Grade 1 Technology Unit 3: Keyboarding and Publishing

Content Area: **Technology**
Course(s): **Technology Grade 1**
Time Period: **MP3**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

CS.K-2.8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.

Rationale and Transfer Goals

In this unit, students will be able to use what they have learned about typing and word processing to complete a graphic design project. Students will be learning to draw using a digital device and describe what they have created. They will then exchange their descriptions with another student and attempt to recreate another student's design. They will be developing their writing skills through their descriptions as well as their word processing skills by typing their descriptions into a final copy. Students will explore how the process of graphic design has changed with the invention of technology.

Enduring Understandings

Computers can be used not just for written work but for graphic design purposes as well.

Technology has made processes like graphic design easier.

Essential Questions

How else can computers allow students to work more efficiently and productively?

How has technology changed over the years?

Content - What will students know?

- Definition of "graphic design".

- How to write a description of their design.

- Create and save a new document.

- Definition of "recreate".

- How technology has changed in relation to graphic design.

Skills - What will students be able to do?

- Create a monster of their own design using a painting application.

- Use color and shape adjectives to describe their creations.

- Copy their written description into a typed word processing document.

- Read another student's description and recreate their design.

- Explain how technology has changed and how it simplifies life.

Activities - How will we teach the content and skills?

- Whole class demonstration of online paint program, class design of a monster, followed by individual creation on individual computers.
- Whole class demonstration of describing monster's body parts, use of description skeleton and illustrated word bank.
- Whole class demonstration of creating and saving a new document.
- Whole class recreation of another student's monster using only their description, followed by students recreating another student's monster on their own.
- Discuss and show how graphic design has changed over time.

Evidence/Assessments - How will we know what students have learned?

- Evaluation of completed monsters.

- Completion of written description.

- Completion of typed description.

- Evaluation of student's completed recreation.

- Discuss how technology has made their life easier.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Copy their written description into a typed word processing document.	Creating and saving a word processing document	Creating and saving their description of their monster.

Key Resources

Paint application (Tuxpaint or Sumopaint)

https://docs.google.com/document/d/1ArORAbfJCDW3_0YC1ulokH6wTfTW1BAp114-W5VEWu4/edit

https://docs.google.com/document/d/1tuCWDrgKplLEBQ79jA9oWhFC60PqKDcZVdCMoqX4LeQ/edit

Description document and word bank

Word processing program

21st Century Life and Careers

WRK.9.1.2.CAP.1   Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections/Companion Standards

Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Health: Limits to screen time and healthy relationships with technology, online technologies

Art: Connections through exercises in graphic design, interactions with Art curriculum and Art standards

SCI.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.