Fourth Grade
Curriculum Map
2025-2026
Mrs. Michelle Koch

Unit: Microsoft Word, Typing (J, F, Space, U, R, K, D, E, I, C, G, N, T, S, L, O, B, A, V, H, M), WebQuest, Email	**Time:** August-September-October

Standards Taught

- 4.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes.
- 4.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning.
- 4.ET.EL.3: Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways.
- 4.ET.ID.1: With or without the use of technology, students can apply a design process to generate ideas, consider possible solutions, create a plan to solve a problem, and share their innovative ideas with others.
- 4.ET.ID.2: Students persevere when researching and solving open ended problems and use trial-and-error strategies to test and refine prototypes.
- 4.ET.CC.2: Students create original artifacts or responsibly remix or repurpose existing digital resources.
- 4.ET.GC.1: Students will use collaborative digital tools to connect with people of different backgrounds, cultures, and points of view to examine local, national, and global issues.
- 4.ET.GC.2: In a collaborative team, students will perform a variety of roles to complete a project or solve a problem using digital tools.
- 4.ET.KC.1: Students employ appropriate research techniques to effectively locate credible resources to help them in the learning process.
- 4.ET.KC.2: Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance.

Differentiation:	**Classroom Management and Environment:**	**What will the students be doing?**
• Students who needed the extra help received individual help from paraprofessionals assigned to them or teacher help. • Students who can't use projection screen; paper copies are provided. • Assignment modifications are also provided when needed.	Two 30-minute class periods per week. The students carry their computer from their classroom to the computer lab. This is a one-to-one setting with a maximum of 6 students to a table. Projection system is used for classroom instruction.	To practice the various skills students will: • Hold class discussions on the importance of logging off internet sites to which they have logged in. • Decide when it is appropriate to email or text information. • Complete lessons on www.typing.com to improve typing skills. • Utilize menu bar when working on documents in Microsoft Word. • Hold class discussions on how technology effects our lives every day. • Use websites to research for information. • Use Google to search for images. • Understand how to use the features of copy and paste.
Relevance	**Vocabulary**	**Assessments**

• Typing is essential to efficient use of word processing and many other applications. • Logging out of web sites on shared computers is essential to personal information safety. • Proper posture and hand/arm placement while keyboarding is essential to physical well-being.	• Home row • Posture • Email • Typing • Muscle memory • Favorites • Short cut keys • Extend/reach • Bookmark • Qwerty method • Public/private computers • Efficiency • Minimize • Desktop	• Assessment is conducted throughout the class period as teacher observation. • On line lessons are assessed as well as end of unit tests. • Time tests are given to track improvement of speed and accuracy. • Grades are given for accurate information attained used websites.
	Essential Questions: • What is the importance typing? • What is the importance of correct logging off procedures on a shared computer? • What is the importance of muscle memory? • What is the importance of correct posture? • What is the importance of knowing when to use email/texting? • Why is knowing the menu bar and short cuts essential to keyboard efficiency?	

Unit: WebQuest, PowerPoint, Typing	**Time:** November-December

Standards Taught

- 4.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes.
- 4.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning.
- 4.ET.EL.3: Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways.
- 4.ET.CT.2: Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions.
- 4.ET.ID.2: Students persevere when researching and solving open ended problems and use trial-and-error strategies to test and refine prototypes.
- 4.ET.ID.1: With or without the use of technology, students can apply a design process to generate ideas, consider possible solutions, create a plan to solve a problem, and share their innovative ideas with others.
- 4.ET.CC.1: Students evaluate and select a variety of platforms and tools to create products and communicate with others to appropriately complete tasks.
- 4.ET.CC.2: Students create original artifacts or responsibly remix or repurpose existing digital resources.
- 4.ET.CC.3: Students select the appropriate medium and communicate clear, complex ideas through the use of visualizations for an intended audience.
- 4.ET.GC.1: Students will use collaborative digital tools to connect with people of different backgrounds, cultures, and points of view to examine local, national, and global issues.
- 4.ET.GC.2: In a collaborative team, students will perform a variety of roles to complete a project or solve a problem using digital tools.
- 4.ET.KC.1: Students employ appropriate research techniques to effectively locate credible resources to help them in the learning process.

- 4.ET.KC.2: Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance.
- 4.ET.KC.3: Students use a variety of strategies and digital tools to organize information and make meaningful connections.

Differentiation:	Classroom Management and Environment:	What will the students be doing?
• Students who needed the extra help received individual help from paraprofessionals assigned to them or teacher help. • Students who can't use projection screen; paper copies are provided. • Assignment modifications are also provided when needed.	Two 30-minute class periods per week. The students carry their computer from their classroom to the computer lab. This is a one-to-one setting with a maximum of 6 students to a table. Projection system is used for classroom instruction.	To practice the various skills students will: • Use websites to research for information. • Research information for completing assignments. • Use Google to search for images. • Understand how to use the features of copy and paste. • Utilize the menu bar of PowerPoint. • Create an informative PowerPoint.
Relevance	**Vocabulary**	**Assessments**
• Typing is essential to efficient use of word processing and many other applications. • Proper posture and hand/arm placement while keyboarding is essential to physical well-being. • Understanding the use of tables and text boxes enables students to show information in various ways. • Using internet safety while doing research is essential. • Knowing how to cite sources in important while doing research. • Using a program to display researched information it inviting and easier for others to	• Muscle memory • Qwerty method • Efficiency • Text boxes • Alignment • Copy/Paste • Images • Layout • Slides • Minimize • Desktop	• Assessment is conducted throughout the class period as teacher observation. • On line lessons are assessed as well as end of unit tests. • Time tests are given to track improvement of speed and accuracy. • Grades are given for accurate information attained using websites. • Completion of assigned work is used to assess knowledge and understanding.

engage in their learning.		
	Essential Questions: • What is the importance of typing? • What is the importance of muscle memory? • What is the importance of correct posture? • Why is knowing the menu bar and short cuts essential to keyboard efficiency? • What is the importance of citing sources? • Why is eye appeal important when creating a document or PowerPoint? • What is the importance of checking the reliability and relevance of a website in relation to the topic being researched? • What is the importance of knowing how to use text boxes within word documents? • Why is it important to collaborate with peers on creating documents and presentations?	

Unit: Microsoft Word, Typing (Period, Comma, ;, W, X, Q, Y, P, Z, Enter, Shift Key, Capitalization, Punctuation, Numbers, Symbols)		**Time:** January-February
Standards Taught • 4.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes. • 4.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning. • 4.ET.EL.3: Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways.		
Differentiation:	**Classroom Management and Environment:**	**What will the students be doing?**
• Students who needed the extra help received individual help from paraprofessionals assigned to them or teacher help. • Students who can't use projection screen; paper copies are provided. • Assignment modifications are also provided when needed.	Two 30-minute class periods per week. The students carry their computer from their classroom to the computer lab. This is a one-to-one setting with a maximum of 6 students to a table. Projection system is used for classroom instruction.	To practice the various skills students will: • Hold class discussions on the importance of logging off internet sites to which they have logged in. • Decide when it is appropriate to email or text information. • Complete lessons on www.typing.com to improve typing skills. • Utilize menu bar when working on documents in Microsoft Word.

		• Hold class discussions on how technology effects our lives every day. • Use Google to search for images. • Understand how to use the features of copy and paste.
Relevance	**Vocabulary**	**Assessments**
• Typing is essential to efficient use of word processing and many other applications. • Proper posture and hand/arm placement while keyboarding is essential to physical well-being. • Understanding the use of tables and text boxes enables students to show information in various ways. • Using internet safety while doing research is essential. • Knowing how to cite sources in important while doing research. • Using a program to display researched information it inviting and easier for others to engage in their learning.	• Muscle memory • Qwerty method • Efficiency • Text boxes • Alignment • Copy/Paste • Images • Layout • Slides • Minimize • Desktop	• Assessment is conducted throughout the class period as teacher observation. • On line lessons are assessed as well as end of unit tests. • Time tests are given to track improvement of speed and accuracy. • Grades are given for accurate information attained using websites. • Completion of assigned work is used to assess knowledge and understanding.
	Essential Questions: • What is the importance of typing? • What is the importance of muscle memory? • What is the importance of correct posture? • Why is knowing the menu bar and short cuts essential to keyboard efficiency? • What is the importance of citing sources? • Why is eye appeal important when creating a document or PowerPoint?	

	• What is the importance of checking the reliability and relevance of a website in relation to the topic being researched? • What is the importance of knowing how to use text boxes within word documents? • Why is it important to collaborate with peers on creating documents and presentations?

Unit: Microsoft Word, Typing (Cross-Curricular Typing=Context Clues & Root Words, Thesaurus Words, All About Verbs, Literature, Informational Texts), Typing (Digital Citizenship & Communication=The Power of Helping Technology, Exploring Emerging Technology, Troubleshooting Tech, Online Behavior, Password Privacy, Internet Search Tips, Using AI Responsibly & Safely)	**Time:** March-April-May

Standards Taught

- 4.ET.EL.1: Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes.
- 4.ET.EL.2: With or without support, students build networks of experts and peers to enhance their learning.
- 4.ET.EL.3: Students improve learning by seeking feedback from others using digital tools and other resources to demonstrate learning in a variety of ways.
- 4.ET.EL.4: Students demonstrate an understanding of how technology works, know how to independently troubleshoot, and are not afraid to take a risk in choosing and utilizing new or current technologies for learning.
- 4.ET.CT.1: Students select appropriate technology to analyze data, create models, and problem-solve through the use of logical thinking.
- 4.ET.CT.3: Students will recognize basic concepts of automation including decomposition, abstraction, use algorithmic thinking, and pattern recognition.
- 4.ET.DC.1: Students will demonstrate an understanding of the importance of creating and maintaining a positive online identity and the permanence and future impact of their online and offline decisions when using digital technology.
- 4.ET.DC.2: Students will practice positive, safe, legal, and ethical behavior when using technology.
- 4.ET.DC.3: Students demonstrate and promote respect for using and sharing the intellectual property of others and themselves.
- 4.ET.DC.4: Students demonstrate an understanding of how personal data is collected, tracked, and used, how to maintain privacy, and how to safely share it online.
- 4.ET.KC.3: Students use a variety of strategies and digital tools to organize information and make meaningful connections.

Differentiation:	**Classroom Management and Environment:**	**What will the students be doing?**
• Students who needed the extra help received individual help from paraprofessionals assigned to them or teacher help. • Students who can't use projection screen; paper copies are provided.	Two 30-minute class periods per week. The students carry their computer from their classroom to the computer lab. This is a one-to-one setting with a maximum of 6 students to a table.	To practice the various skills students will: • Hold class discussions on the importance of logging off internet sites to which they have logged in. • Decide when it is appropriate to email or text information. • Complete lessons on www.typing.com to improve typing skills.

<table>
<tr><td>• Assignment modifications are also provided when needed.</td><td>Projection system is used for classroom instruction.</td><td>• Utilize menu bar when working on documents in Microsoft Word.
• Hold class discussions on how technology effects our lives every day.
• Use websites to research for information.
• Use Google to search for images.
• Understand how to use the features of copy and paste.</td></tr>
<tr><td>Relevance</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>• Typing is essential to efficient use of word processing and many other applications.
• Proper posture and hand/arm placement while keyboarding is essential to physical well-being.
• Understanding the use of tables and text boxes enables students to show information in various ways.
• Using internet safety while doing research is essential.
• Understanding email rules, password privacy, and online behavior is necessary to technology use.</td><td>• Muscle memory
• Qwerty method
• Efficiency
• Text boxes
• Alignment
• Copy/Paste
• Images
• Minimize
• Desktop
• Digital ethics
• Email rules
• Online behavior
• AI Safety</td><td>• Assessment is conducted throughout the class period as teacher observation.
• On line lessons are assessed as well as end of unit tests.
• Time tests are given to track improvement of speed and accuracy.
• Grades are given for accurate information attained using websites.
• Completion of assigned work is used to assess knowledge and understanding.</td></tr>
<tr><td></td><td colspan="2">Essential Questions:
• What is the importance of typing?
• What is the importance of muscle memory?
• What is the importance of correct posture?
• Why is knowing the menu bar and short cuts essential to keyboard efficiency?
• What is the importance of citing sources?
• Why is eye appeal important when creating a document or PowerPoint?</td></tr>
</table>

	• What is the importance of checking the reliability and relevance of a website in relation to the topic being researched? • What is the importance of knowing how to use text boxes within word documents? • Why is it important to collaborate with peers on creating documents and presentations?