

Unit 1

Content Area: **Technology**
Course(s): **Technology 1**
Time Period: **September**
Length: **9 days**
Status: **Published**

Unit 1 Overview

In this unit, students will learn about and become familiar with the use of technology for learning.

Students will learn how to log on to their computers and navigate to open programs and access content online.

Many of the skills introduced will be practiced throughout this unit as well as in future units. Emphasis is on the foundational skills of using a Personal Computer. Students must be able to understand and use basic features of the computer including proper keyboarding skills in order to become proficient in the higher level activities and skills. They will discuss the rules of the computer classroom as well as how to properly care for the equipment. The main goal is to put them on a path to be able to access programs and create documents independently.

Vocabulary:

mouse, mousepad, PC (Personal Computer), monitor, keyboard, log-on/log-in, log-out/log-off, program, word processing program, online/offline, internet, browser, icon

Essential Questions

- How are passwords a form of protection?
- How can I develop the necessary skills to use technology efficiently?
- How can technology make tasks easier for me?
- What are the parts of the technology device I use?
- What function do each of the parts of the technology device I use serve?
- Why are the parts of the technology device I use important?

Priority Standards

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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. |

CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
CS.K-2.8.1.2.NI.4	Explain why access to devices need to be secured.

Unit 1 Learning Goals

- I can communicate original ideas through storytelling with a digital tool.
- I can log on to my computer (Chromebook) properly.
- I can open a word processing application.
- I can create a document using a word processing application.
- I can demonstrate (show) appropriate navigation skills in an online game environment.
- I can demonstrate developmentally appropriate navigation skills in virtual environments.
- I can enter information into a word processing application.
- I can explain how and why a word processing application would be used.
- I can identify and explain the purpose of basic features of my Chromebook.
- I can illustrate and communicate original ideas and stories using a digital tool.
- I can maintain my Chromebook effectively in order to keep it working properly.
- I can use digital tools.
- I can use my keyboard to input information and data into a document.
- I can use my trackpad to select information, text or fields in a form.

Unit 1 Targets

- I can demonstrate (show) appropriate navigation skills in an online game environment.
- I can enter information into a word processing application.
- I can explain how and why a word processing application would be used.
- I can explain the purpose of the parts of my Chromebook: trackpad, keyboard, monitor, CPU, audio jack/USB port, earbuds/headphones.
- I can identify the parts of my Chromebook: trackpad, keyboard, monitor, CPU, audio jack/USB port, earbuds/headphones.
- I can log on to my Chromebook properly.
- I can open a word processing application.
- I can use my keyboard to input information and data into a document.
- I can use my trackpad to click, drag and drop information.
- I can use my trackpad to select information, text or fields in a form.

Unit 1 Learning Plan

9 Classes in This Unit

Class	Target	Learning Plan
Week 1	<ul style="list-style-type: none"> • I can identify the parts of my Chromebook: trackpad, keyboard, monitor, CPU, audio jack/USB port, earbuds/headphones. • I can explain the purpose of the parts of my Chromebook: trackpad, keyboard, monitor, CPU, audio jack/USB port, earbuds/headphones. 	<ul style="list-style-type: none"> • Students will be introduced to the introduction, students will use their Chromebook using a short video.
Week 2	<ul style="list-style-type: none"> • I can log on to my Chromebook properly. • I can use my trackpad to click, drag and drop information. • I can identify and explain the purpose of the parts of my Chromebook: trackpad, keyboard, monitor, CPU, audio jack/USB port, earbuds/headphones. 	<p>Students will review:</p> <ul style="list-style-type: none"> • Routines of the computer. <p>Students will LEARN:</p> <ul style="list-style-type: none"> • In order to use digital tools, students will learn the proper way to use their trackpad.
Week 3	<ul style="list-style-type: none"> • I can log on to my Chromebook properly. • I can use my trackpad to click, drag and drop information. • I can identify and explain the purpose of the parts of my Chromebook: trackpad, keyboard, monitor, CPU, audio jack/USB port, earbuds/headphones. 	<p>Students will review:</p> <ul style="list-style-type: none"> • Routines of the computer. • In order to use digital tools, students will learn the proper way to use their Chromebook. • Students will use their trackpad. <p>Students will LEARN:</p> <ul style="list-style-type: none"> • To access an internet program, they will practice clicking and drag.
Week 4	<ul style="list-style-type: none"> • I can log on to my Chromebook properly. • I can understand the need to learn to use the keyboard correctly and practice my skills to improve my skills. 	<p>Students will review:</p> <ul style="list-style-type: none"> • Routines of the computer. • In order to use digital tools, students will learn the proper way to use their Chromebook. • Students will use their trackpad.

		<p>Students will LEARN:</p> <ul style="list-style-type: none"> • Students will be introduced to digital tools. Students will learn how to use digital tools. All students will begin their digital journey.
Week 5	<ul style="list-style-type: none"> • I can log on to my Chromebook properly. • I can understand the need to learn to use the keyboard correctly and practice my skills to improve my skills. 	<p>Students will review:</p> <ul style="list-style-type: none"> • Routines of the computer • In order to use digital tools, students will learn the proper way to use their Chromebook. • Students will use their time wisely. • Students will access the internet and practice keyboarding skills. They will be working at their own pace.
Week 6	<ul style="list-style-type: none"> • I can log on to my Chromebook properly. • I can understand the need to learn to use the keyboard correctly and practice my skills to improve my skills. 	<p>Students will review:</p> <ul style="list-style-type: none"> • Routines of the computer • In order to use digital tools, students will learn the proper way to use their Chromebook. • Students will use their time wisely. • Students will access the internet and practice keyboarding skills. They will be working at their own pace.
	<ul style="list-style-type: none"> • I can understand that Google Apps for Education is a suite of programs, each with a specific purpose. • I can find and open a word processing program (Google Docs). • I can understand that Google Docs is a program that is used to compose writing. 	<p>Students will review all previous lessons.</p> <p>Students will LEARN:</p> <ul style="list-style-type: none"> • Students will be introduced to Google Docs and learn how to access the programs. Students will learn how to use Google Docs. • Students will next learn how to use Google Docs. • Students will be guided by the teacher.

Week 8	<ul style="list-style-type: none"> • I can open a word processing application (Google Docs). • I can explain how and why a word processing application would be used. • I can enter information into a word processing application. 	<p>Students will review all previous</p> <p>Students will LEARN:</p> <ul style="list-style-type: none"> • Students will be introduced to word processing applications and access the programs. Students will be guided through the process of creating a document.
Week 9	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>Students will review all previous</p> <p>Students will LEARN:</p> <ul style="list-style-type: none"> • Students will be introduced to digital storytelling and communicate original ideas through digital storytelling. • Students will begin to write a story using a digital tool.

Unit 1 Assessments

Assessments for this unit will be mainly conducted through teacher observation using rubrics. A keyboarding assessment will be given through the keyboarding program used by students in class and will be evaluated by rubric.

- Access and Log-On to Google Chromebook (Teacher Observation)
- Access and Log-On to Keyboarding Program (Teacher Observation)
- Click, Drag, Drop (Teacher Observation)
- Keyboarding Assessment (Online Test)
- Log-On to Chromebook (Teacher Observation)

Technology

- Individual Student Chromebooks
- Promethean Board
- Teacher PC/Chromebook

Materials & Resources

- Chromebooks
- Description document and word ban
- Google Accounts for each student
- Internet Access
- Keyboarding Program Accounts for each student
- Word processing program

Career Readiness, Life Literacies, & Key Skills

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.2	Create a document using a word processing application.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

21st Century Life and Careers

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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Interdisciplinary Connections

Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

Science: understanding of computer components, 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.
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