

SOUTHERN LEHIGH SCHOOL DISTRICT
Tech Smarts Essentials

First 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>1.1.3F 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>3.7.4D Use basic computer software.</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>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems</p>

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	<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>What are the basic computer devices?</p>
	<p>Vocabulary:</p> <p>Cables</p> <p>CD/DVD drive</p> <p>CD/DVD</p> <p>Keyboard</p> <p>Laptop</p> <p>Monitor</p> <p>Mouse</p> <p>Mouse pad</p> <p>Printer</p> <p>Speakers</p> <p>Tower</p> <p>USB drive</p> <p>Online storage</p>
	<p>Assessments: Performance Tasks, Projects</p> <p>Matching words to pictures.</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>

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	<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>Students will need to know . . . (targeted understandings):</p> <p>Technology vocabulary based on the different computer devices.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Demonstrate their knowledge of the different computer devices through a project.</p>
	<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 and color a Book – page 32</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>

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	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
	Internet and Computer Safety
	<p>Pennsylvania Academic Standards:</p> <p>1.1.3E Demonstrate fluency in oral reading of grade level texts.</p> <p>1.1.3F 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>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</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>5. Digital Citizenship</p> <p>Students understand human, cultural, and societal issues related to technology and</p>

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	<p>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 technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. 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 systems b. select and use applications effectively and productively
	<p>Essential Understandings:</p> <p>Content on Internet can be posted by anyone and must be evaluated.</p> <p>Bullying is unacceptable behavior at all times, including in an online environment.</p> <p>Not all websites are reliable sources.</p> <p>There are appropriate ways to communicate on-line.</p> <p>Software can be used to block website information.</p> <p>Computers need to be protected from viruses.</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>What is a filter and why would you use it?</p>

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	<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> <p>Attachment</p> <p>E-mail</p> <p>E-card</p> <p>Anti-virus software</p> <p>Filtering software</p> <p>Digital Citizenship (Netiquette)</p> <p>NetSmartz</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 at the web site NetSmartzkids.org.</p>
	<p>Students will need to know . . . (targeted understandings):</p> <p>The vocabulary: UYN – Use your NetSmartz; IM – Instant Messaging; Chatting; Virus; Pop up; Spyware; Attachment; E-mail; E-card; Anti-virus software; Filtering software; Digital Citizenship (Netiquette); NetSmartz</p>

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	<p>Students will be able to do . . . (targeted skills):</p> <p>Use the vocabulary: UYN – Use your NetSmartz; IM – Instant Messaging; Chatting; Virus; Pop up; Spyware; Attachment; E-mail; E-card; Anti-virus software; Filtering 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> <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>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>

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	Enrichments: 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
	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>2.6.3D Form and justify an opinion on whether a given statement is reasonable based on a comparison to data.</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>3.7.4E Identify basic computer communication systems.</p> <p>ISTE/NETS Standards:</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</p> <p>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</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.</p> <p>Students:</p> <ul style="list-style-type: none"> a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. 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 systems b. select and use applications effectively and productively d. 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>

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	<p>Vocabulary:</p> <p>Hardware</p> <p>App</p> <p>MP3 (e.g. iPod)</p> <p>Tablet (e.g. iPad)</p> <p>Laptop</p> <p>Interactive Whiteboard</p> <p>Projector</p> <p>Printer</p> <p>Document Camera</p> <p>Scanner</p> <p>Overhead Projector</p>
	<p>Assessments: Performance Tasks, Projects</p> <p>The students will interact with various apps and rate them using one to three stars for favorites.</p>
	<p>Assessments: Other Evidence (e.g., observations, work samples, dialogues)</p> <p>Observation</p> <p>Student/Teacher interaction</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>

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	<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 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>MP3 Player</p> <p>Tablet</p> <p>Interactive Whiteboard</p> <p>Rate apps</p>
	<p>Materials and Resources:</p> <p>Teacher Resource book:</p> <p>Kid's, Computers, and Learning by Holly Poteete</p> <p>Application store is used to download Apps (students will not do this)</p> <p>MP3 Cart</p> <p>Tablet Cart</p> <p>Laptop Cart</p> <p>Interactive Whiteboard</p> <p>Document Camera</p>
	<p>Accommodations:</p> <p>Seating arrangement and visual aides</p> <p>Follow IEP and 504 Plans</p> <p>Buddy system</p>

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	Enrichments: 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
	<p>Software Applications</p> <p>Word Processing Programs</p> <p>Digital image software</p> <p>Mobile software applications</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>1.6.3D Contribute to discussions.</p> <p>1.6.3E Participate in small and large group discussions and presentations.</p> <p>3.7.4D Use basic computer software.</p> <p>2.9.3A Predict how shapes can be changed by combining or dividing them.</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 a table or chart to display information</p> <p>2.4.3A Make, check and verify predictions about the quantity, size and shape of objects and groups of objects.</p> <p>2.5.3A Use appropriate problem-solving strategies.</p> <p>ISTE/NETS:</p> <p>1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processing technology.</p> <p>Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes</p> <p>b. create original works as a means of personal or group expression</p>

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	<p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> 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>5. 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 technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship <p>6. 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 systems b. 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, saved and shared 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>Applications can be used to learn, improve efficiencies, communicate, collaborate and entertain.</p>
	<p>Overarching and Essential Questions:</p> <p>Why do we use word processing software?</p>

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	<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>Why do we use applications?</p>
	<p>Vocabulary:</p> <p>Word processing</p> <p>Applications (e.g. mobile apps)</p> <p>Download</p> <p>Digital photo</p> <p>Software</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>Capture</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. (100's table, spelling words, color words)</p> <p>Students will be able to change the font, size, and color of text.</p> <p>Students will use shift, space bar, delete, punctuation, tab, and enter/return keys on the</p>

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	<p>keyboard. (spacing – one space after a word, no space before a word or a mark of punctuation)</p> <p>Create a one page “All About Me” document utilizing different software features. (Using a table, color background, WordArt, different font styles and color)</p> <p>Create a document using various shapes and a table. Students can access a sample in the drop off folder on the shared drive.</p> <p>Open an application and use it to perform a task.</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>Student/Teacher interactions</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>When we use word processing software.</p> <p>Word processing document can be edited, formatted and saved.</p> <p>That digital photo software captures images that they can edit.</p> <p>That we can use digital photo software to import images.</p> <p>How and when to use specific applications.</p>
	<p>Students will be able to do . . . (targeted skills):</p> <p>Communicate original thoughts and ideas using word processing.</p> <p>Revise their document.</p> <p>Take a photo using digital photo software, edit and import into a document.</p> <p>Open an application and use it.</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>

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	<p>Students will interact with word processing programs to produce:</p> <p>A table (100's, shapes, and spelling words)</p> <p>A picture using shapes, WordArt, color, font name and size</p> <p>Words/stories and they cut, copy and pasted (spelling words, color words)</p> <p>Picture from clipart and Photo Booth.</p> <p>"All About Me" document (WordArt, picture, sentences)</p>
	<p>Materials and Resources:</p> <p>Teacher Resource Book:</p> <p>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>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>Time: 18 sessions; 45 minutes once a cycle</p>
	<p>Name/Date Curriculum Completed: Greenawald/Hovis/Klinedinst/Rice, August 2011</p>