

Shrewsbury Borough School District
Technology Curriculum Guide
2016

Unit 1 Overview

Unit Title: **Computer Parts & Terms/Summer**

Marking Period: 1

Grade Level: First Grade

Recommended Pacing: One Class

Unit Summary:

- Show an understanding of common computer terms and parts.
- Demonstrate ability to open specific applications.
- Identify and demonstrate the difference between a click and a double click.
- Demonstrate how click and drag using the mouse.
- Demonstrate an ability to select specific tools within the application
- Demonstrate ability to create a text box and correctly type

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

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.

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8.2.2.A.2: Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3: Identify a system and the components that work together to accomplish its purpose.
8.2.2.B.1: Identify how technology impacts or improves life.
8.2.2.B.2: Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3: Identify products or systems that are designed to meet human needs.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● Can the student double click, manipulate the mouse, and click and drag? ● Does the student have an understanding of computer parts and terms? 	<ul style="list-style-type: none"> ● Students will review computer parts and terms by completing SMART Board tasks as a class ● Open Pixie and draw a picture of their favorite part of the summer. ● Create text box and type “My Summer” ● Change the font style, color, and size

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Pixie
- Webcam
- Colored Printer
- SMART Board

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

Unit 2 Overview
Unit Title: I Like Autumn Marking Period: 1
Grade Level: First Grade

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Recommended Pacing: One Class

Unit Summary:

- Demonstrate ability to open specific applications.
- Understand how to change size of paintbrush to fit certain size restrictions.
- Demonstrate ability of mousing skills.
- Review how to make a text box and type a full sentence.
- Demonstrate ability to use the Shift key, space Bar, and Delete Key.
- Gain knowledge of the keyboard.
- Write a sentence of why they like Autumn.

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.

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Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● Can the student take a picture using the webcam? 	<ul style="list-style-type: none"> ● Students will open Pixie. ● Type a sentence or two about why they like Autumn. ● Remind students about how to use correct spacing, capital letters, and formatting. ● Change font style, color and size. ● Review how to highlight. ● They will take a picture of themselves in a circle for their body. ● Review how to change size of paint brush and how to insert stickers.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Pixie
- Colored Printer
- Sentence Strip: "I like autumn because..."

Teacher Resources:

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Resources: All resources are in on teacher computer/grade level folders.

Unit 3 Overview

Unit Title: **Family**
Marking Period: **1**

Grade Level: First Grade

Recommended Pacing: Two Classes

Unit Summary:

- Demonstrate ability to open specific applications.
- Demonstrate ability to open activities within a program.
- Understand how to change size of paintbrush to fit certain size restrictions.
- Demonstrate ability of mousing skills.
- Learn how to make numerous text boxes on a single page.

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NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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<ul style="list-style-type: none">● How do I choose which technological tools to use and when it is appropriate to use them?● Can the student take a picture using the webcam?● Can the student navigate using numerous text boxes?	<ul style="list-style-type: none">● Students will open pre-made Pixie family document.● Select a paintbrush size and color.● They will draw their families and label each family member.● They will take a picture of themselves in a circle for their body.● Review how to create numerous text boxes. They will type the name of each family member near the picture that represents each one.● Students can change color of the fonts.
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Evidence of Learning

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Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Pixie
- Pre-Made Documents

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 4 Overview

Unit Title: **Online Jigsaw Puzzles**

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Marking Period: 1
Grade Level: First Grade
Recommended Pacing: One Class
Unit Summary: <ul style="list-style-type: none">● Gain knowledge of certain technology terms.● Review how to get on the internet.● Type in a website correctly in the URL box.● Navigate through a website.● Manipulate puzzle pieces to complete a jigsaw puzzle.
<p>NJCCSS:</p> <p><u>8.1 Educational Technology 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.</u></p> <p>8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

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Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● Can the student navigate through a website? ● Can the student click and drag puzzle pieces? 	<ul style="list-style-type: none"> ● Discuss difference between URL box and Google box. ● Students will open Safari and type in the correct web address: www.jigzone.com. ● They will pick a puzzle to complete from numerous categories. ● Learn how to change the puzzle cut to 12, 20, or 48 pieces. ● Complete puzzles using mousing skills. ● Review how to use the back arrow on the internet. ● Review how to quit out of programs.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Skilled Based Assessment
- Classroom Participation

Equipment Needed:

- Safari
- Internet Connection
- Website Strip With Address

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

Unit 5 Overview
Unit Title: Coding: Course 1- Lessons 4-6 Marking Period: 2
Grade Level: First Grade
Recommended Pacing: 3 Classes (Continuous Program)
Unit Summary:

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- Review coding terminology.
- Get on the internet using a specific website.
- Type in a website correctly in the URL box.
- Navigate through a website using a username and a passcode picture.
- Navigate through the website to each lesson.
- Lesson 4: Maze: Sequence
- Lesson 5: Maze: Debugging
- Lesson 6: Real-Life Algorithms

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

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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.

8.2.2.A.1: Define products produced as a result of technology or of nature.

8.2.2.A.2: Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3: Identify a system and the components that work together to accomplish its purpose.

8.2.2.B.1: Identify how technology impacts or improves life.

8.2.2.B.3: Identify products or systems that are designed to meet human needs.

8.2.2.B.4: Identify how the ways people live and work has changed because of technology.

8.2.2.E.1: List and demonstrate the steps to an everyday task.

8.2.2.E.2: Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3: Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4: Debug an algorithm (i.e., correct an error).

8.2.2.E.5: Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Unit Essential Questions:

Unit Enduring Understandings:

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Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● Can the student navigate through a website? ● Can the student click and drag? 	<ul style="list-style-type: none"> ● Students will open Safari and type in the correct web address. ● They will select their name and passcode picture and continue through the lessons. ● Use mouse to input information into a computer. ● Represent an algorithm as a computer program. ● Order movement commands as sequential steps in a program. ● Predict where a program will fail: Debug ● Modify an existing program to solve errors ● Identify an algorithm that is unsuccessful when the steps are out of order. ● Arrange directions to reach predetermined goal. ● Predict where character will land, given a list of steps.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Skilled Based Assessment
- Lessons Completed: Teacher can see student progress through their specific accounts
- Classroom Participation

Equipment Needed:

- Safari
- Internet Connection
- Website Strip
- Headphones

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 6 Overview

Unit Title: **All About Me Movies**

Marking Period: 2

Grade Level: First Grade

Recommended Pacing: Eight Classes

Unit Summary:

- Demonstrate ability to open specific applications between Microsoft Word and Pixie.
- Demonstrate ability to open activities within a program.
- Understand how to change size of paintbrush to fit certain size restrictions.
- Demonstrate ability of mousing skills.
- Demonstrate ability to open an application.
- Understand when and how to use specific keys to properly format a Word document.
- Type paragraph on specific topic.
- Create drawing to go along with sentences.
- Record voice to create movie.

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NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

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.

8.2.2.B.1: Identify how technology impacts or improves life.

8.2.2.B.4: Identify how the ways people live and work has changed because of technology.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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<ul style="list-style-type: none"> ● 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? 	<ul style="list-style-type: none"> ● Students will open Word and type a paragraph about who they are, their family, what they like, what they don't like, what animal they would like to be and why, and a conclusion. ● They are to draw a picture for each part of the movie. ● Remind students about how to use correct spacing, capital letters, and formatting. ● Change font style, color and size. ● Review how to highlight. ● Create a picture that goes along with each sentences using webcam for their faces. ● Record their voice over their pictures to create a class movie.
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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"> ● Teacher Observation ● Project Based Assessment ● Classroom Participation
Equipment Needed: <ul style="list-style-type: none"> ● Microsoft Word ● Pre-made sentence template to follow

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- WebCam
- iMovie
- Headphones
- Microphone
- Pixie

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 7 Overview

Unit Title: **Coding: ArtBot**

Marking Period: 3

Grade Level: First Grade

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Recommended Pacing: One Class

Unit Summary:

- Learn how to get on the internet using a specific website.
- Type in a website correctly in the URL box.
- Navigate through the website to each lesson.

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

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.

8.2.2.A.1: Define products produced as a result of technology or of nature.

8.2.2.A.2: Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3: Identify a system and the components that work together to accomplish its purpose.

8.2.2.B.1: Identify how technology impacts or improves life.

8.2.2.B.4: Identify how the ways people live and work has changed because of technology.

8.2.2.E.1: List and demonstrate the steps to an everyday task.

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8.2.2.E.2: Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3: Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.5: Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● Can the student navigate through a website? ● Can the student click and drag? 	<ul style="list-style-type: none"> ● Students will open Safari and type in the correct web address. http://www.tvokids.com/games/artbotaction ● Students will continue through the lessons. ● Program Artbot to follow students commands to reveal the hiding art. ● Arrange directions to reach predetermined goal.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Skilled Based Assessment
- Lessons Completed
- Classroom Participation

Equipment Needed:

- Safari with Adobe Flash
- Internet Connection
- Website Strip
- Headphones

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 8 Overview

Unit Title: **Online Math Baseball**

Marking Period: **3**

Grade Level: First Grade

Recommended Pacing: One Class

Unit Summary:

- Gain knowledge of certain technology terms.
- Review how to get on the internet.
- Type in a website correctly in the URL box.
- Navigate through a website.
- Review addition and subtraction skills.

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<p>NJCCSS:</p> <p><u>8.1 Educational Technology 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.</u></p> <p>8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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<ul style="list-style-type: none">● In a world of constant change, what skills should we learn?● Can the student navigate through a website?	<ul style="list-style-type: none">● Discuss difference between URL box and Google box.● Students will open Safari and type in the correct web address. http://www.funbrain.com/math/● They will complete addition problems to receive 25 runs in addition and 25 runs in subtraction.● Students may use a number line if needed.● Review how to quit out of programs.
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Evidence of Learning

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Formative Assessments:

- Teacher Observation
- Skilled Based Assessment
- Classroom Participation

Equipment Needed:

- Safari
- Internet Connection
- Website Strip With Address
- Number Lines

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

Unit 9 Overview

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Unit Title: St. Patrick's Day Marking Period: 3
Grade Level: First Grade
Recommended Pacing: One Class
Unit Summary: <ul style="list-style-type: none">● Demonstrate ability to open specific applications.● Understand how to change size of stickers and paintbrush to fit certain size restrictions.● Demonstrate ability of mousing skills.● Learn how to make a speech bubble with text.● Review how to put face on a sticker.
NJCCSS: <u>8.1 Educational Technology 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.</u> 8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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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.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● How do I choose which technological tools to use and when it is appropriate to use them? ● Can the student take a picture using the webcam? ● Can the student navigate using numerous text boxes? 	<ul style="list-style-type: none"> ● Students will Pixie blank document. ● Select a sticker of a leprechaun and take a picture using the webcam of their face and put it on the sticker. ● They will put a speech bubble next to their face and type “I am a ___ leprechaun.” ● Then they will draw a picture to represent what kind of leprechaun they are. ● Students can change color of the fonts.

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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none">● Teacher Observation● Project Based Assessment● Classroom Participation
Equipment Needed: <ul style="list-style-type: none">● Pixie● Webcam● Colored Printer

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

Unit 10 Overview
Unit Title: Tangrams Marking Period: 3
Grade Level: First Grade
Recommended Pacing: One Class
Unit Summary: <ul style="list-style-type: none">● Gain knowledge of geometry by completing tangrams.● Use problem-solving skills to complete the task.

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- Gain knowledge of certain technology terms.
- Review how to get on the internet.
- Type in a website correctly in the URL box.
- Navigate through a website.
- Mousing skills to move, rotate, and flip pieces.

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.3: Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit Essential Questions:

Unit Enduring Understandings:

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Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● Can the student navigate through a website? 	<ul style="list-style-type: none"> ● Discuss difference between URL box and Google box. ● Students will open Safari and type in the correct web address. http://www.primarygames.com/ Then go to Math, page 4 ● They will complete levels to try to fit each tangram by rotating, flipping, and moving pieces given. ● Review how to quit out of programs. ● They will use their problem solving skills to complete these geometry challenges.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Skilled Based Assessment
- Classroom Participation

Equipment Needed:

- Safari
- Internet Connection
- Website Strip With Address

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 11 Overview
Unit Title: Math Activities: Time, Weight, & Measurement Marking Period: 3
Grade Level: First Grade
Recommended Pacing: One Class
Unit Summary: <ul style="list-style-type: none">● Demonstrate ability to open specific applications.● Demonstrate ability to open activities within a program.● Understand how to use digital ruler to help with measurement.● Demonstrate ability of mousing skills.● Show knowledge of weight and time.
NJCCSS: <u>8.1 Educational Technology 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.</u>

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8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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<ul style="list-style-type: none">● 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?	<ul style="list-style-type: none">● Students will open pre-made Pixie math activities.● Weight: Students will use paintbrush tool to circle which one weighs more.● Measurement: Students will use digital ruler to label the measurement in inches of specific items.● Time: Students will click and drag the correct time to each of the clocks given.● Students will use text boxes to type their names.
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Evidence of Learning

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Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Pixie
- Pre-Made Math Activities

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 12 Overview
Unit Title: Cut & Paste Opposites Marking Period: 4
Grade Level: First Grade
Recommended Pacing: One Class
Unit Summary: <ul style="list-style-type: none">● Demonstrate ability to open specific applications.● Demonstrate ability to cut and paste words in correct text boxes using the Edit function.● Demonstrate ability of mousing skills.
NJCCSS: <u>8.1 Educational Technology 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.</u> 8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. 8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

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8.1.2.A.2: Create a document using a word processing application.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● 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? 	<ul style="list-style-type: none"> ● Students will open pre-made Word cut & paste activity. ● Students will learn how to properly highlight one word (not a whole text box) and using the Edit function: how to cut. ● Then students will place the cursor where they want to paste the word. ● Then they will paste the word using the Edit command. ● Students will also learn the Edit-Undo button for any errors they make instead of delete key.

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Evidence of Learning

Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Microsoft Word
- Pre-Made Cut & Paste Activity

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

Unit 13 Overview
Unit Title: Colors Graph Marking Period: 4
Grade Level: First Grade
Recommended Pacing: Two Classes
Unit Summary:

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- Demonstrate ability to open specific applications.
- Collect data using SMART Board.
- Demonstrate ability to put data into Microsoft Excel.
- Demonstrate ability to highlight data and create a chart.
- Change the colors on the chart.

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.5: Enter information into a spreadsheet and sort the information.

Unit Essential Questions:

Unit Enduring Understandings:

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Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none">● 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?	<ul style="list-style-type: none">● Students will collect data using the SMART Board.● Students will learn how to properly put data into the Excel spreadsheet.● They will learn the terminology used in Excel.● Then students will learn how to properly highlight correct cells.● They will go to Insert-Chart and select a pie chart.● Students will also learn how to change the colors of the data results in the chart.

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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none">● Teacher Observation● Project Based Assessment● Classroom Participation
Equipment Needed: <ul style="list-style-type: none">● Microsoft Excel● SMART Board

Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.

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Unit 14 Overview

Unit Title: **Ambition Poster**

Marking Period: 4

Grade Level: First Grade

Recommended Pacing: Two Classes

Unit Summary:

- Demonstrate ability to open specific applications.
- Understand how to change size of paintbrush to fit certain size restrictions.
- Demonstrate ability of mousing skills.
- Review how to make a text box and type a full sentence.
- Demonstrate ability to use the Shift key, space Bar, and Delete Key.
- Gain knowledge of the keyboard.
- Write a sentence or two of what they want to be when they grow up and why.
- Review how to take a picture using webcam in a circle or oval.

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NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>

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- In a world of constant change, what skills should we learn?
- Can the student take a picture using the webcam?

- Students will open Pixie.
- Type a sentence or two of what they want to be when they grow up and why.
- Remind students about how to use correct spacing, capital letters, and formatting.
- Change font style, color and size.
- Review how to highlight.
- They will take a picture of themselves in a circle for their body.
- Review how to change size of paintbrush and how to insert stickers.
- Draw picture to represent their sentences.

Evidence of Learning

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Formative Assessments:

- Teacher Observation
- Project Based Assessment
- Classroom Participation

Equipment Needed:

- Pixie
- Colored Printer
- Sentence Strip “As I grow up, I will work towards becoming a _____ because ...”
- Webcam

Teacher Resources:

Resources: All resources are in on teacher computer/grade level folders.

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Unit 15 Overview

Unit Title: **Summer Graph**

Marking Period: 4

Grade Level: First Grade

Recommended Pacing: Two Classes

Unit Summary:

- Demonstrate ability to open specific applications.
- Collect data using SMART Board.
- Demonstrate ability to put data into Microsoft Excel.
- Demonstrate ability to highlight data and create a chart.
- Change the colors on the chart.

NJCCSS:

8.1 Educational Technology 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.

8.1.2.A Technology Operations and Concepts: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

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- 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.5: Enter information into a spreadsheet and sort the information.

Unit Essential Questions:	Unit Enduring Understandings:
Unit Learning Targets <i>Students will know...</i>	Unit Learning Targets <i>Students will do...</i>
<ul style="list-style-type: none"> ● 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? 	<ul style="list-style-type: none"> ● Students will collect data using the SMART Board. ● Students will review how to properly put data into the Excel spreadsheet. ● They will review the terminology used in Excel. ● Then students will review how to properly highlight correct cells. ● They will go to Insert-Chart and select a pie chart. ● Students will also review how to change the colors of the data results in the chart. ● Students will learn how to use the gradient option of the color choices.

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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none">● Teacher Observation● Project Based Assessment● Classroom Participation
Equipment Needed: <ul style="list-style-type: none">● Microsoft Excel● SMART Board

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Teacher Resources:
Resources: All resources are in on teacher computer/grade level folders.