SOUTHERN LEHIGH SCHOOL DISTRICT
**Tech Smarts Essentials**

| **First Grade** | **Tech Smarts** |
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| | **Computer Basics/Technology** |
| | **Pennsylvania Academic Standards:**<br>1.1.3E Demonstrate fluency in oral reading of grade level texts.<br>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.<br>1.6.3A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.<br>1.6.3D Contribute to discussion.<br>1.6.3E Participate in small and large group discussions and presentations.<br>3.7.4D Use basic computer software.<br>**ISTE/NETS:**<br>2. Communication and Collaboration<br>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.<br>Students:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media<br>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats<br>6. Technology Operations and Concepts<br>Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students:<br>a. understand and use technology systems |
| | **Essential Understandings:**<br>Computers are tools that help us do jobs more efficiently.<br>There are many different technology devices. |

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| | **Overarching and Essential Questions:**<br>Name the basic computer devices? |
| | **Vocabulary:**<br>Cables<br>CD/DVD drive<br>CD/DVD<br>Keyboard<br>Laptop<br>Monitor<br>Mouse<br>Mouse pad<br>Printer<br>Speakers<br>Tower<br>USB drive<br>Online storage |
| | **Assessments: Performance Tasks, Projects**<br>Can you find the _____?<br>Matching word to picture with laminated cards. |
| | **Assessments: Quizzes, Tests and Academic Prompts**<br>PowerPoint quiz (from CD)<br>Matching paper/pencil quiz (from CD) |
| | **Assessments: Other Evidence (e.g., observations, work samples, dialogues)**<br>Teacher observation of Can you find? and matching activities |
| | **Assessments: Student Self-Assessment**<br>The students are able to use the new vocabulary in class to refer to a device.<br>The students "ticket out" could be to name a device picture with the correct term. |

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| | **Students will need to know . . . (targeted understandings):**<br>Students will learn to use technology vocabulary based on computer devices. |
| | **Students will be able to do . . . (targeted skills):**<br>Students will demonstrate a sound understanding of technology concepts, systems, and operations.<br>Make a book that demonstrates their knowledge of the different computer devices. |
| | **Teaching and learning experiences:**<br>Using the following lessons from Teacher Resource book:<br>Computer Basics Slide Show (PowerPoint) – page 28<br>Identify the Devices – page 31<br>Make and color a Book – page 32 |
| | **Materials and Resources:**<br>Teacher Resource book:<br>Kids, Computers, and Learning by Holly Poteete<br>The 12 devices - Cables, CD/DVD drive, CD/DVD, keyboard, laptop, monitor, mouse, mouse pad, printer, speakers, tower, USB drive<br>CD from text<br>Projector<br>Picture/vocabulary cards (laminated) |
| | **Accommodations:**<br>Seating arrangements and visual aides<br>Follow IEP and 504 Plans<br>Buddy system |
| | **Enrichments:**<br>Differentiated activities when necessary |
| | **Time:**<br>2 to 3 sessions; 45 minutes once a cycle |
| | **Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011** |

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| **First Grade** | **Tech Smarts** |
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| | **Internet and Computer Safety** |
| | **Pennsylvania Academic Standards:**<br>1.1.3E Demonstrate fluency in oral reading of grade level texts.<br>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.<br>1.6.3A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.<br>1.6.3D Contribute to discussion.<br>1.6.3E Participate in small and large group discussions and presentations.<br>3.7.4E Identify basic computer communication systems.<br>5.1.3A Explain the purposes of rules, laws and consequences.<br>5.2.3A Identify personal rights and responsibilities.<br>5.2.3B Identify the sources of conflict and disagreement and different ways conflict can be resolved.<br>13.3.3A Identify attitudes and work habits that contribute to success at home and school.<br>13.3.3B Identify how to cooperate at both home and school.<br>13.3.3G Discuss how time is used at both home and school.<br>**ISTE/NETS**<br>2. Communication and Collaboration<br>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.<br>Students:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media<br>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats<br>5. Digital Citizenship<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |

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| | Students:<br>a. advocate and practice safe, legal, and responsible use of information and technology<br>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity<br>c. demonstrate personal responsibility for lifelong learning<br>6. Technology Operations and Concepts<br>Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students:<br>a. understand and use technology systems<br>b. select and use applications effectively and productively |
| | **Essential Understandings:**<br>Content on Internet can be posted by anyone and must be valued.<br>Not all websites are reliable sources.<br>There are appropriate ways to communicate on-line.<br>Communication shared on the Internet is not private. |
| | **Overarching and Essential Questions:**<br>What is Digital Citizenship (Netiquette)?<br>What is UYN – Use your NetSmartz?<br>What is a virus and how can it harm your computer? |

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| | **Vocabulary:**<br>Cyber Bullying<br>UYN – Use your NetSmartz<br>IM – Instant Messaging<br>Chatting<br>Virus<br>Pop up<br>Spyware<br>Attachment<br>E-mail<br>E-card<br>Anti-virus software<br>Digital Citizenship (Netiquette)<br>NetSmartz<br>What is YAPPY – Your name, address, phone number, password, your plans (Infinite Learning web site |
| | **Assessments: Performance Tasks, Projects**<br>Netiquette Wordle printouts, Netiquette Posters (see example - name on top, glue netiquette terms to construction paper, glue 8.5 x 11 white plain paper where students will draw a picture of netiquette, and underneath write a phrase or sentence describing picture). |
| | **Assessments: Other Evidence (e.g., observations, work samples, dialogues)**<br>Observation and dialogue |
| | **Assessments: Student Self-Assessment**<br>The student will play the Internet and Computer Safety game and videos at the web site NetSmartzkids.org. |

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| | **Students will need to know . . . (targeted understandings):**<br>Students will be able to understand the vocabulary: UYN – Use your NetSmartz; IM – Instant Messaging; Chatting; Virus; Pop up; Spyware; Attachment; E-mail; E-card; Anti-virus software; Digital Citizenship (Netiquette); NetSmartz |
| | **Students will be able to do . . . (targeted skills):**<br>The student will be able to use the vocabulary: UYN – Use your NetSmartz; IM – Instant Messaging; Chatting; Virus; Pop up; Spyware; Attachment; E-mail; E-card; Anti-virus software; Digital Citizenship (Netiquette); NetSmartz |
| | **Teaching and learning experiences:**<br>Using the following lessons from Teacher Resource book:<br>Internet Safety Song – page 51<br>Online Interactive Stories – page 53<br>Treat Others the Way You Want to be Treated – page 55<br>Internet Safety Terms – page 57<br>Internet Safety Slide Show – page 60<br>*See assessments for other learning experiences |
| | **Materials and Resources:**<br>Tech Smarts poster<br>NetSmartzkids.org (games – green icon; videos - red camera) UYN the NetSmartz chat abbreviation – featuring Alison Stoner<br>Wordle.net (Netiquette) List of words about the related topic<br>YAPPY – Infinite Learning<br>Teacher Resource book: Kid's, Computers, and Learning by Holly Poteete<br>Laptop<br>Headphone<br>Color printer<br>Interactive Whiteboard |

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| | **Accommodations:**<br>Seating arrangement and visual aides<br>Follow IEP and 504 Plans<br>Buddy system |
| | **Enrichments:**<br>Differentiated activities when necessary |
| | **Time:** 6 to 8 sessions; 45 minutes once a cycle; ongoing throughout other units |
| | **Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice/August 2011** |

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| **First Grade** | **Tech Smarts** |
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| | **Hardware** |
| | **Pennsylvania Academic Standards:**<br>1.1.3E Demonstrate fluency in oral reading of grade level texts.<br>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.<br>2.6.3D Form and justify an opinion on whether a given statement is reasonable based on a comparison to data.<br>1.6.3A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.<br>1.6.3D Contribute to discussion.<br>1.6.3E Participate in small and large group discussions and presentations.<br>3.7.4E Identify basic computer communication systems.<br>**ISTE/NETS Standards:**<br>2. Communication and Collaboration<br>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.<br>Students:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media<br>3. Research and Information Fluency<br>Students apply digital tools to gather, evaluate, and use information.<br>Students:<br>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media<br>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks<br>5. Digital Citizenship<br>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |

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| | Students:<br>a. advocate and practice safe, legal, and responsible use of information and technology<br>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity<br>c. demonstrate personal responsibility for lifelong learning<br>d. exhibit leadership for digital citizenship<br>6. Technology Operations and Concepts<br>Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students:<br>a. understand and use technology systems<br>b. select and use applications effectively and productively<br>d. transfer current knowledge to learning of new technologies |
| | **Essential Understandings:**<br>Hardware is the physical component of the piece of technology.<br>Hardware accepts input, processes and stores data and produces output. |
| | **Overarching and Essential Questions:**<br>How do you properly handle and store hardware?<br>How do you use the specific hardware?<br>What is an App? |

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| | **Vocabulary:**<br>Hardware<br>App<br>iPod<br>iPad<br>Laptop<br>Interactive Whiteboard<br>Projector<br>Printer<br>Document Camera<br>Scanner<br>Overhead Projector |
| | **Assessments: Performance Tasks, Projects**<br>The students played various apps and rated them using one to three stars for favorites. |
| | **Assessments: Other Evidence (e.g., observations, work samples, dialogues)**<br>Observation and dialogue. |
| | **Assessments: Student Self-Assessment**<br>The student will use different types of hardware. |
| | **Students will need to know . . . (targeted understandings):**<br>Hardware can accept input, process and store data and produce output.<br>The physical piece of technology that you touch and hold is called hardware. |
| | **Students will be able to do . . . (targeted skills):**<br>Properly pick up, carry and put back their hardware.<br>Turn on and off the hardware.<br>Explain and use an iPod and/or iPad App.<br>Interact with whiteboard.<br>Add applications to the dock. |

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| | **Teaching and learning experiences:**<br>Students will be introduced to the proper handling and usage of the following items:<br>Laptop<br>iPod Touch<br>iPad<br>Interactive Whiteboard<br>Rate apps |
| | **Materials and Resources:**<br>Teacher Resource book:<br>Kid's, Computers, and Learning by Holly Poteete<br>iTunes is used to download Apps (students will not do this)<br>iPod Cart<br>iPad Cart<br>Laptop Cart<br>Interactive Whiteboard<br>Document Camera |
| | **Accommodations:**<br>Seating arrangement and visual aides<br>Follow IEP and 504 Plans<br>Buddy system |
| | **Enrichments:**<br>Offering additional hardware time when finishing their other tasks |
| | **Time:** 4 to 7 sessions; 45 minutes once a cycle |
| | **Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011** |

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| **First Grade** | **Tech Smarts** |
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| | **Software Applications**<br>Word Processing – Word/Pages<br>Photo Booth<br>Apps – iPod, iPad |
| | **Pennsylvania Academic Standards:**<br>1.1.3E Demonstrate fluency in oral reading of grade level texts.<br>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.<br>1.4.3A Write narrative pieces.<br>1.6.3D Contribute to discussions.<br>1.6.3E Participate in small and large group discussions and presentations.<br>3.7.4D Use basic computer software.<br>2.9.3A Predict how shapes can be changed by combining or dividing them.<br>2.8.3A Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number and geometric patterns.<br>2.8.3G Use a table or chart to display information<br>2.4.3A Make, check and verify predictions about the quantity, size and shape of objects and groups of objects.<br>2.5.3A Use appropriate problem-solving strategies.<br>**ISTE/NETS:**<br>1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processing technology.<br>Students:<br>a. apply existing knowledge to generate new ideas, products, or processes<br>b. create original works as a means of personal or group expression<br>2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

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| | Students:<br>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media<br>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats<br>5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.<br>Students:<br>a. advocate and practice safe, legal, and responsible use of information and technology<br>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity<br>c. demonstrate personal responsibility for lifelong learning<br>d. exhibit leadership for digital citizenship<br>6. Students demonstrate a sound understanding of technology concepts, systems, and operations.<br>Students:<br>a. understand and use technology systems<br>b. select and use applications effectively and productively |
| | **Essential Understandings:**<br><br>Word processing software can be used to communicate thoughts and ideas.<br>Word processing documents can be edited, formatted and saved as the user makes revisions.<br>Digital photo software can be used to capture and edit images that can be imported into a word processing document. |
| | **Overarching and Essential Questions:**<br><br>Why do we use word processing software?<br>What kind of changes can we make to a document that was created with word processing software?<br>What does digital photo software do?<br>When do we use digital photo software? |
| | **Vocabulary:**<br><br>Word processing<br><br>Digital photo |

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| | Software<br>Highlight text<br>Format, edit, cut, copy, paste<br>Font name, font size, font color<br>Click and drag<br>File save and print<br>Insert shapes and table<br>Alignment<br>Effects<br>Capture<br>Shortcuts<br>Spacing between words<br>Punctuation |
| | **Assessments: Performance Tasks, Projects**<br>Create a table in a word processing document. (100's table, spelling words, color words)<br>Students will be able to change the font, size, and color of text.<br>Students will use shift, space bar, delete, punctuation, tab, and enter/return keys on the keyboard. (spacing – one space after a word, no space before a word or a mark of punctuation)<br>Create a one page "All About Me" document utilizing different software features.<br>(Using a table, color background, WordArt, different font styles and color)<br>Create a document using various shapes and a table. Students can access a sample in the drop off folder on the shared drive. |
| | **Assessments: Other Evidence (e.g., observations, work samples, dialogues)**<br>Observations and printouts<br>Type a story using any word processing software<br>Dialogues |
| | **Assessments: Student Self-Assessment**<br>Self-editing with the delete key. |

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| | **Students will need to know . . . (targeted understandings):**<br>Students will need to know when we use word processing software.<br>Students will need to know a word processing document can be edited, formatted and saved.<br>Students will need to know to know that digital photo software captures images that they can edit.<br>Students will need to know that we can use digital photo software to import images. |
| | **Students will be able to do . . . (targeted skills):**<br>Students will be able to communicate original thoughts and ideas using word processing.<br>Students will be able to revise their document.<br>Students will be able to take a photo using digital photo software, edit and import into a document. |
| | **Teaching and learning experiences:**<br>Using the following lessons from Teacher Resource book:<br>Word Processing toolbars – Pages/Word - page 130<br>Creating a Document – page 136<br>Using a word processor:<br>Students create a table (100's, shapes, and spelling words)<br>Students create a picture using shapes, WordArt, color, font name and size<br>Students type words/stories and they cut, copy and pasted (spelling words, color words)<br>Students insert a picture from clipart and Photo Booth.<br>Students create an "All About Me" document (WordArt, picture, sentences) |
| | **Materials and Resources:**<br>Teacher Resource Book:<br>Kid's, Computers, and Learning by Holly Poteete<br>Photo Booth<br>Word and/or Pages<br>Interactive Whiteboard<br>Laptop<br>Color Printer |

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| | **Accommodations:**<br>Teacher provided notes or visual aids (sentence starters, spelling lists)<br>Follow IEP and 504 Plans<br>Seating arrangement and visual aides<br>Buddy system |
| | **Enrichments:**<br>Take the given task a step further. (Add more columns in a table and/or add a sentence) |
| | **Time:** 18 sessions; 45 minutes once a cycle |
| | **Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011** |