Grade 1 Media Overview

Content Area: **Technology Literacy**
Course(s): **MEDIA-1**
Time Period:
Length: **Full Year**
Status: **Published**

Course Overview

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Proficiency (Formative) Assessments
Unit 1: Working in Your School Library Media Center			
Essential Theme: Identifying rules and procedures of school library media center. Essential Question: Why is it necessary to follow rules and procedures when in the school library media center? Orientation to Library Orientation to Computer Lab Acceptable Use Policy Digital Citizenship	8.1.P.A.1 8.1.P.A.5 8.1.2.A.5 8.1.2.D.1 6.1.P.A.1 6.1.P.A.3	1	Students use the school library/media center resources appropriately and effectively.
Unit 2: Technology			
Essential Theme: Review basic vocabulary and introduce new technology concepts. Essential Question: How do hardware and software work together? Vocabulary: hardware, software, internet, world wide web, browser, and search engine Using the mouse (point and click, click and drag, scrolling, pull-down menus)	8.1.P.A.1 8.1.P.A.5 8.2.2.A.3 8.2.2.B.1	ongoing	Student will use computer and manipulate mouse.

Unit 3: Keyboard Basics

Essential Theme: Review the "power keys" (Enter, spacebar, Esc) on a keyboard and introduce "Backspace," "Delete," and arrow keys; the difference between upper and lowercase letters Essential Question: What are the "Backspace", "Delete," and arrow keys on a keyboard? How can I use the "shift" key? Review arrangement of keyboard (letters, numbers, function keys) Review power keys (Enter, space bar, Esc, backspace) Introduce "shift" key Introduce how to create a document and keyboarding	8.1.P.A.2 8.1.P.A.3 8.1.P.A.4 8.1.2.A.2 8.1.2.A.4 8.1.2.E.1 8.2.2.A.2	ongoing	Students will type sentences.

Unit 4: Using Digital Tools

Essential Theme: Use technology tools Essential Question: How do I use technology to create a project? Why we take photos (community/neighborhood) Show Brain Pop Jr. video Taking Photos Take a picture and use in a simple project	8.1.P.B.1	2-4	Students will successfully use technology to create a project.

Unit 5: Using the Internet

Essential Theme: Navigate the basic features of a simple website. Essential Question: How can I navigate a website?	8.1.P.C.1 8.1.P.E.1 8.1.P.F.1 8.1.2.A.6	ongoing	Student accesses a website, performs an activity, and closes the web browser.

Open Web Site (double-click)

Navigate Web site

Close web browser (click x in corner)

Back button (click back arrow on browser window)

Scrolling

Access information in an online database

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 2.d ISTE 4.b	2-4	
Essential Question: How can I use technology to solve a problem?	ISTE 6.a ISTE 6.c ISTE 6.d	ongoing	

- Review/introduce with Kodable
- Code.org Course 1 (through Lesson 8)

Unit 7: Literature Appreciation

Essential Theme: Expose students to a variety of genres of literature for their information and enjoyment.			
Essential Question: What sort of books do I like to read?	RL.K.10	ongoing	Students will be able to find and borrow books.

Caldecott Medal

Theodore Seuss Geisel Award

Arrangement of books in the library

Just right books

Title Page and copyright

Textbooks and Other Resources

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

8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).

8.1.P.A.2 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

8.1.P.A.3 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.

8.1.P.A.4 Recognize that the number keys are in a row on the top of the keyboard.

8.1.P.A.5 Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).

8.1.P.C.1 Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.

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.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, etc.).

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.A.6 Identify the structure and components of a database.

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.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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

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

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

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 2.d - Contribute to project teams to solve problems.

ISTE 4.b - Plan and manage activities to develop a solution or complete a project.

ISTE 6.a - Understand and use technology systems.

ISTE 6.c - Troubleshoot systems and applications.

ISTE 6.d - Transfer current knowledge to learning of new technologies.

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.
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.A.5	Enter information into a spreadsheet and sort the information.
TECH.8.1.2.A.6	Identify the structure and components of a database.
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.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
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.C.1	Collaborate with peers by participating in interactive digital games or activities.
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.2	Describe how designed products and systems are useful at school, home and work.
TECH.8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.

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