

# Unit: Technology

Content Area: **Applied Technology**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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Children will use technology to enhance their learning and development. Technology in a preschool classroom offers versatile learning tools that can support children’s development in all domains. All students will use digital tools to access, manage and evaluate information.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

TECH.PK.8.1	Navigate simple on screen menus.
TECH.PK.8.1.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
TECH.PK.8.1.2	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
TECH.PK.8.2	Use electronic devices independently.
TECH.PK.8.2.1	Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
TECH.PK.8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”
TECH.PK.8.2.3	Turn smart toys on and/or off.
TECH.PK.8.2.4	Recognize that the number keys are in a row on the top of the keyboard.
TECH.PK.8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or

	toy-based formats.
TECH.PK.8.2.6	Use a digital camera to take a picture.
TECH.PK.8.3	Begin to use electronic devices to communicate.
TECH.PK.8.3.1	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
TECH.PK.8.4	Use common technology vocabulary.
TECH.PK.8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).
TECH.PK.8.5	Begin to use electronic devices to gain information.
TECH.PK.8.5.1	Use the Internet to explore and investigate questions with a teacher's support.

## **Transfer**

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## **Essential Questions**

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- How can I utilize the Smart Board/iPad appropriately?
- How can technology be used to enhance my readiness skills?
- How is technology used in daily life?
- What are the benefits of using technology?

## **Essential Understandings**

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- Children will have an understanding of the basic functions of various technological devices (i.e. Smart Board, iPad).
- Children will understand basic technology terms.

## **Students Will Know**

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- Basic technology terms.
- Operate frequently used, high quality, interactive games or activities in either screen or toy based formats.
- Turn smart toys on and/or off.

## **Students Will Be Skilled At**

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- Swiping left/right on an iPad.
- Understanding basic technology terms.
- Using basic functions on the Smart Board

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Swiping left/right on an iPad.
- Understanding basic technology terms.
- Using the Smart Board

## **Learning Plan**

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- Encourage children to play together in the Technology center/Listening Center.
- Introduce new technology during circle time, prior to placing it in a center, and while modeling how to care for the technological device.
- Let children pretend with the types of gadgets they see their parents using. Stock the dramatic play area with a non-working cell phone, camera, and/or electronic music device.
- Model common technology vocabulary
- Offer technology options during choice time, small group time and whole group time.
- Set the stage for successful experimentation by providing the materials, introducing them, and being available to lend support.
- Use a digital camera (iPad) to capture and display children's work.

## **Suggested Strategies for Modifications**

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJIcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Hand over hand assistance
- Incorporate accommodations and modifications of the students' IEPs
- Make technology accessible to all children and use it as an accommodation for an individual child with special needs. Assistive technology can take the form of low-tech, mid-tech and high tech devices (i.e. visual schedule, touch screens, single switch toys).
- Verbal/physical prompting

