

# *Implementation Schedule*

Technology in the Early Education Classroom  
Final Project  
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Grades Five to Seven

## *Management Schedule*

Currently, in my classroom, I have two computers that are not connected to the internet even though we have the internet in the school. However, by March 1<sup>st</sup> we will have two new complete computer systems in our classroom that will be connected to high speed Internet. I have based this schedule on the three grades that I teach, grades 5 to 7, with five students at present. I plan on implementing computer use the first week of March. This schedule is then for the four weeks after March 1<sup>st</sup>. Scheduling for these computers will be on an even week or odd week and then the student will know which schedule to use. The even and odd week will be indicated by a sign on the wall above the computers. By observing my students, at our existing computers, they already know how to make files and to save to them. I will instruct them, however, on how to organize them.

Prior to this I will be putting together an AUP (Acceptable Use Policy) that will be introduced and discussed with the students and the parents. All three parties: the students, parents, and the teacher will sign the document and this will be kept on file at the school. I will be basing this AUP on the ideas, suggestions and example that was given in the article, "Teaching Students Right from Wrong in the Digital Age" by Doug Johnson - 1999.

Each student will have a computer binder that will have the assignments listed weekly by subject. Included also will be a laminated copy of "The Ten Commandments of Computer Ethics" by The Computer Ethics Institute (see example A) and the Moral Imperatives (see example B) also. These are both taken from "Teaching Students Right from Wrong in the Digital Age" by Doug Johnson - 1999.

The students will learn the "ask 3 before me" rule.

Each computer will have three flags that indicate the following: Red flag means help needed from the teacher; yellow flag means doing okay; green flag means printing in progress please don't touch this computer. These will be in a basket and the stand will be on the tower so that the students can place them on there. Each week there will be two students assigned as computer aids. These students will turn on the computers every morning, place assignments in the appropriate baskets, turn the computers off every day and on Monday place either the Even or Odd week sign up. These computer aids will be notified on Friday for the following week. These two students will also be informed of any new programs or websites that will be used that week. This instruction will be done prior to school on Monday. Therefore these students will need to be at school at least ½ hour prior to classes beginning.

## *Faith Integration*

- ✍ The students will be given instruction on the ethics of honesty, copyright, and appropriate use.
- ✍ I will post the "Johnson's 3 P's of Technology Ethics" – taken from the article "Teaching Students Right from Wrong in the Digital Age" by Doug Johnson – 1999 by each computer (see example C)
- ✍ The students will be making Bible posters for their memory verses.
- ✍ The students will be keeping a Bible Journal File that they will add to weekly and keep this file on a disk.
- ✍ The students will research Bible people and Adventist Pioneers and write short papers on them.
- ✍ The students will learn about sharing and treating each other with respect as they work in groups at the computers.
- ✍ Look up scriptures using the on-line Bible and find quotes from Ellen G. White's writing using the White estate website.

## *Materials Needed*

Odd & Even week signs

Schedules

Lists of appropriate websites and computer software that will be used

Assignments for the week

Headphones

Printer

Two Timers

Two Baskets

Two sets of three flags – one red flag, one yellow flag, and green flag.

# Set Up

Classroom arrangement will be such that I will be able to view the computers from anywhere in the classroom. This way I will be able to continue on teaching but yet monitor what is happening on the computer at just a glance.

## Schedules

**Group A – Grade Five Students**

**Group B – Grade Six Students**

**Group C – Grade Seven Students**

### Even Week Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:15	Typing Tutor A		Typing Tutor C		Typing Tutor B
9:20 – 9:35	Typing Tutor B		Typing Tutor A		Typing Tutor A
9:40 – 9:55	Typing Tutor C		Typing Tutor B		Typing Tutor C
10:00 – 10:30	Science B		Science C		Mixed Bag A
10:55 – 11:25	Science C		Social Studies B		Mixed Bag B
11:30 – 12:00	Science A		Social Studies A		Reading A
12:00 – 12:30					Mixed Bag C
12:55 – 1:25		Bible B		Math C	
1:30 – 2:00	Reading C	Bible C	Reading B	Math A	
2:05 – 2:35		Bible A		Math B	

### Odd Week Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:15	Typing Tutor A		Typing Tutor C		Typing Tutor B
9:20 – 9:35	Typing Tutor B		Typing Tutor A		Typing Tutor A
9:40 – 9:55	Typing Tutor C		Typing Tutor B		Typing Tutor C
10:00 – 10:30	Science B		Science C		Mixed Bag A
10:55 – 11:25	Science C		Social Studies B		Mixed Bag B
11:30 – 12:00	Science A		Social Studies A		English A
12:00 – 12:30					Mixed Bag C
12:55 – 1:25		Bible B		Handwriting C	
1:30 – 2:00	English C	Bible C	English B	Handwriting A	
2:05 – 2:35		Bible A		Handwriting B	

# *Assignments*

I have included some sample assignments that the students will be doing during computer time in the different subjects during the four weeks.

## **Grade 5:**

English – Writing paragraphs that are assigned in their English textbook.

- Writing book reports on the books that they have been reading from the library
- The last two weeks will be about nouns. There will be worksheets posted on the computer for them to do.
- All these are to be printed out and also saved to the English file on their disks.

Bible – Making Memory Verse Sheets for the following Bible passages

- Ephesians 4:2; Psalm 37:11; I Corinthians 6:19, 20; Proverbs 16:32
- Using the crossword and word search program makes a crossword puzzle using synonyms for gentleness and self control. Print out to hand out. Remember to save this is in your handwriting file.
- Begin your weekly Bible journal and save your comments in a Bible Journal folder that you made up.

Handwriting – Make a border sheet, print it out and write your verse on it.

- This will happen twice. Save the border sheet in your handwriting file on your disk.

Science – Write up the experiment entitled Now Hear It Later.

- Make a vertical graph showing the sound and decibels from figure 14-18 on page 306 of your science textbook
- Make a horizontal graph showing both the hearing range and emitting range of specified organisms listed in your assignment sheet.
- Write up the experiment on the Great Meltdown.
- Take everyone's temperature first thing in the morning when class begins, then after noon recess and then just before going home. Do this for five school days. Chart your results on a graph.

Math –

- Using a math website that is given in your assignment sheets do measuring on the computer
- Using the math website given to you in your assignment sheets you will find the area, perimeter, and volume of different objects
- Using the math website given to you in your assignment sheets you will multiply together decimal numbers.

Social Studies –

- This year is Saskatchewan's centennial and therefore the students will be researching Saskatchewan.
- They will be given a list of items that need to be included in their report. They will work individually and use approved websites to glean all information that is needed.
- They will also write letters to different agencies, using the computer, to ask for pamphlets, maps etc. They will be using the Internet to do most of their research.

**Grade 6:**

English –

- Using a computer program the students of grade six will be finding nouns, adjectives, prepositions, conjunctions, adverbs in various articles, poems, readings. These will be saved to their disk in the English file.
- They will also be doing book reports, making book covers to illustrate the books that they have read from the library.

Bible – Making Memory Verse Sheets for the following Bible passages

- Ephesians 4:2; Psalm 37:11; I Corinthians 6:19, 20; Proverbs 16:32
- Using the crossword and word search program makes a crossword puzzle using synonyms for gentleness and self control. Print out to hand out. Remember to save this in your handwriting file.
- Begin your weekly Bible journal and save your comments in a Bible Journal folder that you made up.

Handwriting – Make a border sheet, print it out and write your verse on it.

- This will happen twice. Save the border sheet in your handwriting file on your disk.

Science – Write up the experiment entitled Now Hear It Later.

- Make a vertical graph showing the sound and decibels from figure 14-18 on page 306 of your science textbook
- Make a horizontal graph showing both the hearing range and emitting range of specified organisms listed in your assignment sheet.
- Write up the experiment on the Great Meltdown.
- Take everyone's temperature first thing in the morning when class begins, then after noon recess and then just before going home. Do this for five school days. Chart your results on a graph.

Social Studies –

- This year is Saskatchewan's centennial and therefore the students will be researching Saskatchewan.

- They will be given a list of items that need to be included in their report. They will work individually and use approved websites to glean all information that is needed. They will also write letters to different agencies, using the computer, to ask for pamphlets, maps etc. They will be using the Internet to do most of their research.

Math –

- Using various math programs and math educational web sites the students will do ratio, percentages, averages, and tax calculations. The results will be charted and saved in their math folder.

**Grade 7**

Math –

- The students will be doing drills on percents involving fractions and decimals, taxes, discounts, commissions, and interests using various websites and programs. They will also be using the Lemonade Stand website to begin their own business. They will do this for the four weeks and keep track on a chart week how their business is doing.

English –

- Using a computer program the students of grade seven will be finding nouns, pronouns, adjectives, and adverbs in various articles, poems, readings. These will be saved to their disk in the English file.
- The students will also be writing paragraphs and short stories that have been assigned through their English textbook
- They will also be doing book reports, making book covers to illustrate the books that they have read from the library.

Bible –

- The students will illustrate the poem “The Cross was His Own” and save it to the Bible file.
- Look up crucifixion and write a one page report that answers these questions: When was it most commonly used, by whom, what kind of people were crucified, and how did the person usually die.
- Look up in the SDA Bible Commentary Volume 6 pages 34-37 and write a paragraph about each of the original 12 disciples of Christ’s, include what happened to them after the ascension and how they died.
- Find a text that would be a promise of encouragement to someone who is suffering. Using KidPix make a poster to send to this person.

Science –

- Look up the Ebola Virus on the internet and find out all the facts about it.

- Make a chart showing your weigh on earth and then your weight on each of the other planets. See the website that is assigned for this assignment.
- Using the crossword puzzle program make a crossword puzzle using the highlighted words from Chapter 13 of your science textbook.

#### Social Studies –

- The students will be studying the province of Saskatchewan. Using a map website or program create a map of Saskatchewan. Include all major towns and cities, lakes and rivers, colored, shaded and labeled
- Check out the government site and write a report on how the government of Saskatchewan works. Include the different parties, who are in power, who holds what cabinet position.
- Using the sample “We the People” make up one for Saskatchewan. Remember to base it on the Constitution of Canada. You only need 10 statements. Once you have research and done the writing, make a poster stating your statements.

#### All Grades Mixed Bag –

- The students will pick out a pager that will have different fun activities that they can do on the computer.

## *Curriculum Benchmarks*

#### NETS

- # 1 Students demonstrate a sound understanding of nature and operation of technology systems
- # 3 Students use technology tools to enhance learning, increase productivity, and promote creativity.
- # 5 Students use technology to locate, evaluate, and collect information from a variety of sources.
- # 6 Students use technology resources for solving problems and making informed decisions.
- Grade 5 Students #1 Using keyboards and other common input and output devices efficiently and effectively.
- Grade 6-8 Students #3 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

#### Curriculum

#### Bible

- Apply Bible lesson in daily life.
- Recognize Bible divisions of law, poetry, history, prophecy, and letters
- Use Bible study aids, dictionary, maps, concordance, E.G. White index, commentary

- Analyze and demonstrate the "Fruits of the Spirit"

#### Mathematics

- Computes with whole numbers, fractions, decimals, integers, and rational numbers
- Develops, analyzes, and explains procedures for computation and techniques for estimation
- Develops procedures and uses formulas to determine perimeter, circumference, area, volume, and surface area of various geometric figures
- Extends understanding of the process of measurement.
- Understands the concepts of perimeter, area, volume, angle measure, capacity and weight/mass.

#### Science

- Heat: Distinguish between heat and temperature
- Sound: Distinguish between amplitude and pitch; explain how human vocal chords produce sound; explain how sound can damage the human ear.
- HIV/AIDS Describe the body's immune system; explain how HIV attacks the immune system
- Viral Disease: Explain how viruses cause disease; explain how vaccines prevent some disease caused by viruses.

#### Fine Arts

- Standard #1 Understanding and applying media, techniques and processes.
- Standard #2 Using knowledge of structures and functions

#### Computer Education

- Literacy: computer care; use of computers; vocabulary/terminology;
- Input Devices: keyboarding; speed building
- Applications: word processing; spreadsheet; desktop publishing; graphics
- Ethics: honesty; license; copyright; courtesy; values content; viruses
- Utilities: file management

#### Language Arts

- Composition: paragraphs; reports; journal/diary;
- Reference: Bible; dictionary; maps; encyclopedia
- Research: collect information; organize information; write reports
- Grammar and Usage: nouns; adjectives; pronouns
- Mechanics: capitalization; punctuation

## *Assessment*

Assessments will be made on individual assignments. The assessment tool that will be used is a Rubric that will be created with the help of

<http://rubistar.4teachers.org>

See a sample rubric in this paper.

## *Approved Websites*

[www.geom.umn.edu](http://www.geom.umn.edu)

<http://fermi.jhuapl.edu/states/states.html>

<http://www.landforms.biz/>

<http://www.tagnet.org>

[www.ipl.org/youth/WorldReading/index/html](http://www.ipl.org/youth/WorldReading/index/html)

<http://crayon.net/>

<http://www.c3.lanl.gov/mega-math>

<http://forum.swarthmore.edu/dr.math/drmath.elem.html>

[www.whiteestate.org/](http://www.whiteestate.org/)

[www.enchantedlearning.com/Home.html](http://www.enchantedlearning.com/Home.html)

[www.charitysanntales.com](http://www.charitysanntales.com)

[www.fedpubs.com/maps.html](http://www.fedpubs.com/maps.html)

[www.shannonthunderbird.com/canadian\\_constitution.html](http://www.shannonthunderbird.com/canadian_constitution.html)

[www.exploratorium.edu/ronh/weight/index.html](http://www.exploratorium.edu/ronh/weight/index.html)

[www.culture.ca](http://www.culture.ca)

[www.pds.jpl.nasa.gov/planets/](http://www.pds.jpl.nasa.gov/planets/)

[www.gtds.gov.sk.ca/](http://www.gtds.gov.sk.ca/)

[www.funrain.com/osz/index.html](http://www.funrain.com/osz/index.html)

[www.aplusmath.com/content.html](http://www.aplusmath.com/content.html)

[www.mathgoodies.com](http://www.mathgoodies.com)

[http://ejad.best.vwh.net/java/patterns/patterns\\_j.shtml](http://ejad.best.vwh.net/java/patterns/patterns_j.shtml)

[www.landmark-project.com/ggl/](http://www.landmark-project.com/ggl/)

<http://nces.ed.gov/nceskids/Graphing>

<http://puzzlemaker.school.discovery.com/>

[www.weeklyreader.com/kids/index.asp](http://www.weeklyreader.com/kids/index.asp)

[www.scpl.lib.fl.us/kids/kids\\_authors.html](http://www.scpl.lib.fl.us/kids/kids_authors.html)

[www.acs.ucalgary.ca/](http://www.acs.ucalgary.ca/)

[www.holycorss.edu/departments/socant/dhmmmon/acrostics/acrostics.html](http://www.holycorss.edu/departments/socant/dhmmmon/acrostics/acrostics.html)

[www.canteach.ca/elementary/prompts.html](http://www.canteach.ca/elementary/prompts.html)

<http://akidsheart.com/bible/bible.htm>

[www.adra.org/VBS/main.html](http://www.adra.org/VBS/main.html)

[www.tagnet.org/grandforks/flashgames.html](http://www.tagnet.org/grandforks/flashgames.html)

<http://yahooligans.yahoo.com/content/news/>

<http://www.zoomwhales.com/subjects/astronomy/solarsystem/>

[http://gaggle.net/gen?\\_template=/templates/gaggle/html/index.jsp](http://gaggle.net/gen?_template=/templates/gaggle/html/index.jsp)

[www.christiananswers.net/kids/home.html](http://www.christiananswers.net/kids/home.html)  
[www.kidspot.org](http://www.kidspot.org)  
[www.calvary.com/beantown](http://www.calvary.com/beantown)  
[www.whitsends.org](http://www.whitsends.org)  
[www.essex1.com/people/paul/Bible.html](http://www.essex1.com/people/paul/Bible.html)  
[www.billnye.com](http://www.billnye.com)  
[www.kids-space.org](http://www.kids-space.org)  
[www.educplace.com/kids](http://www.educplace.com/kids)  
[www.yucky.com](http://www.yucky.com)  
[www.learningplanet.com](http://www.learningplanet.com)  
<http://kids.discovery.com>  
[www.pfizerfunzone.com](http://www.pfizerfunzone.com)  
<http://school.discovery.com/homeworkhelp/bjpinchbeck>  
[www.kwebdesign.com/](http://www.kwebdesign.com/)  
[www.kiddonet.com](http://www.kiddonet.com)  
[www.thepuzzlefactory.com](http://www.thepuzzlefactory.com)

For the Saskatchewan Unit

[www.lightsource.ca](http://www.lightsource.ca)  
[www.ligts.com/waterways/index.html](http://www.ligts.com/waterways/index.html)  
[www.elections.sk.ca](http://www.elections.sk.ca)  
[www.weatheroffice.ec.gc.ca](http://www.weatheroffice.ec.gc.ca)  
[www.graa.gov.sk.ca/govhouse/index.html](http://www.graa.gov.sk.ca/govhouse/index.html)  
[www.legassembly.sk.ca](http://www.legassembly.sk.ca)  
[www.ltgov.sk.ca/](http://www.ltgov.sk.ca/)  
[www.otc.ca](http://www.otc.ca)  
[www.parkscanada.pch.gc.ca](http://www.parkscanada.pch.gc.ca)  
[www.gov.sk.ca/bureau.stats/](http://www.gov.sk.ca/bureau.stats/)  
[www.saskatchewancentennial.com](http://www.saskatchewancentennial.com)  
[www.culturalindustries.sk.ca/scidc/](http://www.culturalindustries.sk.ca/scidc/)  
[www.genealogy.gc.ca](http://www.genealogy.gc.ca)  
[www.canadianencyclopedia.ca](http://www.canadianencyclopedia.ca)  
[www.nationalgeographic.com/](http://www.nationalgeographic.com/)  
[www.ngschoolpub.org](http://www.ngschoolpub.org)  
[www.nationalgeographic.com/education](http://www.nationalgeographic.com/education)

## *Existing Software*

Microsoft Windows XP professional  
Microsoft Office XP Professional  
Career Explorer – Bridges.com  
The Oregon Trail – MECC  
Explore Yellowstone – MECC  
Atlas Pack – The Software Toolworks  
3-D Dinosaur Adventure – Knowledge Adventure  
KidPix Studio Deluxe  
Atlas of Saskatchewan  
Pathways of Development – ADRA  
Crosswords & More – Expert Software  
Typing Tutor  
Encarta Reference Suite  
Microsoft Publisher  
Between the Lines

## *Software and Equipment Wish List*

Writing Trek Series  
Signing Exact English Interactive  
IEPWORKS Pro Software  
Video cam for the computer  
Laminator (does 8.5 x 11 sheets) to laminate the students' posters  
Color printer or photocopier

# *Samples*

## *Sample A*

### **Ten Commandments of Computer Ethics**

By  
Computer Ethics Institute

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people's computer work.
3. Thou shalt not snoop around in other people's computer files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not copy or use proprietary software for which you have not paid.
7. Thou shalt not use other people's computer resources without authorization or proper compensation.
8. Thou shalt not appropriate other people's intellectual output.
9. Thou shalt think about the social consequences of the program you are writing or the system you are designing.
10. Thou shalt always use a computer in ways that insure consideration and respect for your fellow humans.

(This was taken from the article "Teaching Students Right from Wrong in the Digital Age" by Doug Johnson – 1999)

## *Sample B*

### **The Moral Imperatives**

(Taken from the article "Teaching Students Right from Wrong in the Digital Age"  
By Doug Johnson – 1999)

1. I will contribute to society and human well-being.
2. I will avoid harm to others.
3. I will be honest and trustworthy.
4. I will be fair and not discriminate.
5. I will honor property rights including copyrights and patents.
6. I will give proper credit for intellectual property.
7. I will respect the privacy of others.
8. I will honor confidentiality.

## *Sample C*

### **Johnson's 3 P's of Technology Ethics**

(Taken from the article "Teaching Students Right from Wrong in the Digital Age"  
By Doug Johnson – 1999)

1. **P**rivacy – I will protect my privacy and respect the privacy of others.
2. **P**roperty – I will protect my property and respect the property of others.
3. **A**ppropriate Use – I will use technology in constructive ways and in ways which do not break the rules of my family, church, school, or government.

## Making A Map : Of Saskatchewan

Teacher Name: **Ms. Mazier**

Student Name: \_\_\_\_\_

CATEGORY	4 On the Mountain Top	3 Scaling the Mountain	2 In a Valley	1 Just Starting
<b>Title</b>	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.
<b>Map Legend/Key</b>	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
<b>Labels - Accuracy</b>	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
<b>Labels &amp; Features - Neatness</b>	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
<b>Scale</b>	All features on map are drawn to scale and the scale used is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.	Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.
<b>Spelling/Capitalization</b>	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
<b>Neatness of Color and Lines</b>	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
<b>Color Choices</b>	Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.	Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student does not use color appropriately.
<b>Shading</b>	Student always uses consistent shading to show differences among data (eg.	Student usually uses consistent shading to show differences among data (eg.	Shading varies somewhat in intensity but is still adequate to show differences	Student does not use shading or it is done in a way that is NOT adequate to show

	black for dense population; gray for moderate population, etc.).	black for dense population; gray for moderate population, etc.).	among data (eg. black for dense population; gray for moderate population, etc.).	differences among data.
<b>Knowledge Gained</b>	When shown a blank base map, the student can rapidly and accurately label at least 10 features.	When shown a blank base map, the student can rapidly and accurately label 8-9 features.	When shown a blank base map, the student can rapidly and accurately label 6-7 features.	When shown a blank base map, the student can rapidly and accurately label fewer than 6 features.