

Grade 0 Kindergarten Media Overview

Content Area: **Technology Literacy**
 Course(s): **MEDIA-K**
 Time Period:
 Length: **Full Year**
 Status: **Published**

Course Overview

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Pacing Guide References	Proficiency (Formative) Assessments
Unit 1: Working in Your School Library Media Center				
Essential Theme: Identifying rules and procedures of school library media center.	8.1.P.A.4			
	8.1.P.A.5			
Essential Question: Why is it necessary to follow rules and procedures when in the school library media center?	8.1.2.D.1	1	2-4 lessons	Students use the school library/media center resources appropriately and effectively. (Ongoing)
	6.1.P.A.1			
	6.1.P.A.3			
Orientation to Library				
Orientation to Computer Lab				
Acceptable Use Policy				
Digital Citizenship				
Unit 2: Introduction to Technology				
Essential Theme: Identify basic components of a computer and their functions.	8.1.P.A.1			
	8.1.P.A.2		2-3	
Essential Question: What are the parts of a computer called?	8.1.P.A.5	1	lessons	Student will use computer and manipulate mouse.
	8.2.2.A.3		& ongoing	
Vocabulary: Printer, mouse, monitor, keyboard, computer, CPU, USB ports	8.2.2.B.1			
Introduction to moving mouse (point and click, click and drag, scrolling)				

Unit 3: Introduction to the Keyboard

Essential Theme: Introduction to the “power keys” (letter, number, enter, spacebar, esc, backspace, etc.) on a keyboard.

8.1.P.A.3

Essential Question: What are the “power keys” on a keyboard?

8.1.P.A.4

8.1.2.A.1

2

2-3

lessons

Students will type a word.

8.1.2.A.2

Purpose of a keyboard

8.1.2.B.1

Introduce arrangement of keyboard (letters, numbers, function keys)

8.1.2.D.1

Introduce power keys (Enter, space bar, Esc, backspace)

Introduce word processing

Unit 4: Introduction to Digital Tools

Essential Theme: Use technology tools

Essential Question: How do I use technology to create a project?

8.1.P.B.1

2-4

2-4

lessons

Students will successfully use technology to create a project.

Introduce taking pictures using a digital camera

Introduce the parts of every camera (lens, button, screen)

Introduce idea of using pictures (use Brain Pop Jr. video Taking Photos)

Unit 5: Introduction to the Internet

8.1.2.A.4

Essential Theme: Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

8.1.P.A.3

4

2-4

lessons & ongoing

Student accesses a website, performs an activity, and closes the web browser.

8.1.P.E.1

Essential Question: How can I open and close a website?

8.1.P.F.1

Open web browser (double-click)

Close web browser (click x in corner)

Back button (click back arrow on browser window)

Scrolling and manipulating windows

Unit 6: Coding and STEM

Essential Theme: Develop 21st century life skills like problem-solving, creativity, and collaboration using coding and engineering projects.

ISTE 1.c

ISTE 4.b

ongoing

Students will problem solve and collaborative while using a coding program.

Essential Question: How can I use technology to solve a problem?

ISTE 6.a

Use Code.org program Kodable to introduce coding

Unit 7: Literature Appreciation

Essential Theme: Expose students to a variety of genres for their information and enjoyment.

RL.K.10

ongoing

Students will actively engage in group reading activities.

Essential Question: What kind of books do I like to read?

Standards

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

8.1.P.A.1 Use an input device to select an item and navigate the screen.

8.1.P.A.2 Navigate the basic functions of a browser.

- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters, and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.P.B.1 Use a digital camera to take a picture.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.
- 8.1.P.F.1 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.B.1 Identify how technology impacts or improves life.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- ISTE 1.c - Use models and simulation to explore complex systems and issues.
- ISTE 4.b - Plan and manage activities to develop a solution or complete a project.
- ISTE 6.a - Understand and use technology systems.

LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
TEC.K-12.1.c	use models and simulations to explore complex systems and issues.
TEC.K-12.4.b	plan and manage activities to develop a solution or complete a project.
TEC.K-12.6.a	understand and use technology systems.
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and

resources.

TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.P.A.1	Use an input device to select an item and navigate the screen.
TECH.8.1.P.A.2	Navigate the basic functions of a browser.
TECH.8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
TECH.8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
TECH.8.1.P.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
	New Jersey has provided no content for this Strand at this grade level.

Grading and Evaluation Guidelines

Grading Guidelines:

Students are regularly assessed for learning at developmentally appropriate levels throughout the school year. Items used for assessment may include: student-based projects, teacher observation, explanations of problems, fact fluency assessments, extended constructed responses and unit tests.

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Media skills are outlined and assessed both informally in verbal and written form.

Course Evaluation:

In terms of proficiency the East Brunswick grades are as follows:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

In our Media curriculum, the goal is that a minimum of 95% of the students will meet at least the minimum proficiency level set for the course. The department will analyze the achievement of students on Unit Assessments, the mid-year assessment, the end of year test, and Final Course Grades. For final course grades the achievement of sub-groups identified by the state will be used to determine if modifications to the curriculum and instructional methods are needed.

Course evaluation requires the answering of the following questions:

1. Are course content, instruction and assessments aligned with the required NJ Student Learning Standards?
2. Is instruction sufficient for students to achieve the Standards?
3. Do all students achieve the set proficiencies/benchmarks set for the course?

Other Details
