

SOUTHERN LEHIGH SCHOOL DISTRICT
Tech Smarts Essentials

Second Grade	Tech Smarts
	Computer Basics/Technology
	<p>Pennsylvania Academic Standards:</p> <p>1.1.3E Demonstrate fluency in oral reading of grade level texts.</p> <p>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.</p> <p>3.7.4C Identify basic computer operations and concepts.</p> <p>ISTE/NETS:</p> <p>2. Communication and Collaboration</p> <p>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.</p> <p>Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Students:</p> <p>a. Understand and use technology systems.</p>
	<p>Essential Understandings:</p> <p>Computers are tools that help us do jobs more efficiently.</p> <p>There are many different technology devices.</p>
	<p>Overarching and Essential Questions:</p> <p>Name the basic computer devices?</p>
	<p>Vocabulary:</p> <p>Cables</p> <p>CD/DVD</p>

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	<p>Keyboard</p> <p>Laptop</p> <p>Monitor</p> <p>Mouse</p> <p>Mouse pad</p> <p>Printer</p> <p>Speaker</p> <p>Tower</p> <p>USB drive</p> <p>Online storage</p>
	<p>Assessments: Performance Tasks, Projects</p> <p>Can you find the _____?</p> <p>Matching word to picture with laminated cards.</p>
	<p>Assessments: Quizzes, Tests and Academic Prompts</p> <p>PowerPoint quiz (from CD)</p> <p>Matching paper/pencil quiz (from CD)</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Teacher observation of Can you find? and matching activities</p>
	<p>Assessments: Student Self-Assessment</p> <p>The students are able to use the new vocabulary in class to refer to a device.</p> <p>The students “ticket out” could be to name a device picture with the correct term.</p>
	<p>Students will need to know . . . (targeted understandings):</p> <p>Students will learn to use technology vocabulary based on computer devices.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Students will demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Make a book that demonstrates their knowledge of the different computer devices.</p>

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	<p>Teaching and learning experiences:</p> <p>Using the following lessons from Teacher Resource book:</p> <p>Computer Basics Slide Show (PowerPoint) – page 28</p> <p>Identify the Devices – page 31</p> <p>Make a Book – page 32</p> <p>Coloring Book – page 36</p>
	<p>Materials and Resources:</p> <p>Teacher Resource book:</p> <p>Kids, Computers, and Learning by Holly Poteete</p> <p>The 12 devices - Cables, CD/DVD drive, CD/DVD, keyboard, laptop, monitor, mouse, mouse pad, printer, speakers, tower, USB drive</p> <p>CD from text</p> <p>Projector</p> <p>Picture/vocabulary cards (laminated)</p>
	<p>Accommodations:</p> <p>Seating arrangements and visual aides</p> <p>Follow IEP and 504 Plans</p> <p>Buddy system</p>
	<p>Enrichments:</p> <p>Differentiated activities when necessary</p>
	<p>Time:</p> <p>2 to 3 sessions; 45 minutes once a cycle</p>
	<p>Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011</p>

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Second Grade	Tech Smarts
	Internet and Computer Safety
	<p>Pennsylvania Academic Standards:</p> <p>1.1.3E Demonstrate fluency in oral reading of grade level texts.</p> <p>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.</p> <p>3.7.4E Identify basic computer communication systems.</p> <p>5.1.3A Explain the purposes of rules, laws and consequences.</p> <p>5.2.3A Identify personal rights and responsibilities.</p> <p>5.2.3B Identify the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>13.3.3A Identify attitudes and work habits that contribute to success at home and school.</p> <p>13.3.3B Identify how to cooperate at both home and school.</p> <p>13.3.3G Discuss how time is used at both home and school.</p> <p>ISTE/NETS</p> <p>2. Communication and Collaboration 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. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>

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	<p>Students:</p> <ul style="list-style-type: none">a. advocate and practice safe, legal, and responsible use of information and technologyb. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivityc. demonstrate personal responsibility for lifelong learning <p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Students:</p> <ul style="list-style-type: none">a. understand and use technology systemsb. select and use applications effectively and productively
	<p>Essential Understandings:</p> <p>Content on Internet can be posted by anyone and must be valued.</p> <p>Not all websites are reliable sources.</p> <p>There are appropriate ways to communicate on-line.</p> <p>Communication shared on the Internet is not private.</p>
	<p>Overarching and Essential Questions:</p> <p>What is Digital Citizenship (Netiquette)?</p> <p>What is UYN – Use your NetSmartz?</p> <p>What is a virus and how can it harm your computer?</p>
	<p>Vocabulary:</p> <p>Cyber Bullying</p> <p>UYN – Use your NetSmartz</p> <p>IM – Instant Messaging</p> <p>Chatting</p> <p>Virus</p> <p>Pop up</p> <p>Spyware</p>

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	<p>Attachment</p> <p>E-mail</p> <p>E-card</p> <p>Anti-virus software</p> <p>Digital Citizenship (Netiquette)</p> <p>NetSmartz</p> <p>YAPPY – your name, address, phone number, password and your plans</p>
	<p>Assessments: Performance Tasks, Projects</p> <p>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).</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Observation and dialogue</p>
	<p>Assessments: Student Self-Assessment</p> <p>The student will play the Internet and Computer Safety game and videos on the web site NetSmartzkids.org.</p>
	<p>Students will need to know . . . (targeted understandings):</p> <p>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</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>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</p>
	<p>Teaching and learning experiences:</p> <p>Using the following lessons from Teacher Resource book:</p> <p>Internet Safety Song – page 51</p>

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	<p>Online Interactive Stories – page 53</p> <p>Treat Others the Way You Want to be Treated – page 55</p> <p>Internet Safety Terms – page 57</p> <p>Internet Safety Slide Show – page 60</p> <p>*See assessments for other learning experiences</p>
	<p>Materials and Resources:</p> <p>Tech Smarts poster</p> <p>NetSmartzkids.org (games – green icon; videos - red camera) UYN the NetSmartz chat abbreviation – featuring Alison Stoner</p> <p>Infinite Learning</p> <p>Wordle.net (Netiquette) List of words about the related topic</p> <p>Teacher Resource book: Kid’s, Computers, and Learning by Holly Poteete</p> <p>Laptop</p> <p>Headphone</p> <p>Color printer</p> <p>Interactive Whiteboard</p>
	<p>Accommodations:</p> <p>Seating arrangement and visual aides</p> <p>Follow IEP and 504 Plans</p> <p>Buddy system</p>
	<p>Enrichments:</p> <p>Differentiated activities when necessary</p>
	<p>Time: 5 to 6 sessions; 45 minutes once a cycle; ongoing throughout other units</p>
	<p>Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011</p>

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Second Grade	Tech Smarts
	Hardware
	<p>Pennsylvania Academic Standards:</p> <p>1.1.3E Demonstrate fluency in oral reading of grade level texts.</p> <p>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>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.</p> <p>1.6.3D Contribute to discussion.</p> <p>1.6.3E Participate in small and large group discussions and presentations.</p> <p>2.6.3D Form and justify an opinion on whether a given statement is reasonable based on a comparison to data.</p> <p>3.7.4C Identify basic computer operations and concepts.</p> <p>3.7.4D Use basic computer software.</p> <p>ISTE/NETS Standards:</p> <p>2. Communication and Collaboration</p> <p>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.</p> <p>Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students:</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>

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	<p>5. Digital Citizenship</p> <p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <ul style="list-style-type: none">a. advocate and practice safe, legal, and responsible use of information and technologyb. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivityc. demonstrate personal responsibility for lifelong learningd. exhibit leadership for digital citizenship <p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Students:</p> <ul style="list-style-type: none">a. understand and use technology systemsb. select and use applications effectively and productivelyd. transfer current knowledge to learning of new technologies
	<p>Essential Understandings:</p> <p>Hardware is the physical component of the piece of technology.</p> <p>Hardware accepts input, processes and stores data and produces output.</p>
	<p>Overarching and Essential Questions:</p> <p>How do you properly handle and store hardware?</p> <p>How do you use the specific hardware?</p> <p>What is an App?</p>
	<p>Vocabulary:</p> <p>Hardware</p> <p>App</p> <p>iPod</p> <p>iPad</p> <p>Laptop</p>

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

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	<p>iPad</p> <p>Interactive Whiteboard</p> <p>Rate apps</p> <p>Using system preferences, the students changed their dock location and size as well as change their desktop picture. (Photo Booth or Apple images)</p>
	<p>Materials and Resources:</p> <p>Teacher Resource book:</p> <p>Kid’s, Computers, and Learning by Holly Poteete</p> <p>I-Tunes is used to download Apps (students will not do this)</p> <p>iPod Cart</p> <p>iPad Cart</p> <p>Laptop Cart</p> <p>Laptop</p> <p>Projector</p> <p>Interactive Whiteboard</p> <p>Photo Booth</p>
	<p>Accommodations:</p> <p>Seating arrangement and visual aides</p> <p>Follow IEP and 504 Plans</p> <p>Buddy system</p>
	<p>Enrichments:</p> <p>Offering additional hardware time when finishing their other tasks</p>
	<p>Time: 3 to 5 sessions; 45 minutes once a cycle</p>
	<p>Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011</p>

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	<p>Software Applications</p> <p>Word Processing – Word/Pages</p> <p>Photo Booth</p> <p>Presentation – PowerPoint/Keynote</p> <p>Stickies</p> <p>Apps for iPads and iPods</p> <p>Spartan docs</p> <p>Wiki/Blog</p>
	<p>Pennsylvania Academic Standards:</p> <p>1.1.3E Demonstrate fluency in oral reading of grade level texts.</p> <p>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>1.4.3A Write narrative pieces.</p> <p>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.</p> <p>1.6.3D Contribute to discussion.</p> <p>1.6.3E Participate in small and large group discussions and presentations.</p> <p>2.5.3A Uses appropriate problem-solving strategies.</p> <p>2.4.3A Make, check and verify predictions about the quantity, size and shape of objects and groups of objects.</p> <p>2.8.3A Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number and geometric patterns.</p> <p>2.8.3G Use table or chart to display information.</p> <p>2.9.3I Predict how shapes can be changed by combining or dividing them.</p>

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3.7.4D Use basic computer software.

3.7.4E Identify basic computer communication systems.

5.1.3A Explain the purposes of rules, laws and consequences.

5.2.3A Identify personal rights and responsibilities.

5.2.3B Identify the sources of conflict and disagreement and different ways conflict can be resolved.

13.3.3A Identify attitudes and work habits that contribute to success at home and school.

13.3.3B Identify how to cooperate at both home and school.

13.3.3G Discuss how time is used at both home and school.

ISTE/NETS:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

a. apply existing knowledge to generate new ideas, products, or processes

2. Communication and Collaboration

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.

Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

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	<p>5. Digital Citizenship</p> <p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>Students:</p> <ul style="list-style-type: none">a. advocate and practice safe, legal, and responsible use of information and technologyb. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivityc. demonstrate personal responsibility for lifelong learningd. exhibit leadership for digital citizenship <p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Students:</p> <ul style="list-style-type: none">a. understand and use technology systemsb. select and use applications effectively and productively
	<p>Essential Understandings:</p> <p>Word processing software can be used to communicate thoughts and ideas.</p> <p>Word processing documents can be edited, formatted and saved as the user makes revisions.</p> <p>Digital photo software can be used to capture and edit images that can be imported into a word processing document.</p>
	<p>Overarching and Essential Questions:</p> <p>Why do we use word processing software?</p> <p>What kind of changes can we make to a document that was created with word processing software?</p> <p>What does digital photo software do?</p> <p>When do we use digital photo software?</p>
	<p>Vocabulary:</p> <p>Word processing</p> <p>Digital photo</p>

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	<p>Software</p> <p>Stickies</p> <p>PowerPoint/Keynote</p> <p>Slide transition</p> <p>Animation</p> <p>Slide layout</p> <p>Themes</p> <p>Wiki/Blog</p> <p>Highlight text</p> <p>Format, edit, cut, copy, paste</p> <p>Font name, font size, font color</p> <p>Click and drag</p> <p>File save and print</p> <p>Insert shapes and table</p> <p>Alignment</p> <p>Effects</p> <p>Shortcuts</p> <p>Spacing between words</p> <p>Punctuation</p>
	<p>Assessments: Performance Tasks, Projects</p> <p>Create a table in a word processing document.</p> <p>Students will be able to change the font, font size, and color of text.</p> <p>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)</p> <p>Create a document using various shapes and a table. There is a sample in the drop off folder on the shared drive.</p>

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	<p>Make notes, copy, cut, paste, change font, font size and color using Stickies.</p> <p>Create and buddy share a PowerPoint/Keynote presentation about a common topic. (example: Clouds)</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Observations and printouts</p> <p>Type a story using any word processing software</p>
	<p>Assessments: Student Self-Assessment</p> <p>Self-editing with the delete key.</p>
	<p>Students will need to know . . . (targeted understandings):</p> <p>Students will need to know when we use word processing software.</p> <p>Students will need to know a word processing document can be edited, formatted and saved.</p> <p>Students will need to know to know that digital photo software captures images that they can edit.</p> <p>Students will need to know that we can use digital photo software to import images.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Students will be able to communicate original thoughts and ideas using word processing.</p> <p>Students will be able to revise their document.</p> <p>Students will be able to take a photo using digital photo software, edit and import into a document.</p>
	<p>Teaching and learning experiences:</p> <p>Using the following lessons from Teacher Resource book:</p> <p>Word Processing toolbars – Pages/Word - page 130</p> <p>Creating a document – page 136</p> <p>Using a word processor (for example):</p> <p>Create a table.</p> <p>Create a picture using shapes, WordArt, color, font name and size.</p>

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	<p>Type words/stories and they cut, copy and pasted. (ex: spelling words)</p> <p>Insert a picture from clipart and Photo Booth.</p> <p>Use the software program Stickies to teach copy, cut and paste using their name, favorite color, television show and animal.</p>
	<p>Materials and Resources:</p> <p>Teacher Resource book: Kid's, Computers, and Learning by Holly Poteete</p> <p>Photo Booth</p> <p>Word and/or Pages</p> <p>Interactive Whiteboard</p> <p>Laptop</p> <p>Color Printer</p> <p>PowerPoint/Keynote</p> <p>Stickies</p>
	<p>Accommodations:</p> <p>Teacher provided notes or visual aids (sentence starters, spelling lists)</p> <p>Follow IEP and 504 Plans</p> <p>Seating arrangement and visual aides</p> <p>Buddy system</p>
	<p>Enrichments:</p> <p>Take the given task a step further. (Add more columns in a table and/or add a sentence)</p> <p>Create extra slides for the presentation.</p> <p>Insert Photo into a document.</p>
	<p>Time: 6 to 8 sessions; 45 minutes once a cycle</p>
	<p>Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011</p>

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Second Grade	Tech Smarts
	World Wide Web and Communicating
	<p>Pennsylvania Academic Standards:</p> <p>1.1.3E Demonstrate fluency in oral reading of grade level texts.</p> <p>1.1.3F Understanding the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>1.2.3B Use and understand a variety of media and evaluate the quality of material produced.</p> <p>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.</p> <p>1.6.3D Contribute to discussion.</p> <p>1.6.3E Participate in small and large group discussions and presentations.</p> <p>1.8.3B Locate information using appropriate sources and strategies.</p> <p>1.8.3C Organize and present the main ideas from research.</p> <p>3.7.4D Use basic computer software.</p> <p>3.7.4E Identify basic computer communication systems.</p> <p>5.1.3A Explain the purposes of rules, laws and consequences.</p> <p>5.2.3A Identify personal rights and responsibilities.</p> <p>5.2.3B Identify the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>13.3.3A Identify attitudes and work habits that contribute to success at home and school. 13.3.3B Identify how to cooperate at both home and school.</p> <p>13.3.3G Discuss how time is used at both home and school.</p> <p>ISTE/NETS Standards:</p> <p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>Students:</p>

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	<p>a. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>a. identify and define authentic problems and significant questions for investigation</p> <p>b. plan and manage activities to develop a solution or complete a project</p> <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <p>a. advocate and practice safe, legal, and responsible use of information and technology</p> <p>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</p> <p>c. demonstrate personal responsibility for lifelong learning</p> <p>d. exhibit leadership for digital citizenship</p> <p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> <p>a. understand and use technology systems</p> <p>b. select and use applications effectively and productively</p> <p>d. transfer current knowledge to learning of new technologies</p>
	<p>Essential Understandings:</p> <p>It is important to use internet search engines in a safe manner. The Internet is a citable source and subject to copyright. Not all websites are reliable sources.</p>
	<p>Overarching and Essential Questions:</p> <p>How do you know that the website is reliable? How do you decide if the information is useful?</p>

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	<p>How do you make someone else's information your own?</p> <p>How do you safely use internet search engines?</p> <p>What actions should you take if you encounter an inappropriate website?</p>
	<p>Vocabulary:</p> <p>Internet</p> <p>URL</p> <p>Status Bar</p> <p>Stop</p> <p>Back</p> <p>Home</p> <p>Refresh</p> <p>Address Bar</p> <p>Web Browser</p> <p>Search Engine</p> <p>Wiki/Blogs</p>
	<p>Assessments: Performance Tasks, Projects</p> <p>Stickies</p> <p>PowerPoint/Keynote</p> <p>Southern Lehigh Web site search (handout)</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Dialogue</p> <p>Handout</p> <p>Observations</p>
	<p>Assessments: Student Self-Assessment</p> <p>Students will be able to properly navigate to teacher web pages</p>

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	<p>Students will need to know . . . (targeted understandings):</p> <p>Not all websites are going to provide reliable and valid information. A website ending with .org, .edu, and .gov is usually reliable. When information is pertinent to their topic. Copyright laws. The Internet is not always safe.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Summarize new information in their words. Safely surf the Internet. Find a reliable website resource.</p>
	<p>Teaching and learning experiences:</p> <p>Discovery Streaming Video (The Internet: A Guide for Students) Web Browser Worksheet I supplement 4K (CD) Copy and paste information from the Internet/Word/Pages to Stickies Copy and paste information from Stickies into Keynote/PowerPoint</p>
	<p>Accommodations:</p> <p>Teacher provided notes or visual aids Follow IEP and 504 Plans Seating arrangement and visual aides Buddy system</p>
	<p>Enrichments:</p> <p>Find additional information from a website and copy and paste to Stickies Find photos to accompany the Keynote/PowerPoint presentation</p>
	<p>Time: 10 to 12 sessions; 45 minutes once a cycle</p>
	<p>Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011</p>