

Unit 2

Content Area: **Technology**
Course(s): **Technology 1**
Time Period: **January**
Length: **11 days**
Status: **Published**

Overview

During the Second Trimester, First-Grade Students will continue to use their Chromebooks to explore the basic uses of it, and how to use it properly.

The main focus will be on word processing and how to use a word processing program. In conjunction with this, students will learn and practice proper keyboarding skills.

Students will learn how to use additional tools that are available in word processing programs as well as the purpose of those tools.

Students will explore the following:

- Tables
- Lists

Essential Questions

- What is technology?
- Why is it important for me to practice keyboarding skills?
- Why is it important to know how to use a word processing program?

Priority Standards

CS.K-2.8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
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.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Learning Goals

- I can use digital tools.
- I can create a document using a word processing application.
- I can illustrate and communicate original ideas and stories using a digital tool.
- I can list and demonstrate the steps to an everyday task.
- I can understand and describe how technology impacts or improves life.

Learning Targets

- • I can communicate original ideas through storytelling with a digital tool.
- • I can enter information into a word processing application.
- • I can explain how and why a word processing application would be used.
- • I can format a document according to my teacher's directions. (MLA Style-modified for first-grade students)
- • I can give an example of how technology improves life and describe how it improves life.
- • I can list the steps that are required for a task, and I can follow those steps to complete the task.
- • I can log on to my Chromebook properly.
- • I can open a word processing application.
- • I can use digital tools to enhance my storytelling. (Graphics)
- • 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.

Learning Plan

11 Classes in this Unit

Class	Target	Learning Plan
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<p>Week 10</p>	<p>NEW:</p> <ul style="list-style-type: none"> • I can format a document according to my teacher's directions. (MLA Style-modified for first- grade students) <p>REVIEW:</p> <ul style="list-style-type: none"> • I can open a word processing application. • I can explain how and why a word processing application would be used. • I can enter information into a word processing application. 	<p>This class will begin with a discussion of writing and aut document's format is dependent upon the purpose of the d also be discussed.</p> <p>After the discussion, students will open a word processing to the teacher's instructions.</p> <p>Next, students will follow the teacher's directions to form insert page numbers at this time. Inserting page numbers v one page.</p> <p>Once the document is formatted students will type one set include the requirements of a sentence: begin with a capit</p> <p>Note: All classes will include keyboarding practice eitf</p>
<p>Week 11</p>	<ul style="list-style-type: none"> • I can format a document according to my teacher's directions. (MLA Style-modified for first- grade students) • I can open a word processing application. • I can explain how and why a word processing application would be used. • I can enter information into a word processing application. 	<p>This lesson will begin with a review of the lesson for We</p> <p>Students will review:</p> <ul style="list-style-type: none"> • Author's Purpose • How to correctly write (type) a sentence • How to correctly format a document for writing in <p>Next, with the teacher's assistance, all students will open : format it in the MLA style.</p> <p>After the document is formatted, students will discuss how example: "How old are you?" Answer- "I am seven years When students are comfortable with that, they will begin : formatted document.</p> <p>Some students will take longer to understand the concept will work with the students either individually or in group correctly by typing the responses into the document.</p> <p>Note: All classes will include keyboarding practice eitf</p>

<p>Week 12</p>	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. • I can use digital tools to enhance my storytelling. (Graphics) 	<p>Building upon the previous lesson (Week 11) students will</p> <p>Review</p> <ul style="list-style-type: none"> • Author's Purpose • How to correctly write (type) a sentence • How to correctly format a document for writing in • How to respond to a question by restating the question <p>The teacher and students will proceed in a similar manner appropriately and correctly by typing the responses in the the responses.</p> <p>Note: All classes will include keyboarding practice either</p>
<p>Week 13</p>	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>Building upon the previous lesson (Week 12) students will</p> <p>Review</p> <ul style="list-style-type: none"> • Author's Purpose • How to correctly write (type) a sentence • How to correctly format a document for writing in • How to respond to a question by restating the question • How to add details to enhance the writing responses <p>After the review, the students will be given a question to respond to in a formatted. In addition to answering the question by restating the response, students will include at least two details that support the response.</p> <p>This document will be turned in as an assessment.</p> <p>Note: All classes will include keyboarding practice either</p>
<p>Week 14</p>	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>During this class, students will review previous lessons. A processing document. Students will begin with clip art image.</p> <p>Note: All classes will include keyboarding practice either</p>
<p>Week 15</p>	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>During this class, students will be assessed. Students will respond to a question (prompt) by restating the question by writing complete sentences. The students will also search for details to support the response.</p> <p>Note: All classes will include keyboarding practice either</p>

<p>Week 16</p>	<ul style="list-style-type: none"> • I can give an example of how technology improves life and describe how it improves life. 	<p>Technology integration: Students will be introduced to an make comments or answer a question, similar to using a v</p> <p>During today's class students will discuss what technolog</p> <p>First, the teacher will begin the class with the questions: " Padlet, and through the discussion, the students will form the definition of technology as "Any tool create by humar</p> <p>Once students determine the definition correctly, the teacl</p> <p>The video is contained in a playlist, but can also be access https://youtu.be/Giiz81_uzK8</p> <p>Note: All classes will include keyboarding practice eith</p>
<p>Week 17</p>	<ul style="list-style-type: none"> • I can give an example of how technology improves life and describe how it improves life. 	<p>Today the students will learn how to insert a table into a</p> <p>This class will include discussion of tables, the purpose o needed for a table.</p> <p>Students will be creating a very simple table. The table cr it makes life easier. The table will give an example of tecl</p> <p>Note: All classes will include keyboarding practice eith</p>

<p>Week 18</p>	<ul style="list-style-type: none"> • I can give an example of how technology improves life and describe how it improves life 	<p>Today the students will continue to learn how to insert a table into their document and submit it for assessment and evaluation.</p> <p>REVIEW:</p> <p>This class will include discussion of tables, the purpose of a table, and what is needed for a table.</p> <p>Students will be creating a very simple table. The table will be used to make it easier to read. The table will give an example of technology that makes life easier.</p> <p>Note: All classes will include keyboarding practice either in class or as homework.</p>
<p>Week 19</p>	<ul style="list-style-type: none"> • I can list and demonstrate the steps to an everyday task. 	<p>Students will be asked to describe the steps in a process, such as making a sandwich, to be for students to understand that when giving directions, the steps must be completed successfully.</p> <p>Students will use a word processing program to create a list using bullets, numbers, and other tools in the word processing program.</p> <p>Note: All classes will include keyboarding practice either in class or as homework.</p>
<p>Week 20</p>	<ul style="list-style-type: none"> • I can list and demonstrate the steps to an everyday task. 	<p>Today's class is a continuation of the previous class.</p> <p>Students will be asked to describe the steps in a process, such as making a sandwich, to be for students to understand that when giving directions, the steps must be completed successfully.</p> <p>Students will use a word processing program to create a list using bullets, numbers, and other tools in the word processing program.</p> <p>Note: All classes will include keyboarding practice either in class or as homework.</p>

Assessments

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

- Create a document; insert a graphic, tell about the graphic (document assessment)
- Create a document; tell an original story (document assessment)
- Format a document properly: font, font size, spacing (teacher observation)
- Keyboarding Skills (online test)
- Open a Word Processing Program (teacher observation)

Technology

- Access to required Programs
- Individual Student Chromebooks
- Internet Access
- Promethean Board, Teacher PC/Chromebook
- Teacher PC/Chromebook

Materials & Resources

- Internet Access
- Program Access: Google Apps for Education
- Program Access: Keyboarding Program
- Program Access: Padlet
- Program Access: You Tube

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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