May Gr. 1

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

Unit Overview

Activities related to Grade 1 Curriculum.

Enduring Understandings

We can create many different projects using the computer.

Essential Questions

What skills do we need to create different projects successfully?

Instructional Strategies & Learning Activities

Objective: (OFFLINE PARCC-SubActivity) "Fireflies" Super-teacher Worksheets
The student will be able to read an article about "Fireflies" then complete accompanying vocabulary and writing activities.

Differentiation:
Drawing activity.

Assessment:
Completed activities

Objective: (OFFLINE PARCC-SubActivity) "Rainy Day Surprise" Super-teacher Worksheets
The student will be able to read an article about "Fireflies" then complete accompanying vocabulary and writing activities.

Differentiation:
Drawing activity.

Assessment:
Completed activities

Objective: **"Family Portraits" in Pixie (Per teacher request)**
The student will be able to use paint tool and shapes to create a family portrait for the 1st grade end-of-year family breakfast

Differentiation:
Each family portrait contains unique members and artistic effects.

Assessment:
Printed family portraits.

Objective: Column Chart - Use Pixie Chart Template to Record & Analyze Data (Day 1)
The student will be able to create a column chart then analyze the data to understand what it means by asking questions and inferring meaning based on what has been presented.

Differentiation:
Excel if time.

Assessment:
Printed Chart & completed worksheets

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.
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
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).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
	Information is shared or conveyed in a variety of formats and sources.
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.2	Create a document using a word processing application.

9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.

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.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
LA.RL.1.1	Ask and answer questions about key details in a text.
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
DA	Data & Analysis
	Individuals collect, use, and display data about individuals and the world around them.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
	Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
	Data can be used to make predictions about the world.

8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.1.A	Print all upper- and lowercase letters.