideas.
   - Student learns how to use technology to work collaboratively.
   - Student gathers information and communicates with others using technology.
   - Student uses a keyboard to input information.

GRADE 4

1. **Basic Components**

   Student understands what the Internet and the World Wide Web are and knows the difference between them. This lesson teaches students basic concepts about the Internet and the World Wide Web, such as using a web page and website, following links, and differentiating between the Internet and the World Wide Web.

   • Student learns the difference between a web page and a website.
   • Student learns to browse the World Wide Web by following a series of links.
   • Student organizes information.
   • Student researches using Internet sources.
   • Student reads information on websites.
   • Student uses reading comprehension strategies.

   4 [TX.126.7] Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.

   4 [4.6] Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

   4 [4.6 (A)] The student is expected to demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning.

   4 [4.6 (C)] The student is expected to navigate systems and applications accessing peripherals both locally and remotely.

2. **Browsing and URLs**

   This lesson teaches students how to identify and use URLs to research information online, create and use bookmarks, and use the navigation buttons.

   Student learns to use a browser to find and view information online.
   • Student learns the components of a URL and understands their meanings.
   • Student learns to enter a URL to navigate to a web page.
   • Student learns to use the back and forward buttons to navigate through web pages.
   • Student learns to add and use bookmarks for web pages.
   • Student reads about cave animals.
   • Student learns to use the Internet for research.

3. **Keyword Searches**

   This lesson teaches students how to use keywords and categories in search engines. It also teaches privacy issues to consider when providing information on the World Wide Web.

   - Student learns to perform online searches using search engines.
   - Student learns to perform both real text and keyword searches.
   - Student learns to perform category searches to find information.
   - Student learns to determine the success of a search.
   - Student recognizes the privacy issues involved with providing personal information to web pages

4. **Sending Email Messages**

Student identifies the parts of an email address (username, @, domain name).

- Student uses a username and password to login to an email program.
- Student learns about an email program's interface.
- Student identifies the parts of an email message form (to, from, subject, and body).
- Student sends an email message.
- Student learns to not open email messages from people they don't know.
- Student composes written communication.
- Student recognizes how historical figures and ordinary people helped to shape the world.
- Student recognizes historical names associated with aviation history, such as Amelia Earhart, the Wright brothers, and George Putnam.
- Student uses technology as a tool to communicate and research ideas.
- Student learns how to use technology to work collaboratively.
- Student gathers information and communicates with others using technology.
- Student uses a keyboard to input information.

5. **Responding to Email Messages**

In this lesson, students practice responding to email messages by replying, forwarding, and deleting messages.

- Student uses an email inbox (opens and reads messages).
- Student replies to an email message.
- Student forwards an email message.
- Student responds to multiple recipients simultaneously.
- Student deletes junk mail and old messages.
- Student reads, comprehends, and responds to written communication.
- Student recognizes how historical figures and ordinary people helped to shape the world.
- Student recognizes historical names associated with aviation history, such as Amelia Earhart, the Wright brothers, George Putnam, and President Herbert Hoover.
- Student recognizes the presidency and the U.S. congress as important components of the U.S. government.
- Student uses technology as a tool to communicate and research ideas.
- Student learns how to use technology to work collaboratively.
- Student gathers information and communicates with others using technology.
- Student uses a keyboard to input information.

6. **Email the President**

Students will compose a message about a community issue to the President of the United States using a sample email program.

Student practices using an email program.

- Student recognizes the parts of an email program.
- Student writes an email.
- Student understands the benefits and responsibilities of citizenship.

GRADE 5

1. **Colonial Web Page**

   Students work in groups to create web pages based on a subtopic of colonial life in North America using Weebly.com.

   Student uses HTML code to build a simple web page.
   • Student practices effectively organizing information for a web page.
   • Student gains familiarity with colonial life.
   • Student practices writing for an Internet audience.
   • Student uses multiple sources for research.

   5 [TX.113.7 (5.26)] Social Studies Skills: The student communicates in written, oral, and visual forms.
   5 [5.26. (D)] Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

   5 [TX.126.7] Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.
   5 [5.2] Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.
   5 [5.2 (A)] The student is expected to draft, edit, and publish products in different media individually and collaboratively.
   5 [5.2 (F)] The student is expected to perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.
   5 [5.2 (B)] The student is expected to use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print.
   5 [5.1] Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.
   5 [5.1 (A)] The student is expected to create original products using a variety of resources.
   5 [5.3] Research and information fluency. The student acquires and evaluates digital content.
   5 [5.3 (D)] The student is expected to acquire information appropriate to specific tasks.

2. **Composing Slides**

   This Lesson explains how to compose slides and allows students to practice their decision-making skills. Students learn how layouts, layout templates, backgrounds, text, images, and white space can be created, modified, and used in slide shows.

   Student learns to insert and alter text in a slide show.
   • Student learns to insert new slides.
   • Student learns to add graphics from a file and from clip art to a slide.
   • Student learns to use white space effectively in placing components on a slide.
   • Student learns to alter the background of a slide show.
   • Student learns to use a template to create a slide.
   • Student learns to use preview panes to help in the design of a slide show.
   • Student combines data types such as text, audio, and graphics to create projects.
   • Student begins to analyze the writing process.
   • Student learns to consider audience when creating documents and telling stories.
   • Student understands the importance of clearly presenting ideas and concepts.

- Student combines ideas, text, pictures, and colors to present ideas.
- Student reviews the basic lifecycle of jellyfish.

3. **Enhancing Slides**

   In this Lesson, students learn how to communicate their voice to an audience in slide shows by choosing and using effective color palettes, applying text color and text formatting, drawing and customizing objects (such as shapes, lines, and arrows), and adding animation and sound.

   - Student learns to add effective audio components to a slide show.
   - Student learns to duplicate a slide.
   - Student learns to select an appropriate color palette for a slide show.
   - Student learns to modify text color in a slide show.
   - Student learns to modify the color of objects in a slide show.
   - Student learns to use preview panes to help in the design of a slide show.
   - Student combines data types, such as text, audio, and graphics to create projects.
   - Student learns to add audio and visual effects to a slide show.
   - Student learns to add animation effects to a slide show.
   - Student begins to analyze the writing process.
   - Student learns to consider audience when creating documents and telling stories.
   - Student practices using color to enhance visual communication.
   - Student learns about consistency in creative works.
   - Student practices adding emphasis to text in an appropriate manner.
   - Student reviews the basic lifecycle of frogs.