Grade 1 Technology
Technology 1

Communication and Collaboration

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

ISTE Standards for Students K-12

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

OH: Learning Standards for Technology K-2

Information and Communications Technology: The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.

Identify and use appropriate digital learning tools and resources to accomplish a defined task.

b. With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.

Use digital learning tools and resources to construct knowledge.

a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.

d. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.

Society and Technology: The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.

Demonstrate an understanding of technology’s impact on the advancement of humanity – economically, environmentally and ethically.

a. Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user.

Analyze the impact of communication and collaboration in both digital and physical environments.

a. Communicate and collaborate using several digital methods.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. digital media/environments
2. visual displays/drawings
3. Internet usage
4. productivity tools (word processing, spreadsheets, presentations)
5. distance learning/virtual field trips
6. social networking
7. cultural understanding
8. email

Skills

1. Use a variety of digital media.
2. Interact and collaborate with others.
3. Produce and publish writing.
4. Create visual displays and drawings
5. Contribute to group projects.
6. Solve problems.
7. Participate in cultural experiences through virtual field trips.
8. Develop cultural awareness via distance learning opportunities.

Essential Questions

1. Why do different audiences need different communication?
2. How does technology help me learn about people in other places?

Standards Vocabulary

1. collaborate
2. global awareness
3. cultural understanding

Additional Vocabulary

**Emerging Vocabulary**

1. visual displays
2. cultural experiences
3. virtual field trip

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Learning from an Expert

Summative: Project

Students will create a final product: digital drawing, digital poster or report; to show what they learned from an expert guest speaker.

Interview Questions

Formative: Oral Assessment

Students will create a list questions for an upcoming guest speaker on a particular topic. Once questions have been created, students will interview the guest speakers via Skype or FaceTime.

Story Telling

Formative: Creative Writing

Teams of two or more students will work together to create a fairy tale or story using a story-telling application (Story Wheel, Imagistory, etc.)

Around the World

Formative: Other Visual Assessments

Students will travel to a teacher determined location via a virtual field trip. With teacher assistance, the students will gather information from the location and present it in an acceptable fashion.

Stage 3: Learning Plan

Learning Experiences

1. **Cooperative Learning**: Teams of two or more students will work together to create a fairy tale or story using a story-telling application (Story Wheel, Imagistory, etc.).
2. **Speaking and Listening**: Students will create a list of questions and assign a reporter to ask the questions to an expert who has been chosen by the teacher using Skype in the Classroom; students will then create a drawing or document that shows or explains what they learned. [https://education.skype.com/lessons?utf8=%E2%9C%93&subject=guest+speakers](https://education.skype.com/lessons?utf8=%E2%9C%93&amp;subject=guest+speakers)
3. **Technology:** Using virtual field trips, students travel around the world to visit places of interest.
4. **Technology and Writing:** Students write to another classroom across the country or the world, individually or as a class, to learn about other cultures and to communicate effectively. <http://www.epals.com/#!/main>

Resources

**Images/Documents**

1. Kid Pix
2. Google Draw
3. Paint
4. [http://www.abcya.com](http://www.abcya.com/)
5. Google Doc
6. Wikispaces <https://www.wikispaces.com/content/classroom>
7. Story Book Weaver
8. Kidspiration

**Videos**

1. Sketchcast <https://web20fortheclassroom.wikispaces.com/Sketchcast>
2. Skype: <https://education.skype.com/>
3. Google Hangout
4. FaceTime

**Virtual Field Trips**

1. Google Expeditions
2. <http://www.eschoolnews.com/2013/04/07/ten-of-the-best-virtual-field-trips/>
3. <http://www.theteachersguide.com/virtualtours.html>
4. <http://www.areavibes.com/library/online-field-trips-for-students/>
5. <http://kids.sandiegozoo.org/>
6. <http://www.internet4classrooms.com/vft.htm>
7. <http://eduscapes.com/tap/topic35.htm>
8. [http://www.janbrett.com](http://www.janbrett.com/index.html)

**Blogging**

1. Edublog <https://edublogs.org/>
2. Animoto <https://animoto.com>
3. Kidblog <http://kidblog.org/home/>
4. Blogger

**Collaboration**

1. <http://www.k12science.org/materials/k12/technology/online-collaboration>
2. <http://www.eric-carle.com/>
3. <http://www.epals.com/#!/main>

**Keyboarding:**

1. Kid Keys <http://www.knowledgeadventure.com/school/jumpstart/KidKeys.aspx>
2. Type to Learn Jr.

Resources

Grade 1 Technology
Technology 1

Computer Science (Critical Thinking)

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

ISTE Standards for Students K-12

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

OH: Learning Standards for Technology K-2

Design and Technology: Addresses the nature of technology to develop and improve products and systems over time to meet human/societal needs and wants through design processes.

Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.

a. Identify and discuss differences between the human-designed world and the natural world.

c. Explain that systems have parts or components that work together to accomplish a goal.

Identify a problem and use an engineering design process to solve the problem.

a. Observe and describe details of an object’s design.

b. Demonstrate the ability to follow a simple design process: identify a problem, think about ways to solve the problem, develop possible solutions, and share and evaluate solutions with others.

c. Explain that the design process is a plan to find solutions to problems.

Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.

a. Describe how different technologies are used in various fields.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

Content

1. coding
2. forms
3. computational thinking
4. digital tools
5. troubleshooting
6. network basics
7. innovative technologies
8. computer careers

Skills

**Coding**

1. Recognize that the computer is run by programs (or sets of instructions written by human beings).
2. Assess and analyze a situation that results in creating a list of sequential steps to complete a task. Students will work to complete the task in the fewest possible steps.
3. Troubleshoot and critique their own or others' code (steps).
4. Create a real world problem and effectively use modeling and simulation to solve it.
5. Understand cause/effect relationships and how to go back and make adjustments.

**Forms**

1. Enter information into a form (such as Google Forms) and understand where that information goes.

**Troubleshooting**

1. Explain what to do if an error message appears on their screen.
2. Begin to identify different types of error messages and possible solutions when they occur.
3. Login to an app, the network, a website, etc. and begin to troubleshoot common login errors (such as caps lock or misspelled username).

**Networking**

1. Demonstrate an understanding of basic network structure using proper vocabulary.
2. Identify access points and understand that a device can connect wirelessly or via ethernet cable. Identify how a device is connected and assess the strength/connection.
3. Print through a network by choosing the appropriate printer from a list.
4. Compare different devices (iPad, computer, tablet) to understand that different devices use different operating systems and, therefore, different apps.

**Computer Careers/Innovative Technologies**

1. In pairs, identify a problem that a computer might solve and design an invention to fix it.
2. Continue to identify IT professions.

Essential Questions

1. Why is coding important in the world around me?
2. What do I do if there is a problem with my computer?
3. To what extent is technology involved in our lives?

Standards Vocabulary

1. cause and effect
2. predict
3. compare
4. identify
5. observe
6. critique
7. problem/solution
8. troubleshoot
9. analyze

Additional Vocabulary

**Emerging Vocabulary**

1. server
2. forms
3. data entry
4. database/spreadsheet
5. input/output

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Lego Partner Self-Evaluation

Formative: Class Discussion

Have students describe what worked and what didn't in the Lego Partner activity as well as how they can improve. They can predict how this evaluation translates to technology.

"Unplugged" Simulation: Code Modeling

Formative: Modeling

The teacher can observe and discuss with students as they try to collaboratively complete the code modeling task.

Self-Guided Tutorial: Hour of Code

Summative: Online Learning

Teachers can set a goal for what level students should achieve within the app/website being used and determine which skills they should master. Students should focus on using the least amount of code possible.

Example Assessment

Formative: Book Report

Stage 3: Learning Plan

Learning Experiences

**Coding**

1. **"Unplugged" Simulation:** Model basic step-by-step instructions using students. Students then work in small groups to create a problem and list the steps to solve it, trying to complete the task in the fewest number of steps. Then the students present the problem to the class for the class to solve. Students then compare and evaluate the results. Was their solution better? Was there a different way to complete the task? [Can be done on a table with a grid and any objects, graph paper, on floor, etc.] (See [code.org](http://code.org) in Resources for other suggestions on "unplugged" computer science activities.)
2. **Self-Guided Online Tutorial:** Students can participate in the Hour of Code (see [code.org](http://code.org)) in December. Choose one of the websites or apps. Students will want to emulate good programmers who use the least amount of code possible to achieve their goal.
3. **Cooperative Learning (Lego Partners):** With a partner, each student gets a bag of Legos containing the same Legos. One student builds without the other seeing. Then that same student must give verbal directions to the other student to get him/her to create the same product. Students may need assistance on including spatial terms, shapes, colors, etc. in their instructions. Have the students "debug" or problem-solve to see where their instructions weren't clear. Repeat. (Consider increasing the number of Legos, have students face away from each other when giving/receiving directions, and focus on completing in the fewest steps possible.)
4. **Exploratory Learning:** If possible, students can work with a simple robot individually or in groups to program the robot to move forward, backward, turn, etc.

**Forms**

1. **Group Work:** After the teacher uses Google forms or Socrative to create a form such as a simple quiz, survey, questionnaire, etc. that relates to an area of study, students will log in and complete the form. As a class, students can look at the spreadsheet where the data was collected and discuss the flow of data and how the data can be used.

**Innovative Technologies**

1. **Problem Solving (Lego Building Group Challenge):** Using an online challenge or one created by the teacher, students can build a bridge or see who can build the tallest tower.
2. **Problem Solving:** Students can use Lego Designer to invent something.

**Networking**

1. **"Unplugged" Simulation:** Use modeling to explain abstract networking concepts (such as data moving along ethernet cables or through the air via access points).
2. **Concept Formation:** After labels are put on access points etc., students will learn the correct terminology and utilize proper terms when speaking.

**Careers**

1. **Guided and Shared:** Using the Virginia Career View website (see below) students can play matching games (print and online) and begin research into interesting careers in information technology.

Resources

**Coding**

1. <http://code.org/>
2. <http://www.scratchjr.org/>
3. <https://www.tynker.com/>
4. <https://www.kodable.com/>
5. <http://www.kodugamelab.com/>
6. <https://www.bee-bot.us/>
7. <http://lightbot.com/>
8. <http://edu.symbaloo.com/mix/codeprogramsites>
9. <http://www.symbaloo.com/mix/coding-coding-coding>
10. Move the Turtle (app)

**Robotics/STEM**

1. <https://www.pinterest.com/plabure/coding-and-robotics/>
2. <https://www.makewonder.com/>
3. <http://www.makeymakey.com/>

**Forms**

1. [www.socrative.com](http://www.socrative.com/)

**Careers**

1. <http://vacareerview.org/search/?q=computer>

Grade 1 Technology
Technology 1

Creativity and Innovation

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

4. Sustain the Christian life through the practice of the gifts of the Holy Spirit (CCC 1831).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

Targeted Standards

ISTE Standards for Students K-12

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

OH: Learning Standards for Technology K-2

Information and Communications Technology: The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.

Use digital learning tools and resources to construct knowledge.

b. Use visuals found in digital learning tools and resources to clarify and add to knowledge.

Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

b. With guidance, use digital learning tools to add audio and/or visual media to clarify information.

Society and Technology: The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.

Analyze the impact of communication and collaboration in both digital and physical environments.

a. Communicate and collaborate using several digital methods.

b. Identify positive and negative ways of collaborating in digital and physical environments.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. multimedia sources
2. augmented reality
3. desktop publishing
4. video tools
5. audio tools (podcast, screencast)
6. photography tools
7. website creation
8. animation
9. avatar creation
10. QR resources
11. drawing tools
12. cartoon creation
13. visual displays
14. presentation tools

Skills

1. Analyze different media resources to differentiate learning experiences.
2. Express information using a variety of digital media.
3. Enhance understanding of learning concepts by presenting information.
4. Produce original works to allow creativity and ownership.
5. Publish individual and group work.
6. Interact with peers and adults to collaborate in learning experiences.
7. Use QR resources to learn more about a given topic.
8. Use augmented reality programs to enhance learning objectives.

Essential Questions

1. How can technology tools help me learn?
2. How can technology be used to effectively communicate information?
3. How can I select and use appropriate multimedia sources for a specific need?

Standards Vocabulary

1. digital media
2. visual displays
3. presentations
4. Internet
5. collaboration
6. digital tools
7. products
8. processes

Additional Vocabulary

**Vocabulary**

1. avatar
2. QR
3. augmented reality
4. podcast
5. screencast
6. animation
7. multimedia

Stage 2: Assessment Evidence

My Heroes

Formative: Creative Writing

Students will create an original story entitled "My Heroes."

My Neighborhood

Summative: Graphic Organizer

After listening to the story "*My Neighborhood,"* the students will create a graphic organizer of the different parts of a neighborhood (park, school, grocery store, etc.) using any drawing program. (i.e., Kidpix, Kidspiration, MindMup, etc.)

Digital Communication

Formative: Graphic Organizer

Students will use a drawing tool or app to create a diagram of the different types of digital communication.

Geometric Shapes

Summative: Visual Arts Project

Each student will utilize a word processing tool to create a diagram that shows the following eleven basic geometric figures: square, triangle, rectangle, circle, parallelogram, hexagon, trapezoid, octagon, diamond, cube, and cylinder.

If I Were President

Formative: Creative Writing

Students create an infographic answering the statement "If I Were President . . ."

QR Codes

Summative: Listening Task

The students will be assessed on if they can effectively scan the QR code provided by teacher. Students will take what they learn from the site and create sentences about what they have learned.

Stage 3: Learning Plan

Learning Experiences

1. **Technology:** Students create a "My Heroes" picture book using drawing tools or a story maker app.
2. **Graphic Organizer:** Students will listen to the story *My Neighborhood* using the attachment below. After students have listened to the story, they will create a graphic organizer about the different parts of a neighborhood using any drawing program. <http://www.kizclub.com/storytime/neighborhood/neighborhood.html>
3. **Technology**: Using a word processing tool, students can create a diagram that shows the following eleven basic geometric figures: square, triangle, rectangle, circle, parallelogram, hexagon, trapezoid, octagon, diamond, cube and cylinder.
4. **Direct Instruction/Compare and Contrast**: After being instructed by teacher on the different types of digital communication, the students will create a diagram of the different types of digital communication used in daily life.
5. **Creative Writing**: Students will create a digital infographic that includes a picture of themselves, speech bubbles, and other information about the topic "If I Were President, I would . . ."
6. **Technology Inquiry**: The students will scan a teacher-created QR code to learn more about an author.The link will take the students to an author's quote that will link to the author's website.

Resources

**Images**

1. Kidpix

**Video**

1. Sketchcast <http://www.sketchcasts.net/>

**Drawing**

1. Crayola <http://www.crayola.com/>
2. Paint Go <http://www.abcya.com/abcya_paint.htm>
3. MindMup <https://www.mindmup.com/#m:new>
4. You Doodle App
5. Doodle Buddy App

**Displays**

1. My Storymaker <http://www.carnegielibrary.org/kids/storymaker/embed.cfm>
2. Imagistory <http://imagistory.com/>
3. Little Story Creator App

**QR Code Resources**

1. <http://www.qr-code-generator.com/>
2. <http://goqr.me/>
3. <http://qrcode.kaywa.com/>
4. [webqr.com](http://webqr.com/)
5. Quick Scan App
6. QR Reader for iPhone/iPad/Android

**Augmented Reality**

1. Chromville<http://chromville.com/>
2. Zoo-AR <http://zoo-ar.com/>
3. CyberChase Shape Quest! <http://www.pbs.org/about/news/archive/2014/cyberchase-shape-quest/> or available as app
4. colAR Mix App

Grade 1 Technology
Technology 1

Digital Citizenship

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

The Celebration of the Christian Mystery

Students will be able to

2. Understand that God blessed all living beings (CCC 1080).

Targeted Standards

ISTE Standards for Students K-12

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

OH: Learning Standards for Technology K-2

Society and Technology: The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.

Explain how technology, society, and the individual impact one another.

c. Identify how the use of technology affects self and others in various ways.

d. Define and discuss digital identity and digital footprints.

e. Provide examples of how rules for respecting others’ belongings apply to digital content and information.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. **Digital Rights and Responsibilities:** the privileges, freedoms and behavioral expectations extended to all digital technology users
2. **Digital Communication:** the exchange of electronic information
3. **Digital Access:** full participation in the digital society
4. **Digital Etiquette:** the standards of conduct
5. **Digital Security:** precautions taken to guarantee personal safety and the security of networks
6. **Digital Literacy:** the knowledge of digital technology and knowing when and how to use it
7. **Digital Health and Wellness:** the elements of physical and psychological well-being related to digital technology use

Resources

Skills

1. Explain and follow procedures relating to Internet safety.
2. Participate in digital society.
3. Demonstrate digital etiquette.
4. Know precautions for personal safety and a secure network.
5. Know what constitutes appropriate and inappropriate use of hardware and software.

Essential Questions

1. What are the ways to use online technology responsibly?
2. How does my digital behavior affect others?
3. Which me should I be online?

Standards Vocabulary

1. credibility
2. digital etiquette
3. digital society
4. digital technology
5. electronic information
6. Internet safety
7. personal responsibility
8. personal safety
9. plagiarism
10. standards of conduct

Additional Vocabulary

**Emerging Vocabulary**

1. credibility

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Use Your "Netsmartz"

Formative: Interactive Media

The student will view the interactive video "Router's Birthday Surprise" and then complete the assignments and earn points towards a certificate. <http://www.netsmartz.org/NetSmartzKids/RBS>

Five Rules of Internet Safety

Summative: Online Learning

Students will watch "Hippo and Hedgehog in Cyber-Five," a short video on Internet safety, and then answer a five-question online quiz after the video.

Graphic Organizer

Formative: Graphic Organizer

Capture the class responses to discussion on respect (offline and online) on chart paper, interactive board or a whiteboard.

Stage 3: Learning Plan

Learning Experiences

1. **Computer Assisted Instruction:** The students view the video "Router's Birthday Surprise," discuss how to recognize the types of online predators, and create a group presentation (poster, slideshow). <http://www.netsmartzkids.org/RoutersBirthdaySurprise>
2. **Graphic Organizer:** Students view and discuss online video on what personal information means and why to keep it private. Students create a graphic organizer listing specific types of personal information. <https://www.thinkuknow.co.uk/5_7/hectorsworld/Episode1/>
3. **Storytelling/ Discussion:** After the teacher reads *Respect* by Lucia Raatma to the class, students discuss how being respectful is just as important online as it is in real life. <https://books.google.com/books?id=3k68BgAAQBAJ>
4. **Technology:** Students can use research-based classroom tools to help them utilize technology for learning and life. <https://www.commonsensemedia.org/educators/curriculum>

Resources

**Avatars (promoting digital privacy)**

1. Create
a Monster Avatar <http://www.thirteen.org/artopia/play.html>
2. Lego Avatar <http://www.reasonablyclever.com/mini/kidsafe.htm>
3. Animal
Avatar <http://www.buildyourwildself.com/>
4. Make
Me a Hero Avatar <http://cpbherofactory.com/>

**Cyberbullying**

1. StopBullying.gov (teacher site) <http://www.stopbullying.gov/>
2. Cyberbullying Pledge and Curriculum <http://www.ikeepsafe.org/wp-content/uploads/2012/06/>
3. Cyberbullying Curriculum <https://www.commonsensemedia.org/cyberbullying>
4. CyberbullyingBrainPop
(requires login) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>
5. Cyberbullying (teacher site) <http://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

**Digital Citizenship**

1. OnGuard Online (teacher site) [https://www.onguardonline.gov](https://www.onguardonline.gov/)
2. Net
Smartz Kids  <http://www.netsmartzkids.org/NetSmartzKids>
3. BrainPop
Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
4. INetsmartzkids <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
5. Planet
Nutshell <http://planetnutshell.com/project/netsafe-episode-1-what-is-the-internet-grades-k-3/>
6. O2Keeping
Kids Safe <http://www.o2.co.uk/help/everything-else/digital-family>
7. Digital
Literacy and Citizenship Curriculum <https://www.commonsensemedia.org/educators/curriculum>
8. The
Nine Elements of Digital Citizenship <http://www.digitalcitizenship.net/Nine_Elements.html>

**Digital Law**

1. Copyrights
BrainPop (login required)   <https://www.brainpop.com/english/writing/copyright/preview.weml>
2. Copyright
Law Curriculum <http://www.teachingcopyright.org/>
3. Videos
on Licensing, Copyrights, and More (from Creative Commons) <https://creativecommons.org/videos/>

**Digital Privacy**

1. Tips
for Strong Passwords (teacher site)   <http://www.connectsafely.org/tips-to-create-and-manage-strong-passwords/>

**Digital Rights and Responsibilities**

1. Disney's
Surf Swell Island <http://home.disney.com.au/activities/surfswellisland/>

**Digital Search/Research**

1. BrainPop
Internet Sources <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
2. Internet
Searches   <http://www.netsmartzkids.org/LearnWithClicky>

**Fair Use/Public Domain**

1. A
Fair(y) Use Tale   [https://www.youtube.com/watch?v=CJn\_jC4FNDo&feature=youtu.be](https://www.youtube.com/watch?v=CJn_jC4FNDo&amp;feature=youtu.be)

**Image Copyright (teacher tools)**

1. Google
Images Reverse Image Search (drop an image onto the page and search) <https://images.google.com/?gws_rd=ssl>
2. Image
Edited? Check Here <http://www.fourandsix.com/>
3. Is
This Picture Real?   <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
4. Tineye Reverse
Image Search <http://www.tineye.com/>

**Images, Free (teacher tools)**

1. Free
Photo <http://www.freefoto.com/index.jsp>
2. Open
Photo <http://openphoto.net/>
3. Smithsonian
Wild <http://siwild.si.edu/>
4. Wiki
Images <https://commons.wikimedia.org/wiki/Main_Page>

**Internet Safety**

1. Net
Safe Videos for Parents <http://www.netsafeutah.org/parents/parent_videos.html>
2. Child
Focus: Internet Safety for Young Children
(video) <https://www.youtube.com/watch?v=d5kW4pI_VQw>
3. Hector's
World (internet safety videos and lesson plans)  <http://hectorsworld.netsafe.org.nz/teachers/>
4. Brainpop Online
Safety BrainPop Jr. <https://jr.brainpop.com/health/besafe/internetsafety/>
5. Digital
Safety (Informational guide to staying safe online, includes search engine
safety, scams, and identity theft) <https://www.budgetdirect.com.au/blog/2015/01/digital_safety_staying_safe_online.html>
6. Faux
Paws Internet Safety
7. Garfield
Internet Safety [https://learninglab.org](https://learninglab.org/)
8. Internet
Safety <http://www.netsmartzkids.org/LearnWithClicky>
9. Internet
Safety Dance Video <http://www.netsmartzkids.org/ClubUYNVideos/SwirlAndTwirl>
10. Internet
Safety Games <http://www.netsmartzkids.org/AdventureGames/ClickysQuest>
11. Internet
Safety Quiz <http://www.safekids.com/quiz/q1.htm>
12. Internet
Safety Site Disney <http://family.disney.co.uk/internet-safety>
13. Internet
Safety Undersea Adventure <http://www.netsmartzkids.org/ClubUYNVideos/WebstersUnderseaAdventure>
14. Internet
Safety Video Day in Digit's Life [https://www.youtube.com/watch?v=89eCHtFs0XM&feature=youtu.be](https://www.youtube.com/watch?v=89eCHtFs0XM&amp;feature=youtu.be)
15. Internet
Safety Videos <http://www.ikeepsafe.org/videos/?vid=fauxpaw_video>
16. Internet
Safety Read-to-You Book <http://www.netsmartzkids.org/eBooks/DeliveryForWebster>
17. iSafe
(A helpful resource completely centered around E-Safety Technology and
Education)
18. My
Online Neighborhood (video by CommonSense Media) <https://www.youtube.com/watch?v=vUO7t92k4Xg>
19. Netsmart
KidsOnline Safety   <http://www.netsmartzkids.org/>
20. Netsmart
Kids the Princess <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
21. Netsmartz
Internet Safety Rap <http://www.netsmartzkids.org/ClubUYNVideos/SwirlAndTwirl>
22. Online
Safety Video <https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/preview.weml>

**Netiquette**

1. Quiz
Show Game on Netiquette <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>

**Online Plagiarism**

1. Clicky's
Stolen Song <http://www.netsmartz.org/NetSmartzKids/ClickysStolenSong>

**Passwords**

1. Password
Rap   <http://www.netsmartzkids.org/LearnWithClicky/ThePasswordRap>

**Social Media**

1. A
Video on Email and IM <https://www.brainpop.com/technology/computersandinternet/emailandim/preview.weml>

**Stranger Danger**

1. Clicky
II <http://www.netsmartzkids.org/RoutersBirthdaySurprise>

**Extras (classroom visual aids, tips
and more)**

1. Nine
Pillars Poster <http://www.fractuslearning.com/wp-content/uploads/2014/09/digital_citizenship_1280-740x523.png>
2. Digital
Safety Word Cloud Example  <http://www.kings.k12.ca.us/VideoConferencing/FrontPageImages/digital%20cit%20wordle.png>
3. Plagiarism
Cartoon <http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/404/cartoon.jpg>
4. Password
Poster   <http://4.bp.blogspot.com/-pD360uCuS1c/VH8bwOOp_kI/AAAAAAAAJlA/2qW1x3cI8DU/s1600/WorstPasswords-2013.jpg>
5. Digital
Law Poster <https://www.guidancesoftware.com/PublishingImages/Solutions/iStock_000019902035XSmall.jpg>
6. Digital
Commerce Poster <http://cdn2.business2community.com/wp-content/uploads/2014/01/Digital-Commerce-and-Online-Spending.jpg>
7. Digital
Commerce Poster 2 <http://www.sabreairlinesolutions.com/blog/wp/wp-content/uploads/E-Commerce.jpg>
8. Digital
Communication Cartoon <http://www.parachutedigitalmarketing.com.au/wp-content/uploads/2013/06/digital-communication-fragmentation.jpg>
9. Digital
Health and Wellness Cartoon [http://4.bp.blogspot.com/-8OsYPd5G0o/UjN7Saq3w3I/AAAAAAAAAAM/UCrNKGw93cs/s1600/digital+wellness.jpg](http://4.bp.blogspot.com/-8OsYPd5G0o/UjN7Saq3w3I/AAAAAAAAAAM/UCrNKGw93cs/s1600/digital%2Bwellness.jpg)
10. Digital
Health and Wellness <https://lh5.googleusercontent.com/zvfEku8NVDCfhme9xtrUYtUsIku_SHKOThZwxiI1gp3SmkdqYX-YApKQqLeZRtXOIycxMoiJG0G_Een2A0RmLVmjaP0WDKCVZwnEpsauALo6zN0-2KU>
11. Digital
Rights <http://763599703245015737.weebly.com/uploads/2/3/6/5/23654578/1382197966.jpg>
12. Digital
Security Image:<http://crystallakeoralsurgery.com/wp-content/uploads/2013/01/security-digital.jpg>
13. Digital
Etiquette Poster <http://areyouadigitalcitizen.weebly.com/uploads/6/8/9/9/6899478/5538654_orig.jpg>
14. Digital
Literacy Cartoon <https://kristinconradi.files.wordpress.com/2013/05/cartoon_newliteracies.jpg>
15. Digital
Literacy Pyramid <http://blogs.reading.ac.uk/digitallyready/files/2012/10/Work_placements.jpg>
16. Definition
of Digital Citizenship <http://www.teachthought.com/technology/the-definition-of-digital-citzenship/?crlt.pid=camp.tkYSuE8oJHju>
17. Copyright
Flowchart: Can I Use It? Yes? No? <http://langwitches.org/blog/2014/06/10/copyright-flowchart-can-i-use-it-yes-no-if-this-then/>
18. Classroom
Resources for Digital Citizenship   <http://www.educatorstechnology.com/2014/08/classroom-posters-and-resources-for.html>
19. Don't
Just Copy, Do the Right Thing <http://venspired.com/dont-just-copy-do-the-right-thing/>
20. Digital
Health and Wellness [http://sealadycb.edu.glogster.com/digital-health-and-wellnes/Internet
Safety](http://sealadycb.edu.glogster.com/digital-health-and-wellnes/Internet%20Safety%20https%3A//www.pinterest.com/pin/170644273356338175/)
21. Digital
Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Grade 1 Technology
Technology 1

Research and Information Fluency

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

7. Assume personal responsibility (CCC 1914).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

ISTE Standards for Students K-12

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

OH: Learning Standards for Technology K-2

Information and Communications Technology: The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.

Identify and use appropriate digital learning tools and resources to accomplish a defined task.

a. Develop basic skills for using digital learning tools and resources to accomplish a defined task.

Use digital learning tools and resources to locate, evaluate and use information.

a. Develop basic skills for locating information using digital learning tools and resources.

b. Identify main ideas and details in information found with digital learning tools and resources.

Use digital learning tools and resources to construct knowledge.

a. Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.

d. With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.

Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

a. With guidance, discuss and identify communication needs considering the task, situation and information to be shared.

b. With guidance, use digital learning tools to add audio and/or visual media to clarify information.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Call to Family, Community, and Participation

The Rights of Children

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. relevant information
2. digital sources/tools
3. credibility and accuracy of sources
4. plagiarism (this unit aligns well with Digital Citizenship unit)
5. data/results

Skills

1. Recall or gather information from provided sources.
2. Understand the concept of searching.
3. Evaluate credibility of sources with adult assistance.
4. Define plagiarism (copying another's work).
5. Organize information for use.
6. Share results using digital tools.

Essential Questions

1. How will I know what digital resources are good to use?
2. How will I know what digital resources to use for different purposes?
3. How will the research process help me become a more literate learner?

Standards Vocabulary

1. plagiarism
2. search
3. credibility
4. accuracy
5. data

Additional Vocabulary

**Emerging Vocabulary**

1. search techniques see link below

Resources

* KidSMART: Safe Searching (<http://www.kidsmart.org.uk/safesearching/>)

Stage 2: Assessment Evidence

Credibility, Accuracy, and Plagiarism

Formative: Class Discussion

Students will demonstrate their understanding of the credibility and accuracy of websites and the concept of plagiarism (copying another's work) through a teacher-led class discussion.

Written Product

Summative: Writing Assignment

Students will create a written product that demonstrates their understanding of how to find information on an assigned topic, organize the information, and report the information.

Plagiarism Digital Poster

Summative: Posters

Students will create a digital poster to display encouraging the practice of "No Copying" in all work.

Stage 3: Learning Plan

Learning Experiences

1. **Concept Map**: Students will organize information gathered from websites to create a concept map on an assigned topic.
2. **Digital Drawing**: Students will communicate the information learned in the form of a drawing.
3. **Collaborative Work**: Students will use the information gathered on an assigned topic to create a collaborative report or book.
4. **Discussion**: Students will visit websites as instructed by the teacher and discuss their credibility and accuracy as well as gather information.
5. **Technology**: Students will create an informational poster, preferably a digital poster, on an assigned topic using Google Drawings, Glogster, or Paint.
6. **Writing**: Students will create two to three sentences from information gathered.

Resources

**Mapping/Drawing Tools**

1. Kidpix, Google Drawings, Paint
2. Kidspiration

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Pages, etc.

**Publishing Tools**

1. Google Docs
2. Blogs <http://kidblog.org/home/>
3. Weebly  <http://www.weebly.com/>
4. TikaTok  <https://www.tikatok.com/>

**Presentation Tools**

1. Microsoft PowerPoint
2. Google Slides,
3. Keynote
4. Prezi <https://prezi.com/>

**Search Engines**

1. <http://kidtopia.info/>
2. <http://www.kidrex.org/>

**Information Resources**

1. <http://www.infohio.org>
2. <http://www.worldbookonline.com/kids/Home>
3. <http://askatechteacher.com/great-kids-websites/research/>

Grade 1 Technology
Technology 1

Technology Operations and Concepts

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

7. Assume personal responsibility (CCC 1914).

10. Follow God's commandments (CCC 2068).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

ISTE Standards for Students K-12

Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ISTE Standards•S © 2016 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

OH: Learning Standards for Technology K-2

Information and Communications Technology: The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.

Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

a. With guidance, discuss and identify communication needs considering the task, situation and information to be shared.

b. With guidance, use digital learning tools to add audio and/or visual media to clarify information.

Society and Technology: The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.

Analyze the impact of communication and collaboration in both digital and physical environments.

c. Investigate how technology does (or does not) impact the way(s) your family communicates.

Explain how technology, society, and the individual impact one another.

a. State the advantages/disadvantages of technology in your life.

c. Identify how the use of technology affects self and others in various ways.

Design and Technology: Addresses the nature of technology to develop and improve products and systems over time to meet human/societal needs and wants through design processes.

Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.

b. Describe technology as something someone made to meet a want or need.

c. Explain that systems have parts or components that work together to accomplish a goal.

Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.

a. Describe how different technologies are used in various fields.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

**Hardware/Peripherals**

1. visual
2. auditory
3. tactile
4. devices

**Software/Operating System**

1. start menu/home button
2. dock (IOS)
3. icon (to open programs or apps)
4. window
5. productivity/digital tools
* word processing
* drawing
* presentation

**Keyboarding**

**Internet**

1. browser
2. URL
3. webpage
4. search engine

Skills

**Hardware/Peripherals**

1. Name the device in the school.
2. Identify the parts of the device and its peripherals (i.e.: mouse, keyboard, headphones, etc.).
3. Properly use the device and peripherals.

**Software/Operating System**

1. Locate and operate start menu/home button.
2. Locate and open icons.
3. Identify what a window is and be able to maximize and minimize it.
4. Open and create in a productivity program/apps.

Word Processing

Create files.

Enter text in a word processing program/app.

Select, delete, and undo text.

Navigate in a file.

Format text.

Add numbers and bullets.

Recognize spelling errors.

Save files.

   Drawing

﻿Draw and color shapes.

Move and resize shapes.

Create an object using shapes.

     Presentations

Identify types of presentation software and programs including audio and video mediums.

**Keyboarding**

1. Identify the alphabet.
2. Identify the number keys.
3. Identify home row.
4. Demonstrate proper posture, position, and technique.
5. Use enter/return, shift, space bar, and backspace.

**Internet**

1. Locate and open the browser.
2. Type the URL into the address bar.
3. Access a website.
4. Access a search engine.
5. Perform basic search.

Essential Questions

1. How has technology evolved over time and how will it continue to change?
2. How do all the different parts of the technology work together?
3. What skills will help me become efficient in technology?

Standards Vocabulary

1. digital media/digital tools
2. applications
3. presentation
4. technology
5. Internet
6. collaborate
7. keyboarding
8. formatting

Additional Vocabulary

**Emerging Vocabulary**

1. undo
2. bold
3. underline
4. font
5. font size
6. slide
7. address bar
8. scroll bar
9. drag and drop
10. hyperlink
11. maximize
12. minimize
13. numbering
14. bullets

**Mastered Vocabulary**

1. See attached document

Resources

Stage 2: Assessment Evidence

Identify Parts of Device

Formative: Oral Assessment

Students will independently identify and demonstrate key parts of a technology device to the class.

Terminology Assessment

Summative: Class Work

Students will demonstrate their understanding of the works of the devices through discussions and/or written work.

Keyboarding Assessment

Formative: Performance

Using two hands and proper position, students will use a keyboarding site or program.

Stage 3: Learning Plan

Learning Experiences

**Hardware**

1. **Large Group Discussion**: Students participate in a teacher-led discussion on how hardware/software are used.
2. **Cooperative Learning Groups:** Students will work with a partner to investigate how software/hardware work together.
3. **Student-Led Activity:** Students will independently identify and demonstrate key parts of a technology device to the class.

**Keyboarding**

1. **Drill and Practice:** Students will go to a keyboarding site or software. They will use two hands while typing, keep hands to correct side of keyboard, and see how fast they can type using this correct finger positioning.
2. **Homework Practice:** Students can compare real keyboard to paper keyboard template by adding home row letters and color coding fingers to letters. (see attached file, fingerplacement.pdf)

**Software**

**Productivity/Digital Tools**

Word Processing

**Demonstrate:** Using a word processing program/app, students will type name, alphabet, and/or spelling words using capitol letters when appropriate. As the year progresses, students will format text and add clip art.

**Drill and Practice:** In a document, students practice basic functions of program: cut, copy, paste, drag and drop.

Drawing

**Guided Practice:** Students will draw shapes while teacher guides them to move to top left corner, top right corner, center of page, etc.

**Drill and Practice:** Students will use shapes to create something new, such as flower, house, car, animal. They can change color/size as appropriate.

**Internet**

1. **Guided Instruction:** Students will locate and open a browser. Students will go to a bookmarked site (such as Symbaloo) and open web page.
2. **Guided Instruction:** Students will be instructed to go to the already open search engine and type a site name (i.e.: abcya, pbks kids, etc.). After an explanation of what is there, the teacher will instruct students to click on a URL, or the hyperlink, to open the web site.

Resources

**Technology Basics**

1. Mouse Skills <http://www.abcya.com/first_grade_computers.htm>
2. Mouse Skills <http://www.hectorsworld.com/island/index.html>
3. Parts of Computers/Mouse Skills <http://www.internet4classrooms.com/early_childhood/mouse_skills_pre-k.htm>
4. Mouse Skills <http://www.tvokids.com/games/beesandhoney>
5. Mouse Skills <http://www.owlieboo.com/educational-games.php>

**Productivity Tools**

1. Microsoft Word, Excel, PowerPoint
2. Google Docs, Slides, Sheets, Draw, Drive
3. Apple- Pages, Numbers, Keynote
4. KidPix
5. Word Processing Basics <http://oakdome.com/k5/lesson-plans/first-grade-lessons.php>

**Internet**

1. Internet Browser (Google Chrome, Internet Explorer, Safari, Mozilla Firefox)
2. Student Friendly Search Engine <http://www.kidzsearch.com/>
3. Student Friendly Search Engine <http://www.kidrex.org/>

**Keyboarding**

1. Type to Learn 3
2. <http://www.abcya.com/keyboarding_practice.htm>
3. <http://www.minimouse.us/>
4. <http://www.bbc.co.uk/guides/z3c6tfr>
5. Technology Lessons <http://www.microsoft.com/education/en-ca/teachers/plans/Pages/index.aspx>