Oct. Gr. 1

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

Unit Overview

This unit expands students' ability to maneuver the mouse on the screen and create pictures.

Enduring Understandings

The mouse moves the curser on the sceen and moves objects by dragging them.

Essential Questions

How do we move the mouse and the curser on the computer screen?

Instructional Strategies & Learning Activities

Objective: Apple Poem in Pixie
The student will be able to practice basic word processing skills by typing text displayed on the Smart Board related to the Apple Themed Unit currently being presented in the first grade classroom.
Differentiation:
Painted artwork-designs/colors
Assessment:
Printed poems

Objective: Sorting Apples in Pixie (by color) to practice mouse skills
The student will be able to practice mouse skills (click and drag) to sort apples into baskets by color (red, yellow, and green)
Differentiation:
N/A

Objective: Uppercase/Lowercase Alphabet Keyboarding & Stickers in Pixie
The student will be able to practice typing the alphabet as UC and LC letters in an activity designed to allow students to master UC keys and letters with LC letters. Students will also add a small sticker to represent each letter (ex: Apple for Aa, Bat for Bb).

Differentiation:
Stickers OR challenge students to write sentences to include "sticker words."
Assessment:
Printed activities

Objective: Uppercase/Lowercase Alphabet Keyboarding & Stickers in Pixie (Day 2)
The student will be able to practice typing the alphabet as UC and LC letters in an activity designed to allow students to master UC keys and letters with LC letters. Students will also add a small sticker to represent each letter (ex: Apple for Aa, Bat for Bb).
Differentiation:
Stickers OR challenge students to write sentences to include "sticker words."
Assessment:
Printed activities

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
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.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections

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.
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.