Clinton-Glen Gardner School District

Curriculum Management System

Computer Technology

Grade 1

August 2015

BOE APPROVED August 25, 2015

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

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Writers' Names: Kyle Rehrig

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

New technologies are evolving at a rapid rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and develop familiarity with these ever-emerging technologies and have the ability to execute basic computer skills to choose, operate, and troubleshoot applications in school, at home, and later in the workplace.

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in a global society. As digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others. Doing so will enable students to function in our evolving society as informed, productive members of while broadening their understanding, use and application of state of the art technology.

Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society. The curriculum assists students in accomplishing the following goals:

- Applying information-literacy skills to access, manage, and communicate information using a range of technological tools
- Integrating technology with content area learning
- Obtaining, comprehending, and manipulating information to attain goals
- Exploring and experiencing existing technology
- Demonstrating competency in using technology as a tool for learning

New Jersey State Department of Education
Core Curriculum Content Standards

A note about Technology Standards and Cumulative Progress Indicators:

In October of 2014, the NJDOE adopted the following technology standards:

8.1 Educational Technology (Word | PDF):
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.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming (Word | PDF):
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

According to the International Society for Technology Education, "advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and learn".

To this end, our current curriculum is undergoing a year long process of reflection and revision to ensure that the design process builds in our students the recognition that success is not merely identifying a problem but working through a process--- and that failure is not an end but rather a point for reevaluation. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies. Not all students will be programmers, but they should have an understanding of how computational thinking can build knowledge and control technology. For example, in grade 8, we are supplementing our current curriculum with Lego EV3 Design Engineering Projects that let students work with open-ended problem solving activities, in a context which makes it fun and engaging to learn using Science, Technology, Engineering and Mathematics.

The projects combine science and mathematics concepts with soft skills, such as creative thinking, problem solving, teamwork and communication skills, boosting 21st century learning skills. All projects follow a design engineering process as used by engineers in various industries. The design engineering process provides a structured flow through the activities. Students are guided through the process starting with a design brief which explains the challenge, using videos of robots in action to make real life connections, and includes a final project which can be shared and presented. It is our goal to adapt these learning activities for grades K-7 after our initial implementation in grade 8.

Grade 1
Computer Technology
Scope and Sequence

Quarter I

Topic: Computer Navigation
I.   Move the cursor around the scene
  a.   Select an icon
  b.   Put the cursor where you want it to go
	Topic: Graphics
	II. Create simple graphics
	  a. Lines
	  b. Shapes
	  c. Text
	  d. Fills

21st Century Skills (The ones that apply for this unit are in bold)
- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- **Civic Literacy**
- Health Literacy
- Environmental Literacy

Assessment

District Benchmark

Differentiation

The technology classroom offers a one-to-one environment in which each student has access to a computer; therefore, students have their own "differentiation in a box." While each student has the same tools, those tools can be manipulated in ways that serve individual needs. Also, a one-to-one environment simplifies other aspects of differentiation, because students have ready access to differentiated content, tools for differentiated learning processes, and resources for creating differentiated products. The instructor will also use the following guidelines to inform the nature of differentiation:

- Choosing learning goals
- Making practical pedagogical decisions about the nature of the learning experience
- Selecting and sequencing activity types to combine to form the learning experience
- Selecting formative and summative assessment strategies that will reveal what and how well students are learning
- Selecting tools and resources that will best help students to benefit from the learning experience being planned.

This framework emphasizes that the selection of tools and resources should follow naturally from the specific needs of the student. This model increases the likelihood of seamless, successful technology instruction that meets the needs of all learners. For specific examples, http://www.learnnc.org/lp/editions/every-learner/6776.

Quarter II

Topic: Word Processing	**Topic: Internet Navigation**

I. Typing a sentence
    a. Uppercase/lowercase
    b. Punctuation
	II. Locating information on an Internet site with limited options
	    a. Getting to a site
	    b. Moving around a site
	    c. Manipulating around a site

21st Century Skills (The ones that apply for this unit are in bold)
· **Creativity & Innovation**
· **Critical Thinking & Problem Solving**
· Communication & Collaboration
· Media Literacy
· I**nformation Literacy**
· **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)
· Global Awareness
· Financial, Economic, Business and Entrepreneurial Literacy
· **Civic Literacy**
· Health Literacy
· Environmental Literacy

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Quarter III	

Topic: Word Processing
I. Typing in multiple lines of text
      a. Create a multiline poem
	Topic: Multimedia
	II. Combine text and graphics
	      a. Pictures
	      b. Graphics
	      c. Charts

21st Century Skills (The ones that apply for this unit are in bold)
- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Quarter IV	
Topic: Graphics II. Using a variety of tools to illustrate a concept	**Topic: Internet** II. Working with sites on the internet to find specific information

21st Century Skills (The ones that apply for this unit are in bold)
· **Creativity & Innovation**
· **Critical Thinking & Problem Solving**
· **Communication & Collaboration**
· Media Literacy
· Information Literacy
· Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)
· Global Awareness
· Financial, Economic, Business and Entrepreneurial Literacy
· **Civic Literacy**
· **Health Literacy**
· Environmental Literacy

Assessment
District Benchmark

Differentiation
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Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Computer Navigation	
		Goal 1: The student will be able to move the cursor around the scene to specific locations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2 class sessions	1.1. Students will be able to located the components of the computer. (8.1.2.A.1) 1.2. Students will be able to get the mouse to a specific location and click or double click. (8.1.2.A.5) 1.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 1.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 1.5. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)	**Essential Questions:** How do we get the computer to do what we want it to? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Have students practice moving the mouse around the screen. Demonstrate a single click and a double click and when to use them. Demonstrate how a double click will open up an application. Have the students navigate to a specific location to practice these skills **Assessment Models:** - Teacher observation as students will successfully navigate to the designated website. - As students effective use activities they will increase scores, which will indicate a growth in their ability to use the mouse. **Additional Resources:** Examples: Mouse games http://www.pbclibrary.org/mousing/gopher.htm http://www.pbclibrary.org/mousing/games/redbugs/redbugs.htm

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Graphics	
		Goal 2: The student will be able to create a variety of documents using simple graphics.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5 Sessions	2.1. Students will be able to launch into a graphic program and use tools. 2.2. Create lines in a variety of sizes. 2.3. Add text as labels. 2.4. Add simple stamps. 2.5. Use the fill tool. (8.1.2.A.3, 8.1.2.A.4) 2.6. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1) 2.7. Evaluate available resources that can assist in solving problems. (9.1.4.A.2) 2.8. Determine when the use of technology is appropriate to solve	**Essential Questions:** How do we organize information on a page? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Using a simple graphics program such as Kid Pix, have the students create a variety of documents organizing information. Possible Activities: - Season Chart o Using the line tool divide the paper in half. o Label two seasons at the top o Using the stamp tool put stamps affiliated with the appropriate season in the correct column - Color Chart o Using the line tool divide the page into three sections. o Label three colors at the top o Using the stamp tool put stamps of the appropriate color in the correct column - Size chart o Select a graphic from the library o Stamp three of the like graphic on the page: one small, one medium, one large - Coloring page o Using a predesigned page o Click on the fill tool and select a color from the color

	problems. (9.1.4.A.3) 2.9. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5) 2.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 2.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 2.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		palette. o Use the fill tool and color in the page. - Create an original pumpkin using the line and fill tools o Draw an outline of a pumpkin o Use the fill tool to add color **Assessment Models:** Charts will be drawn and printed out with lines in the correct places, labels correctly spelled and in the appropriate locates, and colors changed as necessary. As other skills are introduced, printout will be reflective of these skills: changing sizes, using stamps, and fill patterns and colors will all be present. **Additional Resources:** Garland, Cynthia. <u>Kid Pix Deluxe 3 Projects for the Classroom</u>, 2002, Tech Companion. http://www.lttechno.com/links/kidpix.html

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Word Processing	
		Goal 3: The student will be able to type a sentence into a word processing program.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2 Sessions	3.1. Students will be able to type a sentence into a word processing program using uppercase and lower case letter, proper spacing and puncutation. (8.1.2.A.4)

3.2.   Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)

3.3.   Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)

3.4.   Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)

3.5.   Explain the importance of understanding and following rules in | **Essential Questions:** How do we show our thoughts on the computer?

Conceptual Understandings: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | **Learning Activities:** Using a simple word processing program such as Kid Pix: -   Have students locate the program's text tool. -   Demonstrate and have the students model using the shift key to make an upper case letter -   Give the students a sentence starter to complete: i.e. Thanksgiving o   " I am thankful for…" -   Using previous knowledge students may draw a picture that is related to their sentence.

Assessment Models: Student printouts will contain sentences with correct capitalization throughout including their names. They will have punctuation where it is appropriate. |

	family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Internet Navigation	
		Goal 4: The student will be able to locate, access, and negotiate around the Internet.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	4.1. Students will be able to get to an internet site. Once there they will be able to negoiate around it successfully. (8.1.2.A.5) 4.2. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 4.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 4.4. Express	**Essential Questions:** How do we get to a site on the internet and work on it when we get there? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Have students use the mouse to get to a link for a specific site on the internet. Demonstrate activities that are on the site Have students work with those activities *communicate with the classroom teachers as to what skills may be reinforced from other curricular areas. **Assessment Models:** As students work with the activities on the websites, scores and progress are shown at the end of a specific number of levels. Students should show an improvement in these scores as they work through the activities. **Additional Resources:** o Math activities http://nlvm.usu.edu/en/nav/vlibrary.html o Thanksgiving activities http://funschool.kaboose.com/fun-blaster/thanksgiving/index.html

	needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 4.5. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 4.6. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		o Holiday Activities http://www.northpole.com/Clubhouse/ http://www.surfnetkids.com/games/Christmas/

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Word Processing	
		Goal 5: The student will be able to type in multiple lines using spacing, capitals and punctuation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	5.1. Students will be able to type in multiple lines using returns, capital letters, and correct punctuation. (8.1.2.A.4) 5.2. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 5.3. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 5.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 5.5. Explain the importance of understanding and following rules in	**Essential Questions:** How can I format my ideas on the computer so they look neat and professional? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Using a Word Processing program: Create a Acrostic Poem using a session on the year: Fall, Winter, Spring Fall -Make sure students know to press the RETURN key to get to the next line - The first letter of the line make be greatly enlarged to create the desired effect Have students use a sentence starter to create a multiple line product. - "If I were President…." - "On the computer I like to…" (This can be used as a sentence when speaking about using the computer/internet safely.) - "This vacation I am going to…" - "I can take care of the earth by…" **Assessment Models:** Printouts will contain the appropriate spacing with returns when necessary. They will also contain the information the teacher expects (Sentences starter, first letter of the acrostic). Printouts can be sent home or displayed.

	family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Multimedia	
		Goal 6: The student will be able to combine words and graphics to organize information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	6.1. Students will be able to create a chart using text labels and line tools. (8.1.2.B.1) 6.2. Students will be able to organize information into the chart format for easy understanding. (8.1.2.B.1) 6.3. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1) 6.4. Evaluate available resources that can assist in solving problems. (9.1.4.A.2) 6.5. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3) 6.6. Apply critical thinking and problem-solving skills	**Essential Questions:** How can I transfer what I know into a format that can be easily understood? **Conceptual Understandings:** The use of digital and media-rich resources enhances creativity and the construction of knowledge.	**Learning Activities:** Using a simple word processing program and integrated graphic tools (Kid Pix, Microsoft Word) -Demonstrate using line tools and text tools for create a simple chart - Add information into that chart by using graphics or words. Weather Charts Example 1: Using information from the internet, create a three day chart showing pictures of the up coming weather. Example 2: Keep track of the weather either at home or from a different location and chart how many days during the allotted period of time there is different weather types. Example 3: Make an object chart illustrating the number of pets that the class has a home. Example 4: Create an object chart illustrating the favorite items of the children in the class. **Assessment Models:** Printouts will display the necessary information desired. They will be

	in classroom and family settings. (9.1.4.A.5)		organized in a manner that the information/data can easily be interpreted.
	6.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)		
	6.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)		
	6.9. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)		
	6.10. Demonstrate effective communication using digital media during classroom activities. (9.1.4.E.2)		
	6.11. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)		
	6.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Graphics	
		Goal 7: The student will be able to use a variety of tools to illustrate a concept.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	7.1. Students will be able to use the following graphics tools to create an illustration to expresses a concept: line, cicle, oval, fill, rectangle, freehand, color. (8.1.2.B.1) 7.2. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 7.3. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 7.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)	**Essential Questions:** How can I express my thoughts and feelings through an illustration I create? **Conceptual Understandings:** The use of digital and media-rich resources enhances creativity and the construction of knowledge.	**Learning Activities:** Using a simple graphics program (Kid Pix) - Create an illustration for an upcoming event that serves and an invitation and description of what will be happening. - Choose a story or poem written by the student and illustration a page or create a cover. Combine the two and display them together or create a book. **Assessment Models:** Illustrations need to be neat, easy to interpret and will contain the use of appropriate tools.

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 Computer Technology	Topic: Internet
		Goal 8: The student will be able to use a reliable Internet site to find specific information.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4 Sessions	8.1. The students will be able to discuss the need for making sure the information from the Internet is from a reliable source. (8.1.2.E.1)

8.2.   The students will be able to use an Internet site to research specific information. (8.1.2.E.1)

8.3.   Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)

8.4.   Evaluate available resources that can assist in solving problems. | **Essential Questions:** How do I know if information from the Internet is correct and how can I find specific information?

Conceptual Understandings: Effective use of digital tools assists in gathering and managing information. | **Learning Activities:** Discuss with the students what types of Internet sites are from reliable sources. Use predetermined Internet Sites to research a topic being covered within their classroom curriculum. Using a printed sheet for them students to fill in helps to organize the information. Topics can include: Specific animals – wolves Penguins Bears Dinosaurs Etc. Information researched: Habitat Size/weight Location Diet Etc.

Assessment Models: Students will be able to find the information on the website and |

Note: The second column header row actually spans differently; the essential questions/conceptual understandings and instructional tools columns occupy columns 3 and 4.

	(9.1.4.A.2) 8.5. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3) 8.6. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5) 8.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 8.8. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		were able to write specific facts on a piece of paper. This written information shows success in using and interpreting the website. **Additional Resources:** www.enchantedlearning.com www.sandiegozoo.org http://nationalzoo.si.edu http://kids.nationalgeographic.com http://www.antarcticconnection.com