

TechnoKids Computer Curriculum Technology Integration

TechnoKids Primary Projects – Grades 1 - 2 Technology Integration	TechnoArtist	TechnoAnimal	TechnoAuthor	TechnoBook	TechnoCelebrate	TechnoCity	TechnoCop	TechnoFit	TechnoIllustrator	TechnoPC
LANGUAGE ARTS										
Oral and Visual Communication										
allow others to speak, and wait their turn in conversations or class discussions	•	•	•	•	•	•	•	•	•	•
apply some of the rules of participating in a conversation and working with others	•	•	•	•	•	•	•	•	•	•
ask questions about their immediate environment and offer personal opinions	•	•	•	•	•	•	•	•	•	•
communicate a message using the computer as a tool	•	•	•	•	•	•	•	•	•	•
create simple media works using software applications	•	•	•	•	•	•	•	•	•	•
follow instructions and directions	•	•	•	•	•	•	•	•	•	•
listen and react to stories or information	•	•	•	•	•	•	•	•	•	•
use the conventions of oral language and of the various media that is appropriate to the grade level	•	•	•	•	•	•	•	•	•	•
view, read, and listen to media works to obtain information and to complete assigned tasks	•	•	•	•	•	•	•	•	•	•
Reading										
express clear responses to written materials by relating ideas to personal knowledge and experience			•	•	•	•	•	•		
identify ways in which different kinds of written materials are organized		•	•	•	•	•	•	•		
read a variety of written materials for different purposes		•	•	•	•	•	•	•		
understand the vocabulary and language structures appropriate for this grade level		•	•	•	•	•	•	•		
use a variety of reading strategies to understand a piece of writing		•	•	•	•	•	•	•		
use some conventions of written materials to help them understand what they read		•	•	•	•	•	•	•		
use their knowledge and experience to understand what they read		•	•	•	•	•	•	•		
Writing										
communicate ideas through writing for a specific purpose		•	•	•	•	•	•	•		•
correctly spell words identified by the teacher		•	•	•	•	•	•	•		•
edit and revise pieces of writing		•	•	•				•		
leave spaces between words using the spacebar on the keyboard		•	•	•	•	•	•	•		•
organize information so that the writing conveys a clear message		•	•	•	•	•	•	•		•
produce short pieces of writing using the computer		•	•	•	•	•	•	•		•
use an electronic dictionary to confirm spelling		•	•							
use and spell correctly the vocabulary appropriate for this grade level		•	•	•	•	•	•	•		•
use correctly the conventions (spelling, grammar, punctuation) appropriate for this grade level		•	•	•	•	•	•	•		•
use materials from other media such as clip art, word art, or digital pictures to enhance their writing		•	•	•		•	•	•		
use text formatting such as font type, font size, and font style for emphasis		•	•	•		•	•	•		•
use words and pictures to create a message	•	•	•	•	•	•	•	•	•	•
write simple sentences		•	•	•	•	•	•	•		
MATHEMATICS										
Number Sense and Numeration										
type numbers from 0 to 100		•					•	•		
understand the concept of order by sequencing events		•		•						
Measurement										
demonstrate an understanding of and ability to apply measurement terms		•		•						
make an object larger or smaller by dragging sizing handles in a particular direction		•	•	•		•	•	•		
Data Management and Probability										
compare, sort, and classify records according to specific attributes					•		•			
conduct an inquiry using appropriate methods					•		•			
pose questions about data gathered					•		•			
Geometry and Spatial Sense										
create two-dimensional shapes using graphic drawing tools	•	•					•		•	•
describe an object in relation to another using positional language			•			•				
follow directions to move or place an object in relation to another object			•			•		•		
identify two-dimensional shapes	•	•					•		•	•
use two-dimensional shapes to construct a picture	•	•					•		•	•
SOCIAL STUDIES										
Relationships, Rules, and Responsibilities										
demonstrate an understanding of the need for rules and responsibilities							•			•
describe the roles and responsibilities of various family and community members							•	•		
identify significant people, places, and events in their lives				•	•	•				
Traditions and Celebrations										
demonstrate that their country has many cultures					•					
describe family history and traditions					•					
explain how the various cultures in their country contribute to the local community					•					

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demonstrate an understanding that people's lifestyles may differ from country to country					•					
The Local Community										
list the occupations of some people in the community						•				
identify the places in which people work and describe the technologies, tools, and vehicles, they use						•				
SCIENCE										
Growth and Changes in Animals		•								
demonstrate an understanding of the similarities and differences among various types of animals		•								
explain animal adaptations to different environmental conditions (camouflage)		•								
describe animals behaviors and relate this to survival such as migration or hibernation		•								
classify animals using observable characteristics		•								
describe changes in the appearance of an animals as it goes through a complete life cycle (frog, butterfly)		•								
investigate the appearance, diet, habitat, young, and threats of animals		•								
Daily and Seasonal Cycles										
identify activities that are based on the seasons						•				
identify characteristics of clothing worn in different seasons						•				
describe ways in which humans modify their behavior to adapt to changes in temperature						•				
HEALTH										
identify safety rules to be followed							•			•
recognize safety risks and safe practices							•			•
describe the importance of food and exercise to the human body								•		
classify food into food groups								•		
apply decision-making skills to create a menu for a healthy meal								•		
identify ways to promote a healthy lifestyle								•		
THE ARTS										
Visual Arts										
describe different kinds of lines	•						•		•	•
describe the subject matter of a variety of art works from cultures and periods and in various styles	•								•	
describe using appropriate vocabulary how artist use the elements of design to create a special effect	•							•	•	
identify and use a variety of graphic art tools	•	•			•		•	•	•	•
identify the value of a colour	•								•	•
produce two dimensional works of art that communicate ideas for specific purposes	•	•			•		•	•	•	•
use correctly vocabulary and art terminology	•							•	•	•
use the elements of design in ways appropriate for this grade	•							•	•	•

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TechnoKids Junior Projects – Grades 3-5 Technology Integration

	TechnoBiz	TechnoClue	TechnoCorrespondent	TechnoDrama	TechnoExplorer	TechnoHero	TechnoLink	TechnoImages	TechnoMovie	TechnoMummy	TechnoPoet	TechnoQuest	TechnoReporter	TechnoSales
LANGUAGE ARTS														
Oral and Visual Communication														
apply rules for working with others	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ask and answer questions on a variety of topics to acquire and clarify information	•	•	•	•	•	•	•	•	•	•	•	•	•	•
communicate ideas and information for specific purposes and to specific audiences	•	•	•	•	•	•	•	•	•	•	•	•	•	•
listen to discussions and ask questions to clarify meaning	•	•	•	•	•	•	•	•	•	•	•	•	•	•
speak about topics and issues in classroom discussions using specialized language	•	•	•	•	•	•	•	•	•	•	•	•	•	•
use basic terminology to discuss visual images in electronic media	•	•	•	•	•	•	•	•	•	•	•	•	•	•
use visual materials from other media such as clip art or Word Art to enhance writing	•	•	•	•	•	•	•	•	•	•	•	•	•	•
use the conventions of oral language and of media that are appropriate to the grade	•	•	•	•	•	•	•	•	•	•	•	•	•	•
view, read, and listen to media works and talk about what they have learned	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Reading														
decide on a purpose for reading and select the material from a appropriate sources	•	•	•	•	•	•	•	•	•	•	•	•	•	•
develop research skills to locate information using electronic sources			•	•	•	•	•			•	•	•	•	
read a variety of fiction and non-fiction materials for different purposes	•	•	•	•	•	•	•	•	•	•	•	•	•	•
express responses to written materials relating ideas to knowledge and experience	•	•	•	•	•	•	•	•	•	•	•	•	•	•
read independently using various reading strategies	•	•	•	•	•	•	•	•	•	•	•	•	•	•
select material that they need from a variety of sources			•	•	•	•	•			•	•	•	•	
understand specialized terms in different subject areas	•	•	•	•	•	•	•	•	•	•	•	•	•	•
understand the vocabulary and language structures appropriate for this grade level	•	•	•	•	•	•	•	•	•	•	•	•	•	•
use conventions of written materials to help understand and use the materials	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing														
accurately use graphs and captions	•		•										•	•
accurately use titles and subheadings as organizers	•	•	•	•		•	•					•	•	•
communicate ideas and information for specific purpose to specific audiences	•	•	•	•			•				•	•	•	•
correctly use conventions of writing (grammar, spelling, punctuation)	•	•	•	•	•	•	•	•	•	•	•	•	•	•
organize information into short paragraphs that contain a main idea and related details	•	•	•	•	•	•	•	•	•	•	•	•	•	•
produce pieces of writing using a variety of forms including reports, poetry, letters	•	•	•	•	•	•	•	•	•	•	•	•	•	•
proofread and correct their final drafts			•	•	•	•	•				•	•	•	•
use an electronic dictionary to confirm spelling			•				•				•	•	•	•
use an electronic thesaurus to expand vocabulary											•	•	•	•
use materials from other media (clip art, word art, or digital images) to enhance writing	•	•	•	•		•	•	•		•	•	•	•	•
write materials that express a point of view and/or reflect on their own experiences	•	•	•	•	•	•	•	•		•	•	•	•	•
MATHEMATICS														
Number Sense and Numeration														
add and subtract money amounts and represent the answer in decimal notation														•
pose and solve number problems	•													•
identify the use of number in various careers	•													•
understand and explain basic operations: addition, subtraction, and multiplication														•
use the appropriate formula to solve number problems														•
Measurement														
estimate the amount of an item and count to determine the accuracy of the prediction	•													
Data Management and Probability														
apply the concept of likelihood to events in solving simple problems	•													
collect and organize data using a spreadsheet, database form, or graphic organizer	•	•				•				•				•
compare experimental results with predicted results	•													
conduct simple probability experiments and predict the results	•													
conduct surveys and record data on tally charts or spreadsheets	•													•
construct labeled graphs using computer applications	•													•
explain how data were collected and describe the results of the survey	•													•
identify examples of the use of data in the world	•	•								•				•
interpret and evaluate displays of data and discuss the information	•													•
recognize the purposes of different parts of a graph: title, labels, and axes	•													•
sort or filter data using various attributes		•								•				•
use computer applications to record the results of data collected	•	•								•				•
use their questions as a basis for collecting data	•	•								•				•

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SOCIAL STUDIES														
Medieval Times														
communicate information about medieval society in the form of an interactive quiz												•		
describe the various roles of people in medieval society												•		
locate relevant information from electronic sources and cite the source												•		
pose questions about medieval society and research to gain information												•		
use medieval symbols and mythological creates to create a shield or coat of arms												•		
Early Civilizations														
communicate information about early civilizations in written form			•							•				
demonstrate an understanding of how Egyptian values and beliefs influenced daily life										•				
demonstrate an understanding of the class structures of Egyptians										•				
demonstrate an understanding of interrelationships between people and environment										•				
formulate questions to serve as a guide to gather information about early civilizations				•						•				
identify design and technology in early civilizations (jewelry, irrigation, tools, buildings)				•						•				
identify some of the scientific and technological achievements of early civilizations				•						•				
Significant Person														
communicate information about the person in a multimedia report						•								
compare and contrast the person's life with student's life						•								
describe the influence of a person to an area, society, or historical period						•								
formulate questions to serve as a guide to gather information about the person						•								
identify the contributions of a significant person						•								
use graphic organizers such as tables and flowcharts to display information						•								
SCIENCE														
Habitats and Communities														
classify animals as omnivores, herbivores, or carnivores														•
construct food chains that includes plants and animals														•
demonstrate an understanding of animal habitats														•
describe ways in which humans are dependent on plants and animals														•
describe ways in which humans can change habitats and the effects on animals														•
formulate questions an answer them to identify the needs of animals in a habitat														•
identify threats that affect animals and their habitats														•
investigate the dependency of animals on their habitats														•
produce a report about an endangered specie														•
recognize that animals and plants live in specific habitats														•
use appropriate vocabulary including correct science and technology terminology														•
HEALTH														
explain and follow relevant safety procedures when using the Internet			•		•	•	•			•		•	•	
THE ARTS														
Music														
create or arrange music or sound to accompany a presentation		•		•					•			•		
Visual Arts														
apply graphic tools to create art work using the computer		•	•					•	•	•		•		
create artwork similar to a particular style								•		•				
describe art work from different styles and historical periods								•		•				
describe how artists use the elements of design in their artwork								•				•		
digitally edit photos or video to manipulate the image		•	•	•				•	•					
explain the specific choices made in the production of their art work								•		•				
identify complimentary colors								•						
identify elements of design and apply them when producing artwork								•						
recognize warm and cool colors and describe their emotional impact								•						

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TechnoKids Intermediate Projects – Grades 6-8 Technology Integration	TechnoCEO	TechnoCommercial	TechnoEditor	TechnoEntrepreneur	TechnoEzine	TechnoHTML	TechnoInvestor	TechnoJournalist	TechnoNASA	TechnoNovel	TechnoTravel	TechnoBlography	TechnoWeb
LANGUAGE ARTS													
Oral and Visual Communication													
analyze and assess media works and express a viewpoint about it	•	•	•	•	•	•	•	•	•	•	•	•	•
ask and answer questions to obtain and clarify information	•	•	•	•	•	•	•	•	•	•	•	•	•
communicate a main idea about a topic and describe a sequence of events	•	•	•	•	•	•	•	•	•	•	•	•	•
contribute and work constructively in groups	•	•	•	•	•	•	•	•	•	•	•	•	•
create media works (book trailer, brochure, report, magazine, book, web page, video)	•	•	•	•	•	•	•	•	•	•	•	•	•
demonstrate the ability to identify main points and stay on topic	•	•	•	•	•	•	•	•	•	•	•	•	•
describe the function of different elements in magazines and newspapers	•	•	•	•	•	•	•	•	•	•	•	•	•
evaluate the effectiveness of various informational media works	•	•	•	•	•	•	•	•	•	•	•	•	•
express and respond to a range of ideas and opinions concisely, clearly, and appropriately	•	•	•	•	•	•	•	•	•	•	•	•	•
follow detailed instructions	•	•	•	•	•	•	•	•	•	•	•	•	•
make reports, describe and explain a course of action	•	•	•	•	•	•	•	•	•	•	•	•	•
use explanations and instructions to plan and organize work	•	•	•	•	•	•	•	•	•	•	•	•	•
use resource materials to illustrate ideas in presentations	•	•	•	•	•	•	•	•	•	•	•	•	•
use the conventions of oral language that are appropriate to the grade level	•	•	•	•	•	•	•	•	•	•	•	•	•
Media Awareness: Advertising													
identify and describe the different types of advertising encountered in their surroundings	•	•	•	•	•	•	•	•	•	•	•	•	•
identify the creator of a commercial	•	•	•	•	•	•	•	•	•	•	•	•	•
recognize the purpose of commercials	•	•	•	•	•	•	•	•	•	•	•	•	•
identify the target audience for a commercial and describe their attributes	•	•	•	•	•	•	•	•	•	•	•	•	•
recognize obvious and hidden messages in commercials	•	•	•	•	•	•	•	•	•	•	•	•	•
identify stereotypes in commercials	•	•	•	•	•	•	•	•	•	•	•	•	•
identify selling techniques used in commercials	•	•	•	•	•	•	•	•	•	•	•	•	•
identify various camera positions including types of shots, angles, and movement	•	•	•	•	•	•	•	•	•	•	•	•	•
produce a commercial that shares a message with a target audience	•	•	•	•	•	•	•	•	•	•	•	•	•
Reading													
decide on a specific purpose for reading and select material from appropriate sources	•	•	•	•	•	•	•	•	•	•	•	•	•
identify the elements of a story and explain how they relate to each other	•	•	•	•	•	•	•	•	•	•	•	•	•
identify a character's motivation	•	•	•	•	•	•	•	•	•	•	•	•	•
plan a research project and carry out the research	•	•	•	•	•	•	•	•	•	•	•	•	•
read a variety of fiction and non-fiction materials for different purposes	•	•	•	•	•	•	•	•	•	•	•	•	•
read independently selecting appropriate reading strategies	•	•	•	•	•	•	•	•	•	•	•	•	•
summarize and explain the main ideas in information materials	•	•	•	•	•	•	•	•	•	•	•	•	•
understand specialized words or terms as necessary	•	•	•	•	•	•	•	•	•	•	•	•	•
understand the vocabulary and language structures appropriate for the grade level	•	•	•	•	•	•	•	•	•	•	•	•	•
use the conventions of written materials to help understand and use the materials	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing													
communicate ideas and information for a variety of purposes and to specific audiences	•	•	•	•	•	•	•	•	•	•	•	•	•
integrate media materials (clip art, digital images) into their writing	•	•	•	•	•	•	•	•	•	•	•	•	•
produce media text using writing and materials from other media	•	•	•	•	•	•	•	•	•	•	•	•	•
produce pieces of writing using a variety of forms, techniques, and resources	•	•	•	•	•	•	•	•	•	•	•	•	•
proofread and correct final drafts	•	•	•	•	•	•	•	•	•	•	•	•	•
use a variety of sentence types and structures appropriate for their purpose	•	•	•	•	•	•	•	•	•	•	•	•	•
use and spell correctly the vocabulary appropriate for this grade level	•	•	•	•	•	•	•	•	•	•	•	•	•
use correctly the conventions (spelling, grammar, punctuation) for this grade level	•	•	•	•	•	•	•	•	•	•	•	•	•
use different styles of type appropriately for specific purposes	•	•	•	•	•	•	•	•	•	•	•	•	•
use spreadsheets appropriately to convey specific types of information in graphs or tables	•	•	•	•	•	•	•	•	•	•	•	•	•
use writing for various purposes and in a range of contexts	•	•	•	•	•	•	•	•	•	•	•	•	•
MATHEMATICS													
Number Sense and Numeration													
add, subtract, and multiply whole numbers and decimals	•	•	•	•	•	•	•	•	•	•	•	•	•
explain numerical information and respond to numerical information in media	•	•	•	•	•	•	•	•	•	•	•	•	•
identify the use of numbers in various careers	•	•	•	•	•	•	•	•	•	•	•	•	•
pose number problems and solve using appropriate calculations	•	•	•	•	•	•	•	•	•	•	•	•	•
read and type whole numbers and decimals	•	•	•	•	•	•	•	•	•	•	•	•	•
select operations and write the formula for the calculation	•	•	•	•	•	•	•	•	•	•	•	•	•
understand the significance of numbers in the world and evaluate their use in media	•	•	•	•	•	•	•	•	•	•	•	•	•
Measurement													
read and write money values	•	•	•	•	•	•	•	•	•	•	•	•	•
estimate and count amounts of money	•	•	•	•	•	•	•	•	•	•	•	•	•

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Data Management and Probability													
construct graphic organizers using computer applications	•			•			•		•				
evaluate data and make conclusions from the analysis of data	•			•			•		•				
design surveys, organize the data, and record the information into a spreadsheet				•									
experiment with a variety of displays of the same data and select a suitable graph							•						
identify and describe trends in graphs using informal language to identify growth	•			•			•						
interpret displays of data and present the information using mathematical terms	•			•			•						
make inferences and convincing arguments based on analysis of tables, charts, graphs	•			•			•						
manipulate and present data using spreadsheets and use the data to solve problems	•			•			•						
organize data into self selected categories and ranges	•			•			•		•				
recognize that different types of graphs can present the same data differently	•			•			•						
record data on spreadsheets	•			•			•						
search databases for information and interpret the information									•				
systematically collect, organize, and analyse data	•			•			•		•				
use conventional symbols, titles, and labels when displaying data	•			•			•		•				
GEOGRAPHY													
produce a map for a variety of purposes												•	
formulate questions to guide the research of a topic concerning a geographic location												•	•
locate relevant information from a variety of electronic sources												•	•
analyze the information												•	•
communicate the results of the inquiry for the purpose of producing a travel brochure												•	
SCIENCE													
Space									•				
describe technological and scientific advances that enable humans to study space									•				
describe past and present space missions and their contribution to space exploration									•				
research space-related topics such as missions, astronauts, technology, planets									•				
use appropriate science and technology terminology (constellations, planets, comets)									•				
organize space-related data into a database									•				
identify people who have contributed to space science and technology									•				
THE ARTS													
Music													
select an accompaniment for a story, poem, advertisement, or presentation	•	•						•		•			
Visual Arts													
identify the most appropriate graphic tools and use them correctly	•	•	•	•	•			•		•	•	•	•