

**SENECA HILL PS – Connecting the ICT Students Standards K-6**

Class	Idea/Task	ICT Standards
S. K.	<p><b><i>Sorting Stamps in KidPix</i></b></p> <ul style="list-style-type: none"> <li>❑ Students sorted stamps in several ways: Letters of the Alphabet, Patterns with the Stamps (e.g., a,a, b,b,), Inside Stamps vs. Outside Stamps</li> </ul> <p><b><i>Representing Feelings in KidPix</i></b></p> <ul style="list-style-type: none"> <li>❑ Students listened to Happiness IS (song) then drew picture of themselves to match the lyrics with their illustrations</li> </ul>	<ul style="list-style-type: none"> <li>❑ begin to associate ICT as a source of information (e.g., to answer questions and search for pictures)</li> <li>❑ begin to investigate information pictorially (e.g., identify and discuss images)</li> <li>❑ explore drawing tools</li> <li>❑ begin to communicate ideas using pictures and text (e.g., use KidPix to retell a personal event or story)</li> <li>❑ begin to explore tool software (e.g., KidPix)</li> <li>❑ begin to use tool software to solve problems and to explore concepts (e.g., sort stamps by their properties)</li> </ul>
Grade 1	<p><b><i>Retelling Narratives in KidPix</i></b></p> <ul style="list-style-type: none"> <li>❑ Students were read a narrative and retold the story in KidPix with hand drawn pictures. They then labeled their illustrations</li> </ul> <p><b><i>Energy Reports in KidPix</i></b></p> <ul style="list-style-type: none"> <li>❑ Students drew a picture based on types of Energy, they then recorded their voice explaining their work</li> </ul>	<ul style="list-style-type: none"> <li>❑ read visuals to discover information (e.g., examine pictures of birds to discover common characteristics)</li> <li>❑ with assistance, communicate ideas and information using pictures and text (e.g., publish a narrative using KidPix SlideShow)</li> <li>❑ accomplish curriculum-based tasks by using tool software (e.g., create a pictograph in KidPix)</li> <li>❑ begin saving files and opening previously saved work</li> </ul>
Grade 2	<p><b><i>Narratives in KidPix and AppleWorks</i></b></p> <ul style="list-style-type: none"> <li>❑ Students typed narratives in AppleWorks and created accompanying illustrations in KidPix. With teacher assistance they learned to copy and paste their KidPix illustrations into their AppleWorks document</li> </ul>	<ul style="list-style-type: none"> <li>❑ use drawing tools to create images as part of a presentation in order to demonstrate and share knowledge about a specific curriculum topic (e.g., the life cycle of a butterfly)</li> <li>❑ edit text and images within a document (e.g., modify font, style, and image size)</li> <li>❑ choose appropriate applications to complete tasks</li> <li>❑ use text to communicate thoughts, ideas, or feelings (e.g., use word processing software to create a story, poem, or letter)</li> </ul>
Grade 3	<p><b><i>3 Dimensional Illustrations in AppleWorks, and Researching 5 W Questions</i></b></p> <ul style="list-style-type: none"> <li>❑ Students accessed bookmarked internet site <a href="http://www.greatbuildings.com">http://www.greatbuildings.com</a> They then chose a building and copied small image of it into AppleWorks Paint. They used the image as a model for their own 3 dimensional drawing. Upon completion of their drawing the students answered their 5W questions about their structure (e.g., Who built it?, Where is it located?, When was it built?). They created text boxes in AppleWorks paint to share their information in a poster format.</li> </ul> <p><b><i>Responding to questions on TEL</i></b></p> <ul style="list-style-type: none"> <li>❑ Students received personal TEL accounts and changed their password. They sent responses to questions emailed from their teacher</li> </ul>	<ul style="list-style-type: none"> <li>❑ explore topics using a variety of resources (e.g., examine information in electronic encyclopedias, library catalogues, and teacher-selected Internet sites to discover information about a specific topic)</li> <li>❑ create visual images by using paint and draw programs for a particular audience and purpose* (e.g., explore the concept of lines of symmetry in two-dimensional shapes)</li> <li>❑ begin to communicate electronically with people inside and outside the classroom (e.g., communicate with e-pals on TEL)</li> <li>❑ edit text and images within a document (e.g., use spell-check, format headings, place and modify images to enhance presentation of information)</li> <li>❑ begin to send ideas and information using e-mail</li> </ul>

**SENECA HILL PS – Connecting the ICT Students Standards K-6**

Class	Idea/Task	ICT Standards
Grade 4	<p><b><i>Light and Sound Jeopardy Quizzes in HyperStudio</i></b></p> <ul style="list-style-type: none"> <li>❑ Students researched 5 Questions using teacher bookmarked sites. In HyperStudio they created interactive quizzes, adding voice and sound to indicate if the answers were correct. The quizzes became a means for other students to review knowledge learned</li> </ul> <p><b><i>Animated Narratives in iMovie</i></b></p> <ul style="list-style-type: none"> <li>❑ Students read a story called “Bad Ideas” They used the theme to create their own narrative and made characters from paper, popsicle sticks and other found materials. Using the puppets they acted out their story and were videotaped doing so. In iMovie they edited their scenes, added sounds, music and titles.</li> </ul> <p><b><i>Healthy Eating Menus in AppleWorks and Claris HomePage</i></b></p> <ul style="list-style-type: none"> <li>❑ Students created menus that reflected healthy eating choices with illustrations in AppleWorks then saved their files to .html and inserted them into Claris HomePage</li> </ul> <p><b><i>Collaboration in a Class Conference on TEL</i></b></p> <ul style="list-style-type: none"> <li>❑ Students learned how to send and reply to personal messages. They also learned to delete old messages from their mailbox and forward messages. They also used their Class conference to collaborate with the other Grade 4 Class in the school by sharing suggestions for research sites and what information each site contained</li> </ul>	<ul style="list-style-type: none"> <li>❑ follow acceptable-use policies (e.g., TDSB Code of On-line Conduct)</li> <li>❑ develop an awareness of safe behaviour while using ICT (e.g., respect confidentiality of passwords and personal information)</li> <li>❑ synthesize and share information using graphic organizers (e.g., storyboard a writing plan in AppleWorks)</li> <li>❑ share ideas and information using tool software (e.g., create a HyperStudio stack describing the natural resources and physical regions of a Canadian province)</li> <li>❑ communicate and collaborate electronically with people inside and outside the classroom (e.g., TEL exchange projects, Class Conference on TEL)</li> <li>❑ accomplish curriculum-based tasks by using tool software (e.g., publish a procedure that includes sound, text, and images)</li> <li>❑ independently access and navigate within a document, CD-ROM, or software program that contains links</li> <li>❑ with assistance, use Internet search engines and other on-line search resources</li> <li>❑ with assistance, integrate the use of peripherals into projects and presentations (e.g., scanner, digital camera)</li> </ul>
Grade 5	<p><b><i>Class Poetry Anthology in HyperStudio</i></b></p> <ul style="list-style-type: none"> <li>❑ Students were taught several different forms of poetry. They chose their favourite from their personal portfolio to publish in the class anthology. Using HyperStudio they illustrated their poem and added sounds and animation to convey mood and meaning</li> </ul> <p><b><i>Early Civilizations Class Reports in HyperStudio</i></b></p> <ul style="list-style-type: none"> <li>❑ Students used books and the web to research specific aspects of an assigned civilization. On the computer they used the NotePad to take and print jot notes. They then published their research in HyperStudio and included a bibliography with hyperlinks to their sources</li> </ul> <p><b><i>Analyzing and Graphing Data with AppleWorks Spreadsheets</i></b></p> <ul style="list-style-type: none"> <li>❑ Students used Weather data from Statistics Canada to construct graphs in AppleWorks They also tracked and categorized their personal energy consumption. Using this data they constructed a variety Circle, Bar and Line Plots. The students then asked and answered questions based upon their graphs.</li> </ul>	<ul style="list-style-type: none"> <li>❑ exhibit legal and ethical behaviours when using information and ICT (e.g. observe copyright laws, reference sources)</li> <li>❑ follow an inquiry and research plan based on the four stages (prepare for research, access resources, process information, transfer learning)</li> <li>❑ create and use simple organizers and outlines (e.g., to collect and organize information, to sort facts, to find similarities, to evaluate and classify data)</li> <li>❑ synthesize and present information using graphic organizers and spreadsheets (e.g., use a spreadsheet or table to compare characteristics of early civilizations)</li> <li>❑ present and share ideas and information using tool software (e.g., create a HyperStudio stack or web page describing the structure and function of the digestive system)</li> <li>❑ independently communicate and collaborate electronically with people inside and outside the classroom (e.g., consult an expert, use Silver Birch Banter Conference on TEL)</li> <li>❑ evaluate the advantages and disadvantages of different kinds of print and electronic presentations (e.g., compare graphing using a spreadsheet vs. graphing on paper)</li> </ul>

**SENECA HILL PS – Connecting the ICT Students Standards K-6**

	Idea/Task	ICT Standards
<p><b>Class</b></p> <p><b>Grade 5 (cont.)</b></p>	<p><b><i>Discussion Questions in a Class Conference on TEL</i></b></p> <ul style="list-style-type: none"> <li>❑ Each week on the Grade 5 Class Conference the teacher posts a discussion question or topic. Using the conference, the students reply to the teacher and to each other with their thoughts, feelings and ideas. Also as an extension, the Birch Banter Conference is aliased inside their class conference, allowing the students to share their responses to the books they have read with other students across the TDSB.</li> </ul>	<ul style="list-style-type: none"> <li>❑ accomplish curriculum-based tasks by using tool software (e.g., create an autobiography that includes sound, text, and images)</li> <li>❑ solve problems that involve numerical operations by using tools such as calculators and spreadsheets (e.g., use a spreadsheet to explore patterns in number operations)</li> <li>❑ with assistance, create documents that contain some links and a simple navigation system (e.g., create a HyperStudio stack or web page describing the structure of Canada's federal government)</li> <li>❑ begin to use e-mail to submit assigned work</li> <li>❑ use Internet search engines and other on-line search resources</li> </ul>
<p><b>Grade 6</b></p>	<p><b><i>Science Experiment Procedures in HyperStudio</i></b></p> <ul style="list-style-type: none"> <li>❑ Students wrote and illustrated procedures for experiments they had devised to demonstrate the Properties and Characteristics of Flight. They included sounds, animation and digital photos to accompany their written procedure</li> </ul> <p><b><i>Submitting Assigned Work to a Class Conference on TEL</i></b></p> <ul style="list-style-type: none"> <li>❑ Students use their Class Conference on TEL to receive and submit class assignments. With home access, they are able to download and upload their files and share information with their parents, teachers and each other</li> </ul>	<ul style="list-style-type: none"> <li>❑ begin to create multimedia presentations that include sounds and images from a variety of sources (e.g., visual images, clip art, sound clips, and animated images)*</li> <li>❑ accomplish curriculum-based tasks by using tool software (e.g., complete a project describing the physical characteristics of the solar system that includes sound, text, images, and animation)</li> <li>❑ create documents that contain links and navigation systems (e.g., create a HyperStudio stack or web page profiling early explorers)</li> <li>❑ use e-mail to receive and submit assigned work via a class conference on TEL (including uploading and downloading files)</li> </ul>

**NOTES**

- ❑ 12 PC's in Lab/Library (9 Digitals – Pentium I, and 3 Dells – Pentium II) + 1 Multimedia iMac
- ❑ Classroom have between 2 – 4 LC580's vintage Macs – one or two with web access per classroom
- ❑ Every week 1 hour partnering with Teacher and Teacher -Librarian for TEL, research, assignment completion (K-6)
  
- ❑ Once/term LAB afternoon (2 + hours) with Teacher Librarian, 3 days/week
- ❑ Each class gets a turn – where projects get initiated and then can continue during regular weekly partnering and/or in class
- ❑ Grade 4, 5, 6 teachers are also present for the LAB sessions – and can continue work in the lab