

SHORE REGIONAL HIGH SCHOOL DISTRICT

A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable

Course Title: Kindergarten Technology

Content Area: Technology

Grade Level(s): Kindergarten

Course Description: Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society in the 21st century.

Curriculum Writer(s): Jennifer Loxton

Date Created: July 2015

Date Approved by Board of Education: October of 2015

Pacing Guide: 5 Units Over 4 Marking Periods

Unit 1: Technology Operations and Concepts (Introduction/Orientation)

Unit 2: Digital Citizenship

**Note: Units 1 and 2 may be combined*

Unit 3: Creativity and Innovation

Unit 4: Communication and Collaboration

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Unit 5: Research and Information Literacy

Unit 1 Introduction to Technology/Orientation

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems, and operations.*

Unit Summary: Students will be provided an overview of technology equipment and terminology.

Interdisciplinary Connections/Content Area Integrations Including Technology: Utilizing interdisciplinary activities that emphasize the use of technology skills to become lifelong learners.

CCSS/NJCCCS Number	CCSS/NJCCCS Content
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

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Summative Assessments:

- Teacher observations
- Student practice/activities
- Presentations
- Projects



Formative Assessments:

- Exit ticket
- Thumbs up/down
- Class discussion
- Verbal responses
- Active listening (think-pair-share, choral response)
- Self-assessment
- Graphic organizers
- Participation
- Teacher checklist
- Choice activities



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Enduring Understandings:

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and/or career needs assessment.
- Knowledge of technology tools and operational procedures enables people to see technology.
- A tool is only as good as the person using it.
- Technology use can have positive or negative impact on both users and those affected by their use.



Essential Questions:

- In a world of constant change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- Do I know how to use the technology that I need?



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Instructional Outcomes:

SWBAT:

- Use basic technology vocabulary
- Use basic computer icons
- Demonstrate a basic ability to use a computer, including two hands on a keyboard
- Use simple menus and screen prompts
- Use basic operational features of school technology
- Identify common hardware and software problems and seek assistance
- Have an awareness of computer components and basic computer operations
- Minimize and maximize programs
- Use ctrl-alt-delete combination
- Be aware of the Internet as a source for information and communication
- Understand and use technology systems
- Select and use applications effectively and productively



Suggested Learning Activities:

May include but are not limited to the following activities:

- Demonstrate/model how to turn on and off specific device
- Demonstrate/model how to open a program
- Demonstrate/model how to return to main menu and/or other basic operations
- Assign each student a vocabulary word and have them create an electronic picture to demonstrate the meaning of the word

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- Allow students to explore different educational programs and have students share their favorite
- Allow students to play various educational games and at the end of class, each of the students will share which game they liked best
- Students practice typing their first and last names
- Create a document using a word processing program with the assistance of the teacher
- Identifies the URL
- Logs into computer and/or website
- Uses a mouse/trackpad
- Control the cursor on screen by moving the mouse
- Click and drag to move objects on a screen
- Single click and double click objects
- Use a keyboard
- Be able to identify the backspace, number space, arrows, and enter keys
- Identify keyboard letters as capital letters
- Recognize that different icons represent different programs using teacher selected Internet games and activities
- Launch and quit programs
- Work independently on the computer or with a partner
- Discuss appropriate and inappropriate ways to handle hardware and equipment



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Suggested Differentiation:

Provided differentiated instruction through any and all of the following strategies:

- Visual and verbal instructions
- Choice activities
- Chunking information
- Video and written tutorials
- Teacher/student conferencing of guiding questions
- Peer tutoring of computer/technology class procedures
- Adjust level of instruction according to student needs
- Varies according to grade and/or project assignment



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Curriculum Development Resources:

- Handouts
- Computers/Devices (ipad/Chromebooks/tablets/stand alones)
- Headphones
- Microphones
- Printer
- Various software programs
- Various educational websites
- Various educational games
- Mouse/touchpad
- Age appropriate word processing program
- Internet



Notes/Comments/Terminology: document, file, keyboard, mouse, single click, double click, menu, icon, computer, screen prompt, printer, text, hardware, software, word processing, information, technology, programs, Internet, URL, monitor

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Unit 2 Digital Citizenship

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

Unit Summary: Students will be educated on how to use technology and information appropriately and responsibly.

Interdisciplinary Connections/Content Area Integrations Including Technology: Utilizing interdisciplinary activities that emphasize the use of technology skills to become lifelong learners.

CCSS/NJCCCS Number	CCSS/NJCCCS Content
8.1.2.D.1	Develop an understanding of ownership of print and non-print information.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

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Summative Assessments:

- Teacher observations
- Student practice/activities
- Presentations
- Projects



Formative Assessments:

- Exit ticket
- Thumbs up/down
- Class discussion
- Verbal responses
- Active listening (think-pair-share, choral response)
- Self-assessment
- Graphic organizers
- Participation/Student performance
- Handouts/worksheets



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Enduring Understandings:

- Technology use can have positive or negative impact on both users and those affected by their use.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Designing and creating from the appropriate types of media for a specific purpose enhances learning.
- Skills learned and mastered at school can be used at home.



Essential Questions:

- What are an individual's responsibilities for using technology?
- What constitutes misuse, and how can it best be prevented?
- What is responsible online behavior?



Instructional Outcomes:

SWBAT:

- Introduce Acceptable Use Policy (AUP) and discuss appropriate behavior when using technology
- Discuss the concept of property and how it should be treated
- Discuss that hardware and the Internet are all property to be used in a fair manner called ethics
- Use computer programs and hardware with respect
- Advocate and practice safe, legal, and responsible use of information and technology



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Suggested Learning Activities:

May include but are not limited to the following activities:

- Have students share and record their own and another student's favorite thing about school. Explain that they should include the other student's name to give him/her credit
- State reasons why not to use first and last names when online
- Ask for help at home and at school
- Use technology to explore personal interests
- Use technology responsibly explaining the difference between appropriate and inappropriate actions when using the Internet and being online



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Suggested Differentiation:

Provide differentiated instruction through any and all of the following strategies:

- Visual and verbal instructions
- Choice activities
- Chunking information
- Video and written tutorials
- Teacher/student conferencing of guiding questions
- Peer tutoring of computer/technology class procedures
- Adjust level of instruction according to student needs
- Varies according to grade and/or project assignment



Curriculum Development Resources:

- Handouts
- Computers/Devices (ipad/Chromebooks/tablets/stand alones)
- Headphones
- Microphones
- Printer
- Various software programs
- Various educational websites
- Various educational games

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- Mouse/touchpad
- Age appropriate word processing program
- Internet



Notes/Comments/Terminology: Acceptable Use policy, copyright, ethics, Internet safety

Unit 3 Creativity and Innovation

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.*

Unit Summary: Students will be introduced to different digital tools and use them to create original work pieces.

Interdisciplinary Connections/Content Area Integrations Including Technology: Utilizing interdisciplinary activities that emphasize the use of technology skills to become lifelong learners.

CCSS/NJCCCS Number	CCSS/NJCCCS Content
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8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources .
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Summative Assessments:

- Teacher observations
- Student practice/activities
- Presentations
- Projects



Formative Assessments:

- Exit ticket
- Thumbs up/down
- Class discussion
- Verbal responses
- Active listening (think-pair-share, choral response)
- Self-assessment
- Graphic organizers
- Participation
- Teacher checklist
- Choice activities

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Enduring Understandings:

- Digital tools provide enhanced opportunities to design innovative solutions and express ideas creatively.



Essential Questions:

- How can digital tools be used for creating original and innovative works, ideas, and solutions?



Instructional Outcomes:

SWBAT:

- Insert graphics into a document/presentation.
- Use technology to present information in a variety of ways.
- Create a customized multimedia presentation.
- Create original works as a mean of personal or group expression.



Suggested Learning Activities:

May include but are not limited to the following activities:

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- Have students share a short story about their lives and create a presentation that includes recording their voices, pictures, and print
- Create a digital alphabet book. Each student will complete a simple slide that will include a letter of the alphabet, a word that begins with that letter, and a picture of that word. Students will use a microphone to say their letter and pronounce their word, i.e. "A is for apple." Students will take pictures with a digital camera.



Suggested Differentiation:

Provide differentiated instruction through any and all of the following strategies:

- Visual and verbal instructions
- Choice activities
- Chunking information
- Video and written tutorials
- Teacher/student conferencing of guiding questions
- Peer tutoring of computer/technology class procedures
- Adjust level of instruction according to student needs
- Varies according to grade and/or project assignment

Curriculum Development Resources:

- Handouts
- Computers/Devices (ipad/Chromebooks/tablets/stand alones)
- Headphones

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- Microphones
- Digital camera
- Printer
- Various software programs
- Various educational websites
- Internet
- Age appropriate multimedia programs



Notes/Comments/Terminology: digital tools, microphone, digital camera, multimedia

Unit 4 Communication and Collaboration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

Unit Summary: Students will investigate digital media and how it can be used to communicate.

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Interdisciplinary Connections/Content Area Integrations Including Technology: Utilizing interdisciplinary activities that emphasize the use of technology skills to become lifelong learners.

CCSS/NJCCCS Number	CCSS/NJCCCS Content
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

Summative Assessments:

- Teacher observations
- Student practice/activities
- Presentations
- Projects



Formative Assessments:

- Exit ticket
- Thumbs up/down
- Class discussion
- Verbal responses
- Active listening (think-pair-share, choral response)

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- Self-assessment
- Graphic organizers
- Participation
- Teacher checklist
- Choice activities



Enduring Understandings:

- Members of a learning community demonstrate responsible behavior towards people and materials.
- Technology may be used to enhance the acquisition of information.
- Digital tools allow for communication and collaboration anytime/anyplace worldwide.



Essential Questions:

- What are some guiding principles for selecting various types of media?
- How has the use of digital tools improved opportunities for communication and collaboration?

Instructional Outcomes:

SWBAT:

- Identify the digital tools available to communicate with others.
- Engage in learning activities with students in other classes within their school and community using electronic tools.
- Engage in learning activities with students in other schools in the United States.

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- Use mapping tools to plan and choose alternate routes to and from various locations.
- Describe how technology products, systems, and resources are useful at school, home, and work.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.



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Suggested Learning Activities:

May include but are not limited to the following activities:

- Read a kindergarten-level story to the class and come up with images to tell the story. Each student/pair of students should then find or create one of the images to tell the story. The class can then combine all their images to tell the story and share it with another class.
- The teacher will read, *It's Not Easy Being a Bunny*, by Marilyn Sadler, to the class. As a class, brainstorm animals not in the story. Discuss what would be hard about being that animal. Each student will write one sentence about a chosen animal on the computer or will dictate it to their teacher to type. Students will illustrate a hard copy of each page. The teacher will scan each page to create a classroom flipchart book to share with a classroom in another class or school in the district.
- Have students use Google Earth to locate the school on the map. Have them also locate 5 other important buildings in the community or nearby neighborhoods.
- As a class, complete a graphic organizer that lists some ways technology is used in the classroom and the home (common uses: video games, TV, SMARTboards, computers, ipads, tablets, etc.).



Suggested Differentiation:

Provide differentiated instruction through any and all of the following strategies:

- Visual and verbal instructions
- Choice activities
- Chunking information
- Video and written tutorials
- Teacher/student conferencing of guiding questions

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- Peer tutoring of computer/technology class procedures
- Adjust level of instruction according to student needs
- Varies according to grade and/or project assignment

Curriculum Development Resources:

- Handouts
- Computers/Devices (ipad/Chromebooks/tablets/stand alones)
- Headphones
- Microphones
- Digital camera
- Printer
- Various software programs
- Various educational websites
- Internet
- Age appropriate multimedia programs
- Google Earth

Notes/Comments/Terminology: communication, mapping, Google Earth

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Unit 5 Research and Information Literacy

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

Unit Summary: Students will learn how to use digital tools and media to collect information.

Interdisciplinary Connections/Content Area Integrations Including Technology: Utilizing interdisciplinary activities that emphasize the use of technology skills to become lifelong learners.

CCSS/NJCCCS Number	CCSS/NJCCCS Content
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Summative Assessments:

- Teacher observations
- Student practice/activities
- Presentations
- Projects

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Formative Assessments:

- Exit ticket
- Thumbs up/down
- Class discussion
- Verbal responses
- Active listening (think-pair-share, choral response)
- Self-assessment
- Graphic organizers
- Participation
- Teacher checklist
- Choice activities

Enduring Understandings:

- Acquisition, evaluation, and use of information found from an electronic resource should meet a specific need.
- Technology may be used to enhance the acquisition, evaluation, and use of information.
- Designing and creating knowledge from information using appropriate types of media for a specific purpose enhances learning.
- Members of a learning community practice the ethical use of information and information technologies.
- Information is spread worldwide within seconds due to technological advancements and has made an immediate impact.

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Essential Questions:

- What retrieval strategies can be used to locate information in an electronic source?
- How do determining appropriate search methods and words facilitate accessing needed information?
- How does a researcher access, save, and print information that has been found in an electronic resource?
- What electronic sources can help in accessing information?
- How can search engines be effectively, appropriately, and responsibly used to access information from the Internet?

Instructional Outcomes:

SWBAT:

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Use age appropriate retrieval strategies to locate information (file, open, save).
- Use a variety of electronic sources to access information including age appropriate non-subscription and websites.

Suggested Learning Activities:

May include but are not limited to the following activities:

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- Discuss a problem or issue that commonly affects children in this age range, i.e. bed time, becoming an older sibling, etc. Use a teacher directed class blog to open a discussion about these issues and how they affect children of this age range. Share the blog with other classes in the school only. On the class blog, share ways of dealing with issues discussed.
- Use websites that provide age appropriate current event articles and find 2-3 important facts about an issue that relates to children.
- Practice accessing: school website, homepage, Internet, search engine, URLs.
- Practice accessing: menu, Microsoft Office programs, folders, icons.

Suggested Differentiation:

Provide differentiated instruction through any and all of the following strategies:

- Visual and verbal instructions
- Choice activities
- Chunking information
- Video and written tutorials
- Teacher/student conferencing of guiding questions
- Peer tutoring of computer/technology class procedures
- Adjust level of instruction according to student needs
- Varies according to grade and/or project assignment

Curriculum Development Resources:

- Handouts

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- CD-ROMs
- Electronic databases
- Search engines
- Age appropriate websites
- Pre-selected websites
- Sample searches

Notes/Comments/Terminology: blog, website, homepage, Internet, search engine, search strategy, URL, retrieve, menu, icons