

Grade/Content Area: Technology Grades K-2

<p>Big Understandings of the Content Area</p> <ul style="list-style-type: none"> • Technology is an integral part of learning. • Tools of technology will enhance productivity, communication, and the researching process. 					
<p>Content Standards</p>					
<p>A. Basic operations and concepts. Students will understand the nature and operation of technology systems. Students are proficient in the use of technology.</p>	<p>B. Social, ethical, and human issues. Students understand the ethical, cultural, and societal issues related to technology. They will practice responsible use of technology systems, information, and software. Students need to develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	<p>C. Technology Productivity Tools. Students will understand how to use technology tools to enhance learning, increase productivity, and promote creativity. They will be able to use these tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative work.</p>	<p>D. Technology Communication Tools. Students will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<p>E. Technology Research Tools Students will be able to use technology to locate, evaluate, and collect information from a variety of sources. They will use technology tools to process data and report results. Students will be able to evaluate and select new information resources and technological innovations based on appropriateness for specific tasks.</p>	<p>F. Technology Problem-Solving and Decision-Making Tools. Students will be able to use technology resources for solving problems and making informed decisions. They will employ technology in the development of strategies for solving problems in the real world.</p>
<p>Performance Indicators</p>					
<p>Student will be able to:</p> <ul style="list-style-type: none"> • Use input devices (e.g. mouse, keyboard, disk drive) and output devices to successfully operate computers. • Use a variety of media and technology resources for directed and independent learning activities. • Communicate about technology using developmentally appropriate and accurate terminology. • Use developmentally appropriate multimedia resources (e.g. interactive books, educational software, elementary multimedia encyclopedias) to support learning. 	<ul style="list-style-type: none"> • Work cooperatively and collaboratively with peers and others when using technology in the classroom. • Demonstrate positive social and ethical behaviors when using technology. • Practice responsible use of technology systems and software. 	<ul style="list-style-type: none"> • Use a variety of media and technology resources for directed and independent learning activities. • Create developmentally appropriate multimedia products with support from teachers or student partners. • Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. 	<ul style="list-style-type: none"> • Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. 	<ul style="list-style-type: none"> • Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. 	<ul style="list-style-type: none"> • Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
<p>Knowledge/Skills</p>					
<ul style="list-style-type: none"> • Student will identify mouse, keyboard, monitor, and printer. • Students will recognize icons on the monitor screen and be able to navigate the program. • Students will identify 	<ul style="list-style-type: none"> • Students will share technology time with classmates. • Students will hear the “Acceptable Use Policy” for technology in the school and district. • Students will identify appropriate uses for 	<ul style="list-style-type: none"> • Students will use software applications to enhance their classroom learning. • Students will use software applications to enhance their classroom learning. • Students will create developmentally appropriate multimedia presentations to 	<ul style="list-style-type: none"> • Students will recognize letters on the keyboard and type their name, colors, and short sentences. • Students will type stories, identify and use editing tools, and use saving techniques. • Students will type stories, 	<ul style="list-style-type: none"> • Students will use software applications to gather information. • Students will use software applications to gather information. • Students will use software applications and the World Wide Web to gather 	<p>G. Students will use drawing tools to convey a message.</p> <ul style="list-style-type: none"> • Students will use drawing tools and basic word processing tools to convey a message. • Students will use computers to organize thoughts and ideas.

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<ul style="list-style-type: none"> ♦ mouse, keyboard, monitor, and printer. ♦ Students will know the difference between right and left clicking with the mouse. ♦ Students will know about different software applications available to them, including a word processing application. ♦ Students will be able to use volume controls and right or left clicking of mouse. ♦ Students will understand the use of different disk drives. ♦ Students will use various academic software applications and make decisions on how to use them to assist in their learning. 	<ul style="list-style-type: none"> ♦ technology and software programs. ♦ Students will hear the “Acceptable Use Policy” for technology in the school and district. ♦ Students will make decisions about the appropriate use of the World Wide Web/Internet and its use in classroom projects. ♦ Students will hear the “Acceptable Use Policy” for technology in the school and district. 	<ul style="list-style-type: none"> ♦ display their work. ♦ Students will use software applications to enhance their classroom learning. ♦ Students will create developmentally appropriate multimedia presentations to display their work. 	<ul style="list-style-type: none"> ♦ use editing techniques and spell check, and print and save their stories. 	<ul style="list-style-type: none"> ♦ information. 	<ul style="list-style-type: none"> ♦ Students will use word processing tools to convey a message. ♦ Students will use computers to organize thoughts and ideas.
<p>Assessment</p> <ul style="list-style-type: none"> ♦ observation recorded on computer checklist ♦ observation recorded on computer checklist ♦ observation recorded on computer checklist 	<ul style="list-style-type: none"> ♦ classroom discussion and teacher observation ♦ classroom discussion and teacher observation ♦ classroom discussion and teacher observation 	<ul style="list-style-type: none"> ♦ observation of program use recorded on checklist ♦ observation of program use recorded on checklist ♦ “About Our Class” Kid Pix slideshow ♦ observation of program use recorded on checklist ♦ “All About Me” Kid Pix slideshow 	<ul style="list-style-type: none"> ♦ create labeled pictures on Kid Pix ♦ complete published work on word processing program ♦ complete published work on word processing program 	<ul style="list-style-type: none"> ♦ teacher observation recorded on checklist (using developmentally appropriate programs) ♦ teacher observation recorded on checklist (using elementary encyclopedias and other programs) ♦ teacher observation recorded on checklist (using elementary encyclopedias and websites) 	<ul style="list-style-type: none"> ♦ create labeled pictures on Kid Pix ♦ complete published work on word processing program ♦ complete story web on Kidspiration ♦ complete published work on word processing program ♦ complete story web on Kidspiration
<p>Resources</p>	<ul style="list-style-type: none"> ♦ copy of district “Acceptable Use Policy” 	<ul style="list-style-type: none"> ♦ Kid Pix 	<ul style="list-style-type: none"> ♦ Kid Pix ♦ word processing program (Microsoft Word, Appleworks, Easy Book) 	<ul style="list-style-type: none"> ♦ Internet access ♦ Kidspiration 	<ul style="list-style-type: none"> ♦ Kid Pix ♦ Kidspiration
<p>Instructional Strategies</p> <ul style="list-style-type: none"> ♦ demonstration ♦ class discussion ♦ guided and independent practice using various programs 	<ul style="list-style-type: none"> ♦ class discussions 	<ul style="list-style-type: none"> ♦ demonstration ♦ guided and independent practice using various programs including Kid Pix 	<ul style="list-style-type: none"> ♦ demonstration ♦ guided and independent practice using various programs including Kid Pix and/or word processing programs 	<ul style="list-style-type: none"> ♦ demonstration ♦ guided and independent practice using various informational software and/or the World Wide Web ♦ use of Kidspiration to organize research 	<ul style="list-style-type: none"> ♦ demonstration ♦ guided and independent practice using various software including Kid Pix and/or Kidspiration