Jan. Gr. 1

Content Area: **Technology**
Course(s):
Time Period: **January**
Length: **4-5Weeks**
Status: **Published**

Unit Overview

Students will practice drop and drag with math work, and continue exploring Coding.

Enduring Understandings

We can answer math problems on the computer.

We can control our computer with writing code.

Essential Questions

How do we drop and drag?

How do we code?

Instructional Strategies & Learning Activities

Objective: Intro to Coding - ONLINE activites code.org (Course B - NEW ! DAY 2)
The student will be able to begin to learn and understand basic concepts about coding creating code in a "blockly" language which writes Javascript 'under the hood'.

Differentiation:
Self-paced

Assessment:
Teacher dashboard reports

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Self-paced

Assessment:
Teacher dashboard reports

Objective:**"Snowman" Magic Word Math - Addition**
The student will be able to practice addition problems by' dragging and dropping' correct answers in appropriate boxes then solving a "secret word" that matches correct answers to letters to solve the puzzle.

Differentiation:
Free draw/paint a penguin if students finish early.

Assessment:
Accurate math projects corrected with Answer Key

Objective: Intro to Coding - ONLINE activites code.org (Course B - Day 3 or 4)
The student will be able to begin to learn and understand basic concepts about coding creating code in a "blockly" language which writes Javascript 'under the hood'.

Differentiation:
Self-paced

Assessment:
Teacher dashboard reports

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about careers in computer programming while learning coding.

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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).
9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.

Interdisciplinary Connections

MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.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.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

See Differentiation listed above.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher observation and checklists to show growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See assessment listed above.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to

great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessment listed above.

Instructional Materials

See materials listed above.

Standards

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
AP	Algorithms & Programming
	Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
	Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).
8.1.2.AP.2	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
	Computers follow precise sequences of steps that automate tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
	People work together to develop programs for a purpose, such as expressing ideas or addressing problems. The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).
8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
8.1.2.AP.6	Debug errors in an algorithm or program that includes sequences and simple loops.