

# Tech Gr 1 Unit 1- Educational Technology

Content Area: **Technology**  
Course(s): **STEM-Technology**  
Time Period: **Twelve Weeks**  
Length: **1st Marking Period**  
Status: **Published**

## Stage 1 - Learning Outcomes

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## Unit Overview

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**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Strand A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

## Enduring Understandings

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- Digital tools allow for collaboration anytime/anyplace worldwide.
- Digital tools allow me to create and share original ideas.
- Digital tools must be used responsibly.
- Lifelong learners use technology effectively.

## Essential Questions

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- How do I choose a digital tool to help me learn?
- How do I use digital tools responsibly?
- How do I use digital tools to communicate?
- How do I work with others using digital tools?
- How does a lifelong learner integrate technology into his/her life?

## Interdisciplinary Connections

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## 1. Common Core Literacy

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LA.1.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.1.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## 2. Common Core Math

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- CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- CCSS.MATH.PRACTICE.MP6 Attend to precision.

## 3. Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP11. Use technology to enhance productivity.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

## Stage 2 - Assessment

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### Formative Assessment

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Teacher observation of students' progress logging into the Chromebook

Teacher observation of completed projects

Teacher observation of student cooperation and class discussion

Matrix of skill development

## **End of Unit/Benchmark Assessments**

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## **Stage 3 - Learning Plan**

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## **Suggested Activities**

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- Discuss basic features of a computer using laptop as the model.
- Label and identify computer parts and basic features of a digital device and explain its purpose.
- Identify keyboard components and hand placement.
- Practice keyboard fluency and accuracy.
- Introduce and review technology terms used in class..
- Identify how technology products, systems, and resources are useful at school, home and work using class discussion or teacher generated materials.
- Create a writing / ELA poem, essay or story using word processing application such as Google Docs.
- Compare and contrast content using Google Docs or other online resource.
- Independently access and use online learning tools (i.e. PebbleGo for biography research, ABCYa / BBC Dancemat Typing for typing practice, Starfall for reading comprehension).
- Use copyright video and online interactives such as [Common Sense Media](#) and/or [BrainPop](#) to develop understanding of responsible use of information and technology.

### **LESSON STRATEGIES:**

- Interactive mini lecture/notes – Students take notes, answer questions, turn and talk, participate in class discussions, look up information in text/online.
- Do Nows – At start of class, students answer questions, reflect on learning, work on typing.com

- Video Clips- Shown to aid learning by providing a visual, engage the class
- Demonstrations- To enhance student learning, ignite curiosity, spur discussion, provide a visual, engage the class
- Research questions- Students are given a broad question to research. Students answer the question and provide evidence for their responses. (Independent or collaborative)
- Journaling- Responses to various ideas, thoughts, class activities, and content.
- Reflecting on Learning- Students self reflect on their learning and “rate” themselves on a learning scale.

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## **Supportive Strategies**

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### **1. Special Education**

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- Employ assistive technology as needed (For example, use of Dyslexie font, high contrast or screen magnification on Chromebook, or spoken text features)
- Graphic Organizers
- Modifications on IEP
- Provide written and oral directions, utilizing visuals and exemplars. (For example, teacher models Chromebook login on the ActivBoard and provides students with Chromebook login sheet)
- Reduction in workload
- Repetition and Reinforcement of classroom material
- Strategic Grouping for all group work

## **2. ESL**

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- Employ assistive technology as needed (For example, online translation or Language text settings on Chromebook)
- For collaborative assignments, appropriate roles will be assigned. (For example, time-keeper, activity starter)
- Make content culturally relevant
- Partner English Learners with Strong English Speakers
- Provide written and oral directions for all lessons, utilizing visuals and exemplars
- Repeat classroom procedure and routines as much as possible to reinforce language learning
- Visual Aids

## **3. Student at risk of failure**

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- Employ assistive technology as needed (For example, use of Dyslexie font, high contrast or screen magnification on Chromebook, or spoken text features)
- Flexible acceptance of missing/lost/incomplete assignment
- Strategic Grouping for all group work

## **4. Gifted and Talented**

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- Higher level learners will be provided with more intellectually demanding learning activities. (For example, teacher encourages student to format a Google Doc using font choice, font size, and color instead of simply creating a document.)
- Higher Order Questioning
- Utilize different reading levels appropriate for students

## **Core Instructional Materials/Resources**

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- Chromebooks, iPads or other internet-connected devices
- Google Apps for Education accounts for each student

- Paid subscription to any online resources needed such as BrainpopJr.com or PebbleGo
- See websites listed in “Suggested Activities” section.