

# Kindergarten Technology Unit 1: Intro to Computers

Content Area: **Technology**  
Course(s): **Technology Grade K**  
Time Period: **MP1**  
Length: **7 days**  
Status: **Published**

## **NJSLS - Computer Science and Design Thinking**

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| CS.K-2.8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| CS.K-2.8.1.2.CS.2 | Explain the functions of common software and hardware components of computing systems.   |

## **Rationale and Transfer Goals**

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During the first few months of Kindergarten, students will be learning how to properly use and care for the computers at school. They will be using this device for the entire time they are in the Lindenwold School District and beyond, including how to log in to their class accounts, enter information with the keyboard, hold and use a mouse, and load a program. Mastery for this unit will be achieved when students are able to independently login and load a program without any assistance required from school staff.

## **Enduring Understandings**

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It is important to know how to access necessary information from the computer using mice and keyboards.

Computers do what they are programmed to do.

People are in control of computers

Passwords are a way to help keep your information safe.

Information on the screen can be manipulated using the mouse and keyboard.

Programs can be loaded using icons.

Fingers should be placed on the mouse/trackpad in a specific way to allow optimal usage.

## **Essential Questions**

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Why are computers an important tool in our daily lives?

What is the difference between software and hardware?

## **Content - What will students know?**

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- How to safely use chromebooks.
- The parts of the chromebooks.
- How to log in to their personal account.
- How to load a program.
- The difference between hardware and software.

## **Skills - What will students be able to do?**

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- Follow classroom procedures to use computers safely.
- Name and describe function of parts of the computer.
- Login and out of the chromebook.
- Select games from Dock to play.
- Identify examples of hardware and software.

## **Activities - How will we teach the content and skills?**

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- Discussion, Demonstration of proper use of computer and classroom equipment.
- Smartboard Presentation, equipment to pass around.
- Demonstration and Practice.
- Demonstration and Discussion.
- Smartboard Presentation, BrainPop Jr. video and equipment to pass around.

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

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- Practice moving throughout the room from the door to teaching space to computers.
- Verbal quiz.
- Login and logout relay races.
- Independently loading and playing educational computer games.
- Verbal identification.

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
N/A	N/A	N/A

### **Key Resources**

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Pictures of and locations of parts of the computer.

Physical examples of hardware equipment

BrainPop Jr.

Clever Badges

## **21st Century Life and Careers**

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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**

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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.5

Describe the difference between real and virtual experiences.

## **Interdisciplinary Connections/Companion Standards**

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Literacy and language arts in the technology context: posters, letter recognition, word recognition, and connections to GUIs

Science: understanding of computers and electricity, 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

SCI.K-2-ETS1-1

Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.