Nov. Gr. 1

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

Unit Overview

Students will continue to practice keyboarding skills, and be introduced to coding.

Enduring Understandings

We control the computer through keyboarding.

Code is a language to tell what the computer should do.

Essential Questions

How do we improve our keyboarding skills?

What is coding?

Instructional Strategies & Learning 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

Objective:Match Words that Rhyme
The student will be able to practice using new tools in Pixie 3 while identifying words that rhyme on a Halloween pumpkin background..

Differentiation:
Students create own pairs of matching words on another background as time permits.

Assessment:
Printed Pumpkin

Objective: Keyboarding Techniques - abcya.com *Only 1B meets this week*
The student will be able to practice accurate keyboarding techniques, or at least become more familiar with the layout and location of specific keys using abcya.com activities designed to build skill and expertise on the keyboard.

Differentiation:
Students can work through each activity at their own pace, and choose which one to start with.

Assessment:
Teacher observation - look for accurate technique

Objective: Introduction to Coding using Kodable
The student will be able to experience the very basics of coding in a kid-friendly online visual programming environment.

Differentiation:
Students can work at their own pace to solve progressively more challenging mazes.

Assessment:
Observe students progress.

Objective: Thanksgiving 'Painted' Pictures (note: only 1 of 2 sections will meet for 27 minutes this week)
The student will be able to create Thanksgiving 'paintings' while practicing with new Pixie 3 tools.

Differentiation:
Template selection and painting details

Assessment:
Printed 'paintings'

Objective: Introduction to Coding using Kodable
The student will be able to experience the very basics of coding in a kid-friendly online visual programming environment.

Differentiation:
Students can work at their own pace to solve progressively more challenging mazes.

Assessment:
Observe students progress.

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.
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information that can be searched.
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.
9.4.2.TL.5	Describe the difference between real and virtual experiences.

Interdisciplinary Connections

LA.RL.1.1	Ask and answer questions about key details in a text.
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.
MA.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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

TECH.8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.2.2.E.1	List and demonstrate the steps to an everyday task.
TECH.8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
TECH.8.2.2.E.4	Debug an algorithm (i.e., correct an error).