Kindergarten Technology
Technology Kdg

Communication and Collaboration

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

18. Respond to the call of evangelization (CCC 905).

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).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

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

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).

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

9. Understand that grace is a participation in the life of God (CCC 1997).

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

11. Respect all human life (CCC 2318).

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

Targeted Standards

OH Kindergarten 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.K.6. With guidance and support from adults, explore 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.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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.

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.

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

c. With guidance, select appropriate digital learning tools and resources to produce and publish 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.

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

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.

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

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.

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

b. Work as a team to identify possible problems to solve and their potential technological solutions.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

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 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

Skills

1. Use variety of digital media.
2. Interact and collaborate with others.
3. Produce and publish basic 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. multiple audiences

Stage 2: Assessment Evidence

Digital Drawing

Summative: Visual Arts Project

After participating in a virtual field trip, students will draw a picture of their favorite animal from the San Diego Zoo using an electronic drawing tool.

Weather Data

Formative: Comparative Study

As a whole class, the students will observe weather patterns in their location and document each day. After a determined amount of time, the teacher will demonstrate how to graph the data.

Class Graphic Organizer

Formative: SmartBoard/ActivBoard Interactive Activity

Using an interactive white board, students will create a graph of collected weather data.

Graphic Organizer

Formative: Graphic Organizer

After a class discussion, students will collaborate as a large group and create graphic organizer on an assigned curricular topic.

Stage 3: Learning Plan

Learning Experiences

1. **Class Discussion:** As a class, students discuss what they like and don't like about a communication site they have seen: parish, school, or teacher webpages.
2. **Virtual Field Trips:** Students will travel around the world to visit places of interest to develop cultural awareness.
3. **Graphic Organizer**: Class will collaborate to create a concept map about an assigned topic (ex. community helpers, science concepts etc.).
4. **Large Group Learning/Interactive White Board Activity**: Together as a class students will observe weather patterns and document the data each day. After a determined amount of time, as a class they will create a graph of the data using an interactive white board so all can be involved in its creation.

Resources

**Images/Documents**

1. Kid Pix
2. Kidspiration
3. Google Draw<http://www.abcya.com/>
4. Paint
5. Drawing Tools
6. Google Doc
7. Wikispaces  <https://www.wikispaces.com/>

**Videos**

1. Sketchcast <http://www.sketchcasts.net/>
2. Skype
3. Google Hangout
4. Facetime

**Virtual Field Trips**

1. Google Expeditions
2. <http://www.epals.com/#/connections>
3. <http://www.discoveryeducation.com/northamerica/event.cfm>
4. <http://www.areavibes.com/library/online-field-trips-for-students/>
5. <http://www.theteachersguide.com/virtualtours.html>
6. <http://www.eschoolnews.com/2013/04/07/ten-of-the-best-virtual-field-trips/>
7. <http://kids.sandiegozoo.org/>
8. <http://www.internet4classrooms.com/vft.htm>
9. <http://eduscapes.com/tap/topic35.htm>

**Blogging**

1. Kidblog <http://kidblog.org/home/>
2. Blogger

Kindergarten Technology
Technology Kdg

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

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.

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.

b. Identify examples of how technology innovations/inventions can have multiple applications.

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.

d. Give examples of how resources such as tools and materials are things that help people get a job done.

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

d. Demonstrate that there are many possible solutions to a design problem.

e. Communicate design plans and solutions using drawings and descriptive language.

Evaluate designs using functional, aesthetic and creative elements.

a. Identify and discuss the use of aesthetics in everyday objects.

b. Identify and discuss functional aspects of everyday objects.

c. Identify and discuss examples of creativity found in everyday objects.

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

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

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

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

Skills

**Coding**

1. Recognize that the computer runs off of a set of instructions written by a human being.
2. Assess and analyze a situation that results in creating a list of steps in a sequential order to complete the task.
3. Troubleshoot and critique their own or others' code (steps).
4. Effectively use modeling and simulation to solve real world problems.
5. Understand cause/effect relationships.

**Troubleshooting**

1. Explain what to do if an error message appears on the screen.

**Networking**

1. Demonstrate an understanding of basic network structure.
2. Identify access points and understand that a device can connect wirelessly.
3. Print through a network.
4. Compare different devices (iPad, computer, tablet) to begin to understand that different devices use different operating systems and, therefore, different apps.

**Computer Careers/Innovative Technologies**

1. Observe and predict what real world items use computers (refrigerator, car, television).
2. As a whole class, identify a problem that a computer might solve and design an invention to fix it.
3. Begin 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 my life?

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. WiFi
2. cloud
3. network
4. access point
5. Ethernet cable
6. data
7. operating system
8. code
9. program
10. bug/debug
11. invention
12. IT

Stage 2: Assessment Evidence

Lego Partner Self-Evaluation

Formative: Class Discussion

After completing the Lego project, students describe what worked, what didn't, and how they could improve the results. As a class they can predict how this activity translates to technology.

Code Simulation

Formative: Modeling

Observe and discuss with students as they try to collaboratively complete the Hour of Code simulation activity.

Hour of Code

Summative: Online Learning

The teacher can set a goal for what level the students should achieve within the app/website being used and which skills they should master.

Technology in Our Lives Collage

Formative: Posters

Students create collages with pictures/images of technology in their lives.

Future Me Drawing

Formative: Technology Project

Students will create a drawing of how they see themselves using technology in the future.

Interview

Formative: Oral Assessment

Students will each interview an adult in their lives on how that adult uses technology in his or her life. Once information is gathered, students, with the help of an adult or older student, write a few sentences on what they learned from the interview.

Stage 3: Learning Plan

Learning Experiences

**Coding**

1. **Unplugged Simulations:** Students can help model basic step-by-step instructions using props. For example: One student is chosen to be "the robot." Other students can verbally instruct the student how to get to a certain point in the room (works best if the room has carpet squares or tiles). This activity can also be done on a table with a grid and any objects. (See [code.org](https://code.org/) for other suggestions on "unplugged" computer science activities.)
2. **Self-Guided Online Tutorial (Code Simulation)**: Students can participate in the Hour of Code (see [code.org](https://code.org/)) in December. Students can work on one of the websites or apps listed on the website.
3. **Peer Partner Learning (Lego Partners)**: Students work with a partner, and each partner team gets a bag of Legos containing the same Legos as the other groups. 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. Students can then "debug" or problem-solve to see where their instructions weren't clear.
4. **Exploratory Learning:** If possible, a simple robot ([http://lightbot.com/](http://lightbot.com/%20) or <http://www.bee-bot.us/>) can be purchased for the class. As a class or in small collaborative groups, the students can program the robot to move forward, backward, turn, etc. They can create class challenges or very simple obstacle courses for the robot.

**Innovative Technologies**

1. **Problem Solving & Cooperative Learning:** Lego Project. Students will identify a problem and create a Lego invention to solve the problem. Students can partner with an older student in order to have them write down an explanation of how the invention works. Students can present their inventions to parents, grandparents, other students, or have an older student interview/record the kindergarteners presenting their inventions.
2. **Problem Solving/Collaborative Learning:** Lego Building Group Challenge. Students can use an online challenge or one created by the teacher. For example, students can also build a bridge or see who can build the tallest tower.

**Networking**

1. **"Unplugged" Simulation:** After the teacher models with props to demonstrate abstract networking concepts (such as data moving along Ethernet cables or through the air via access points), students can participate in large group discussion regarding their understanding of what they saw.
2. **Concept Formation:** Students can learn the correct terminology by seeing labels on access points through their classroom.

**Careers**

1. **Guided and Shared:** Class Collage. Students create collages from pictures (drawn by hand or on the computer, from magazines, printed from the Internet, etc.) of technology in their lives. As a class, students discuss who creates these items.
2. **Individual Work**: Future Me. Students draw a picture of how they see themselves using technology in the future (online in KidPix, Google Draw, Paint, Dreezle, Crayola, Paint Go, Paint.net, You Doodle, Doodle Buddy or by hand). Students then interview adults at home to see how they use technology in their jobs. With the help of an older student or an adult, they can write one to two sentences about how they will use technology in their future career.

Resources

**Apps**

1. Move the Turtle
2. Bee Bot

**Coding**

1. <http://code.org/>
2. <http://www.scratchjr.org/>
3. <https://www.tynker.com/>
4. <https://www.kodable.com/>
5. <http://edu.symbaloo.com/mix/codeprogramsites>
6. <http://www.symbaloo.com/mix/coding-coding-coding>
7. <https://www.madewithcode.com/>

**Robotics/STEM**

1. <https://www.bee-bot.us/>
2. <http://lightbot.com/>
3. <https://www.makewonder.com/>
4. <https://www.pinterest.com/plabure/coding-and-robotics/>
5. <http://www.makeymakey.com/>

**Careers in Technology**

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

Kindergarten Technology
Technology Kdg

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).

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

OH Kindergarten 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.K.6. With guidance and support from adults, explore 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.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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. photography tools
4. animation
5. avatar creation
6. QR resources
7. drawing tools
8. cartoon creation
9. visual displays
10. 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.
9. Add drawings or other visual displays to written descriptions as desired to provide additional detail.

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

Additional Vocabulary

**Emerging Vocabulary**

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

Stage 2: Assessment Evidence

Compare and Contrast Technology

Formative: Oral Assessment

As students compare and contrast the different types of technology devices, the teacher can be sure the students understand how the devices are alike and how they are different.

Create a Card

Summative: Visual Arts Project

Students will find an image in KidPix or another drawing tool. Using that image they will create a card. They will then give the card to the person of their choice.

Illustration

Formative: Visual Arts Project

Using a drawing program or app, students will illustrate a song or Christmas carol.

100 Days of School

Summative: Visual Arts Project

Students will use an aging app (Aging Booth, ect.) to take a picture of themselves and compare and contrast what they would look like 100 years from now. Then orally talk about the differences and similarities to celebrate the 100th day of school.

Stage 3: Learning Plan

Learning Experiences

1. **Compare and Contrast:** Students will compare and contrast different devices that they have in school or that they are aware of. For example, with a partner students will compare a desktop computer to a laptop computer or a laptop computer to a chrome book, or a laptop computer to a tablet or iPad.
2. **Peer Partner Learning**: Together with a partner, students will use the app *Google Translate* to find words in any print and translate them to any other language needed.
3. **Storytelling:** The students will use a drawing program or app to draw their family and use verbal skills to introduce them to the class.
4. **Creative Learning Activity:** The students will use a drawing program or app to illustrate a song or Christmas carol. Using this same program, students can find an image inside the program they like and create a card.
5. **Interactive Learning Activity:** Students will scan a teacher created QR code of an audio file of a book or poem.
6. **Creative Learning Activity:** Students will use an aging app (Aging Booth, ect.) to take a picture of themselves and compare and contrast what they would look like 100 years from now. They can then orally talk about the differences and similarities to celebrate the 100th day of school.

Resources

**Images/Drawing**

1. Kidpix
2. Crayola <http://www.crayola.com/kids-playzone.aspx>
3. Paint Go <http://www.abcya.com/abcya_paint.htm>
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
4. Sock Puppets App

**QR Code Resources**

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

**Augmented Reality**

1. Chromville <http://chromville.com/>
2. colAR Mix <http://colarapp.com/es/>
3. Zoo-AR <http://zoo-ar.com/>
4. CyberChase Shape Quest! [http://www.pbs.org/about/news/archive/2014/cyberchase-shape-quest/](http://www.pbs.org/about/news/archive/2014/cyberchase-shape-quest/%20) (also available as an app)

Kindergarten Technology
Technology Kdg

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).

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

OH Kindergarten 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.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

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

Skills

1. Explain and follow procedures relating to Internet safety.
2. Demonstrate digital etiquette.
3. Know precautions for personal safety.
4. 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. How do I use technology responsibly?

Standards Vocabulary

1. digital tiquette
2. digital society
3. digital technology
4. electronic information
5. Internet safety
6. personal safety
7. plagiarism
8. standards of conduct

Additional Vocabulary

**Emerging Vocabulary**

1. Acceptable Use Policies (AUP)
2. boundaries
3. cyberbullying
4. download
5. emoticon
6. hacker
7. harrassment
8. mobile device etiquette
9. netiquette
10. netizen
11. password
12. personal information
13. profile
14. social media
15. software piracy
16. technology and good health
17. technology etiquette
18. virus

Stage 2: Assessment Evidence

Plagiarism Worksheet

Summative: Class Work

Students circle the pictures that represent plagiarism in the attached worksheet.

Safe Websites for Home

Formative: Class Work

Class creates a list of safe and appropriate sites for students to take home and share with parents.

Online Safety

Formative: Online Learning

Using an online resource, students identify bad people (predators) online. Webville Outlaws: <http://www.netsmartzkids.org/WebvilleOutlawsBio>

Stage 3: Learning Plan

Learning Experiences

1. **Online Learning and Discussion:** The student will learn how to distinguish ads from content on several websites using the following sites. (Suggested sites: Starfall <http://www.starfall.com/>, ABCya <http://www.abcya.com/>, SpellingCity <https://www.spellingcity.com/>)
2. **Brainstorming:** The class brainstorms a list of acceptable websites to use at home. A final list is printed and displayed. Copies are sent home.
3. **Class Discussion:** Through a class discussion, the students discuss the idea of "telling a trusted adult" when confronted with anything that makes them sad or uncomfortable online.
4. **Online Learning:** The students use website to identify online predators. (<http://www.netsmartzkids.org/WebvilleOutlawsBio>)
5. **Structured Overview:** Students discuss copyright and plagiarism issues in technology as the teacher uses the PowerPoint attached below to generate discussion.

Resources

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 <http://www.stopbullying.gov/>
2. Cyberbullying Pledge <http://www.ikeepsafe.org/wp-content/uploads/2012/06/>
3. Faux-Paw-Pledge.pdf <http://www.pacerkidsagainstbullying.org/kab/>
4. Cyberbullying Teacher Site <https://www.commonsensemedia.org/cyberbullying>
5. CyberbullyingBrainPop (requires login) <https://www.brainpop.com/technology/communications/cyberbullying/preview.weml>

**Digital Citizenship**

1. OnGuard Online (teacher site) <https://www.onguardonline.gov>
2. Net Smartz Kids <http://www.netsmartzkids.org/NetSmartzKids>
3. Generation Safe-Quick Tips Videos <https://www.youtube.com/playlist?list=PLcCI70ryDObamcsmHveyCTsOcuHREC3v0>
4. BrainPop Digital Citizenship <https://www.brainpop.com/spotlight/digitalcitizenship/>
5. INetsmartzkids <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
6. Planet Nutshell <http://planetnutshell.com/project/netsafe-episode-1-what-is-the-internet-grades-k-3/>
7. O2Keeping Kids Safe (teacher site) <http://www.o2.co.uk/help/everything-else/digital-family>
8. CommonCraft Videos <https://www.commoncraft.com/videolist?qt-cc_video_quicktab=0#qt-cc_video_quicktab>
9. Digital Literacy and Citizenship Curriculum <https://www.commonsensemedia.org/educators/curriculum>
10. The Nine Elements of Digital Citizenship (teacher site) <http://www.digitalcitizenship.net/Nine_Elements.html>

**Digital Law**

1. Copyrights BrainPop (login required) <https://www.brainpop.com/english/writing/copyright/preview.weml>
2. 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 Edit Exposure Tool <http://www.fourandsix.com/>
3. Image Edited? Check Here <http://www.fourandsix.com/>
4. Is This Picture Real? <https://www.brainpop.com/english/writing/onlinesources/preview.weml>
5. Everything Is a Remix [https://www.youtube.com/watch?feature=player\_embedded&v=UP468k1u\_Mk](https://www.youtube.com/watch?feature=player_embedded&amp;v=UP468k1u_Mk)
6. Tineye Reverse Image Search <http://www.tineye.com/>

**Images, Free (teacher tool)**

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. BrainpopOnline 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/>
8. Hectors World Internet Safety Videos <http://www.hectorsworld.com/island/index.html>
9. Internet Safety <http://www.netsmartzkids.org/LearnWithClicky>
10. Internet Safety Dance Video <http://www.netsmartzkids.org/ClubUYNVideos/SwirlAndTwirl>
11. Internet Safety Games <http://www.netsmartzkids.org/AdventureGames/ClickysQuest>
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 VideoDay in Digits 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 Kidsthe Princess <http://www.netsmartzkids.org/ClubUYNVideos/PrincessPuppetShow>
21. 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>

**Teacher Tools (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 Communication Summary <http://image.slidesharecdn.com/digitalcommunication-130325142615-phpapp01/95/digital-communication-3-638.jpg?cb=1364221615>
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. Personal Information Graphic <https://d3nsxkvkfprphq.cloudfront.net/blog/wp-content/uploads/2013/09/acxiom-1.png?e835a1>
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. Edutopia <http://www.edutopia.org/blog/pbl-pilot-formative-assessment-pbl-matt-weyers-jen-dole>
21. Digital Detox <http://www.thedaringlibrarian.com/2015/02/7-day-digital-detox-challenge.html>

Kindergarten Technology
Technology Kdg

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

OH Kindergarten 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.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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
4. plagiarism
5. data/results

Skills

1. Recall or gather information from a provided source.
2. Evaluate credibility of sources with adult assistance.
3. Define plagiarism (copying another's work).
4. Organize information for use.
5. 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. credibility
3. accuracy
4. data

Additional Vocabulary

**Emerging Vocabulary**

1. search techniques see link below

Resources

* <http://www.kidsmart.org.uk/safesearching/>

Stage 2: Assessment Evidence

Concept Map

Formative: Graphic Organizer

As a class, a concept map will be created using the information gathered from the Internet.

Class Report/Book

Summative: Writing Assignment

Each student creates a page on a topic from information gathered from websites to collaborate on a class report or book.

Poster

Formative: Posters

Students collect information on an assigned topic and create a poster using a digital program.

Sentence Writing

Formative: Writing Assignment

After students gather information from digital sources, as a class they will create and type a sentence.

Stage 3: Learning Plan

Learning Experiences

1. **Large Group/Concept Map:** As a group, students will gather information from websites and create a concept map on an assigned topic.
2. **Digital Drawing:** Students will create a drawing from information gathered from Internet searches.
3. **Collaborative:** Create a collaborative report or book from gathered information on an assigned topic.
4. **Technology Exploration/Class Discussion:** Students will visit websites as instructed by the teacher and discuss their credibility and accuracy as well as gather information.
5. **Creative Project:** Students will create an informational poster, preferably a digital poster, on an assigned topic using Google Drawings, Glogster <http://edu.glogster.com/>, or Paint.
6. **Writing:** Students will create one sentence digitally from information gathered.

Resources

**Mapping and Drawing Tools**

1. Kidpix
2. Google Drawings
3. Paint
4. Glogster <http://edu.glogster.com/>
5. Kidspiration
6. [www.mindmup.com](https://www.mindmup.com/#m:new)

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Pages

**Publishing Tools**

1. Google Docs
2. Blogs: Edublog <https://edublogs.org/>
3. Kidblog <http://kidblog.org/home/>
4. Blogger
5. Weebly <http://www.weebly.com/>
6. TikaTok <https://www.tikatok.com/>

**Presentation Tools**

1. Microsoft PowerPoint
2. Google Slides
3. Keynote
4. Prezi

**Search Engines**

1. Student Friendly Search Engine <http://www.kidrex.org/>
2. Student Friendly Search Engine <http://kidtopia.info/>

**Information Resources**

1. <https://www.infohio.org/>
2. <http://www.worldbookonline.com/ewol/home;jsessionid=0E986CAD2F3164D76F18C24DE4A78CDF>
3. <http://askatechteacher.com/great-kids-websites/research/>

Kindergarten Technology
Technology Kdg

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

OH Kindergarten 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.K.6. With guidance and support from adults, explore 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.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

WLPS Kindergarten Written-Language Production Standards

Written-Language Production Standards

Writing Application and Word Processing 8. Produce shorter and longer written text by applying handwriting skills appropriate to grade level, task, and audience.

WLP.K.8. With assistance, use letters and letter-like forms to produce written text.

a. Print letters and letter-like forms to create identifiable words.

b. Print first and last name.

Writing Application and Word Processing 9. Create, save, access, and edit electronic documents by applying keyboarding skills appropriate to grade level and task.

WLP.K.9. With assistance, identify a keyboard and mouse.

b. Identify several letters on a keyboard.

d. Identify a mouse.

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

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. Use productivity/digital tools/apps.

Word Processing

Identify cursor.

Enter text.

Make capital and lower case letters.

Select, delete, and undo text.

Navigate in a file.

Draw.

Add clip art.

Drag and drop clip art image.

Resize clip art image.

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. Use enter/return, shift, space bar, and backspace.

**Internet**

1. Open browser.
2. Identify an address bar.
3. Navigate to and through a webpage.

Essential Questions

1. How has technology changed over time and how will it continue to change?
2. How do all the different parts of technology work together?
3. What skills will help me become efficient in using 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. program
2. hardware
3. software
4. windows
5. file
6. menu
7. desktop
8. icon
9. double click
10. enter
11. return
12. shift
13. cursor
14. search engine

Stage 2: Assessment Evidence

Rubric on Mouse Skills

Formative: Observation

Students will be able to demonstrate understanding and use technology systems.

Technology Terminology

Formative: Class Discussion

Students will be able to answer questions in a class discussion about the parts of a computer, their purpose, and how they work with other pieces of hardware.

Keyboarding

Formative: Performance

Students will be able to successfully use a keyboarding program. Assessment should be focused on whether the students are using proper posture and two hands.

Typing Practice

Formative: Class Work

Students will create several documents throughout the year showing evidence of what they are learning about: typing letters, words, and eventually sentences. Students will open a word processing program or app, type the alphabet, their name, words, and copy sentences. As the year progresses, they can include capital and lower case letters when appropriate. As the year progresses, they can add formatting.

Adding Clip Art

Formative: Class Work

When students add clip art into a document, they should be able to move it around and resize it.

Resources

Stage 3: Learning Plan

Learning Experiences

**Hardware**

1. **Large Group Discussion**: Students will participate in a teacher-led discussion on how hardware/software are used and how the different parts of the computer work together.
2. **Drill and Practice:** Students practice mouse skills using website: <http://www.mouseprogram.com.>

**Keyboarding**

1. **Drill and Practice:** Students will learn how to use two hands while typing by using the left and right side of keyboard. They will place yarn down the middle of the keyboard and keep hands to the correct side of keyboard.
2. **Compare and Contrast:** Students will compare real keyboard to paper keyboard template by adding Home Row Letters and color coding fingers to letters. See attached template Work Sheet to help reinforce the Enter Key.

**Productivity/Digital Tools**

Word Processing

**Drill and Practice:** Using a word processing program, students will practice typing the alphabet, their names, site words and eventually sentences. As the school year progresses, students can add in basic formatting, such as font color and font size, and using capital and lower case letters.

Drawing

**Drill and Practice:** Using a drawing program or app (Word, Paint, KidPix, etc.) students can add and drag and drop clip art to their document. As the year progresses, they can manipulate size and placement of the objects.

**Internet**

1. **Interactive Instruction:** At the beginning of the year, students will be able to open a browser with teacher assistance. As the year progresses, students will be able to perform a search for teacher assigned sites. Students will be able to click on the hyperlink found in the search and with guided instruction be able to open a website. Once in a website, students will be directed to specific parts of the website, such as painting or a game, that covers specific classroom curriculum.
2. **Interactive Instruction:** Students will open a browser and type the URL for a given website.

Resources

Resources

**Technology Basics**

1. Mouse Skills <http://www.internet4classrooms.com/early_childhood/mouse_skills_pre-k.htm>
2. Mouse Skills <http://www.tvokids.com/games/beesandhoney>
3. Mouse Skills/Sorting   <http://www.abcya.com/counting_sorting_comparing.htm>
4. Mouse Skills <http://www.minimouse.us/>
5. Keyboard and Mouse Skills <http://www.owlieboo.com/educational-games.php>

**Productivity Tools**

1. Microsoft Word
2. Google Docs
3. Google Draw
4. Google Drive
5. Apple- Pages
6. KidPix
7. Painting <http://www.abcya.com/abcya_paint.htm>

**Keyboarding**

1. Kid Keys
2. Type to Learn 3
3. <http://www.abcya.com/keyboarding_practice.htm>

**Internet**

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

**Other**

1. Technology Lessons   <http://www.microsoft.com/education/en-ca/teachers/plans/Pages/index.aspx>
2. Google Training <https://www.google.com/edu/training/get-trained/>