Clinton-Glen Gardner School District

Curriculum Management System

Computer Technology

Grade K

August 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200

BOE APPROVED August 25, 2015

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

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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

NJDOE 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.

Kindergarten
Computer Technology
Scope and Sequence

Quarter I

Topic: Mouse Skills I. Move cursor to various parts of the screen II. Single and double clicking III. Click and drag objects	**Topic: Navigation** IV. Logging off the network V. Opening and closing applications
Topic: Text VI. Create text block a. Create upper and lower case letters b. Highlight text	**Topic: Drawing Tools** VII. Select drawing tools

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/67

Quarter II	
Topic: Navigation I. Open a web browser a. Navigate to a specific page	**Topic: Text** II. Delete key a. "Erase" text information b. Correct mistakes
Topic: Drawing III. Additional drawing tools a. Fill tool b. Stamp tool c. Undo button	

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

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Quarter III

| Topic: Navigation
I. Open a web browser
a. Navigate within a website | Topic: Sharing Information
II. Tooth Tally Project
    a.   Collect data
    b.   Enter data on international wiki |
| Topic: Drawing
III. Using tools
a. Changing stamp sizes
b. Change line thicknesses | |

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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- 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/67

Quarter IV	
Topic: Digital Media I. Taking Pictures a. Importing into computer b. Moving and resizing photo.	**Topic: Text** II. Fonts a. Change fonts b. Change size of text c. Spacing between words
Topic: Drawing III. Create closed shapes a. Using line tool b. Using shape tools c. Fill closed shapes	

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

Assessment

District Benchmark

Differentiation

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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/67

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Mouse Skills MP1	
		Goal 1: The student will use the mouse to move cursor on the screen.	
	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 on-going	1.1. Direct the mouse to various parts of the screen or in a window 1.2. Use technology terms in daily practice. (8.1.P.A.1, 8.1.2.A.2) 1.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 1.4. 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) 1.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 1.6. Demonstrate effective communication using digital media during	**Essential Questions:** What tool can we use to select information on a computer screen? How can this tool be moved? How can you select a tool or icon within an application? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Demonstration and practice moving mouse/cursor around the screen. Demonstrate and practice single and double clicking the mouse. Have students navigate to a specific location to practice mouse skills **Assessment Models:** Application/web sites open **Additional Resources:** Mouse skill web sites http://pbclibrary.org/mousing/gopher.htm http://pbclibrary.org/mousing/games/redbugs.htm

	classroom activities. (9.1.4.E.2) 1.7. 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: Kindergarten Computer Technology	Topic: Navigation MP1	
		Goal 2: The student will be able to open and close applications on the computer.	
	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
1 on-going	2.1. Open computer loaded application. 2.2. Close application. 2.3. Log off school network. (8.1.P.A.1, 8.1.P.C.1, 8.1.2.A.1.) 2.4. 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) 2.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 2.6. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)	**Essential Questions:** How can you use applications already loaded on your computer? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	**Learning Activities:** Select icon on dock to open **Assessment Models:** Successful opening of applications **Additional Resources:** Age appropriate software

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Text MP1	
		Goal 3: The student will be able to create a text box and type in their name.	
	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	3.1. Use the text tool to type in their name. 3.2. Use the SHIFT KEY to create an upper case letter. 3.3. Use the mouse to SWEEP across the text to highlight it. 3.4. Change the color of a highlighted text. (8.1.P.A.2, 8.1.P.A.4, 8.1.P.A.6, 8.1.2.A.4,) 3.5. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5) 3.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 3.7. Practice collaborative skills in	**Essential Questions:** How can you enter letters in on a computer? How can you change the way letters look on a computer? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Demonstrate selecting the text tool. Demonstrate entering text in the box. **Assessment Models:** Print out with name, and related theme of the week demonstrating text tools, upper case letters. **Additional Resources:**

	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) 3.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 3.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 3.10. 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: Kindergarten Computer Technology	Topic: Drawing Tools MP1	
		Goal 4: The student will be able to use drawing tools to draw letters and an accompanying picture.	
	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	4.1. Select different drawing medias.

4.2.   Change colors of medias. (8.1.P.A.1, 8.1.2.A.3, 8.1.2.B.1)

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

4.4.   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)

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

4.6.   Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3) | **Essential Questions:** How do I choose which technological tools to use and when it is appropriate to use them?

Conceptual Understandings: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. | **Learning Activities:** Demonstrate selecting the drawing tools Demonstrate changing the colors of the tools

Assessment Models: Print out with name, and related theme of the week demonstrating drawing tool with different medias and colors.

Additional Resources: |

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Navigation MP2	
		Goal 5: The student will be able to navigate to a specified age appropriate web page.	
	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	5.1. Navigate to a specific website. 5.2. Participate in the website activities. (8.1.P.E.1, 8.1.P.F.1, 8.1.2.A.5) 5.3. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3) 5.4. 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) 5.5. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 5.6. Express needs, wants, and feelings	**Essential Questions:** How can we gather information by using a computer? **Conceptual Understandings:** Effective use of digital tools assists in gathering and managing information. Information accessed through the use of digitals tools assists in generating solutions and making decisions. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Opening a web browser. Demonstrate location of school bookmarked links and how to select sites. **Assessment Models:** Student demonstration of browser opening, website access, navigation of website and quitting website. **Additional Resources:** Age appropriate websites such as www.funkids.com

	appropriately in various situations. (9.1.4.D.2) 5.7. 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: Kindergarten Computer Technology	Topic: Text MP2	
		Goal 6: The student will be able to enter and remove text on a computer.	
	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 reinforced each class	6.1. Use the delete key to remove text. 6.2. Print a document. (8.1.P.A.3, 8.1.P.A.4, 8.1.2.A.1) 6.3. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 6.4. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)	**Essential Questions:** What happens if you enter information into the computer that you did not want? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Enter in student name, then delete 2 letters of it using the delete key. Enter in "letter of the week" multiple times, erase 3 of them **Assessment Models:** Print out of weekly theme assignment, minus 2 letters of their name. **Additional Resources:**

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Drawing MP2	
		Goal 7: The student will be able to use various drawing tools such as stamps, filling and the undo tools.	
	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	7.1. Use the fill, stamp and undo tool. (8.1.P.B.1, 8.1.2.A.4) 7.2. Evaluate available resources that can assist in solving problems. (9.1.4.A.2) 7.3. 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) 7.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 7.5. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)	**Essential Questions:** What are some other ways we can put information onto the computer screen? How can digital tools be used for creating original and innovative works, ideas and solutions? **Conceptual Understandings:** The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Creating letter shapes using stamps, matching beginning letter sounds to stamps. **Assessment Models:** Print out of weekly theme assignment, with appropriate stamps used, with shapes filled with colors and textures. **Additional Resources:**

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Navigation MP3	
		Goal 8: The student will be able to navigate to and within age appropriate web sites.	
	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	8.1. Open a web page and, navigate within the site. (8.1.2.A.2, 8.1.2.A.5) 8.2. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 8.3. 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) 8.4. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 8.5. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 8.6. Demonstrate effective	**Essential Questions:** What tools can we use to get around a web site? **Conceptual Understandings:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	**Learning Activities:** Students are directed to age appropriate web sites Students will navigate within and out of the web site. **Assessment Models:** Successful opening, closing and moving around within a site. **Additional Resources:** School web page of links.

	communication using digital media during classroom activities. (9.1.4.E.2) 8.7. 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: Kindergarten Computer Technology	Topic: Communication and Collaboration MP3
		Goal 9: The student will be able to collect and share data.
	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	9.1. Create and interpret graphs.

9.2.   Collaborate internationally using the Internet while collecting data. (8.1.2.C.1)

9.3.   Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

9.4.   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)

9.5.   Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)

9.6.   Express needs, wants, and | **Essential Questions:** How has the use of digital tools improved opportunities for communication and collaboration?

Conceptual Understandings: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. | **Learning Activities:** Count and record lost teeth in classroom between February 1 and April 30th. Create graphs and charts of information. Share information on a wiki

Assessment Models: Graphs representing entire class and own teeth loss.

Additional Resources: http://toothtally.com |

Note: The header row spans columns as follows — the first column is "Essential Questions, Conceptual Understandings" positioned above the middle column, but note the objectives column above.

	feelings appropriately in various situations. (9.1.4.D.2) 9.7. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 9.8. Demonstrate effective communication using digital media during classroom activities. (9.1.4.E.2) 9.9. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3) 9.10. 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: Kindergarten Computer Technology	Topic: Drawing MP3	
		Goal 10: The student will be able to use their creativity to represent class themes.	
	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	10.1. Change stamp sizes.

10.2. Change line thicknesses. (8.1.P.B.1, 8.1.2.B.1)

10.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

10.4. 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)

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

10.6. Explain the importance of understanding and following rules in community settings. | **Essential Questions:** How do I choose which technological tools to use and when it is appropriate to use them? How can digital tools be used for creating original and innovative works, ideas and solutions?

Conceptual Understandings:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. | **Learning Activities:** Use stamps and lines to enhance drawings

Assessment Models: Create themed project using stamps and different line thicknesses.

Additional Resources: |

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Digital Media MP4	
		Goal 11: The student will be able to take and use digital media.	
	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	11.1. Use a digital camera to take a picture. (8.1.P.B.1)

11.2. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)

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

11.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

11.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). | **Essential Questions:** How can we use digital media to help tell a story?

Conceptual Understandings: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. | **Learning Activities:** Students take a picture of a friend holding their "favorite letter person."

Assessment Models: Create a story about themselves and their letter person, using the photo.

Additional Resources: Digital cameras, media readers |

	(9.1.4.C.1) 11.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 11.7. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 11.8. Demonstrate effective communication using digital media during classroom activities. (9.1.4.E.2) 11.9. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3) 11.10. 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: Kindergarten Computer Technology	Topic: Text MP4	
		Goal 12: The student will be able to make changes to the text.	
	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	12.1. Change the font and the size of the text.

12.2. Use proper spacing between words. (8.1.P.A.3, 8.1.P.A.4, 8.1.2.A.1)

12.3. 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)

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

12.5. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3) | **Essential Questions:** How can you make changes to the way your text looks? How should a document look when you type in more than one word?

Conceptual Understandings: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | **Learning Activities:** Demonstrate changing the size and font of the text in a document. Demonstrate using the spacebar between words.

Assessment Models: Create a complete sentence and picture about the class theme.

Additional Resources: |

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Computer Technology	Topic: Drawing MP4	
		Goal 13: The student will be able to use their creativity to represent class themes.	
	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	13.1. Create and fill closed shapes. (8.1.P.B.1, 8.1.2.B.1)

13.2. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

13.3. 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)

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

13.5. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3) | **Essential Questions:** How do I choose which technological tools to use and when it is appropriate to use them? How can digital tools be used for creating original and innovative works, ideas and solutions?

Conceptual Understandings: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. | **Learning Activities:** Demonstrate using the square and circle tools. Demonstrate filling those shapes.

Assessment Models: Use closed shapes to complete weekly theme print out.

Additional Resources: |