

MILLSTONE TOWNSHIP SCHOOL DISTRICT
Computer/Technology
GRADE: Kindergarten
(updated October 2021)

Unit of Study: Computers Kindergarten	
<p>Unit Overview: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p>	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Students will demonstrate appropriate and effective use of technology ● Students will work with all of the tools and features of Paint and organizational charts. ● Students will understand that digital tools offer opportunities for new experiences and means of outreach and collaboration that support creative and innovative approaches. ● Students will improve their keyboarding skills in individual accuracy. 	<ul style="list-style-type: none"> ● When do you use each type of software (word document, spreadsheet, presentation, graphic design layout)? ● How do you use the key tools for a word document, ● How does technology improve/change your lifestyle? ● Why is it important to use proper keyboarding techniques?
Objectives/Teaching Points:	2020 New Jersey Student Learning Standards:
<ul style="list-style-type: none"> ● Explore differences between various softwares. ● Focus on word processing and organizational charts ● Utilize different types design techniques to create a chart or a picture ● Explain the uses of the Internet and its impact on daily life. ● Work together in groups as well as individually to demonstrate computer knowledge and skills. 	<p>Computer Science & Design Thinking 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. Media Arts</p>

	<p>1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.</p> <p>1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</p> <p>1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.</p>
<p>2020 NJSLs Career Readiness, Life Literacies & Key Skills</p>	
<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR6 demonstrate creativity and innovation</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.4.2.DC.1: Explain differences between ownership and sharing of information.</p> <p>9.4.2.DC.4: Compare information that should be kept private to information that might be made public.</p> <p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool</p>	
<p>Interdisciplinary Connection</p>	
<p>Language Arts- create an alphabet document/page</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>Math- counting, fractions, shapes using online programs</p> <p>K.CC.A. Know number names and count sequence</p> <p>1. Count to 100 by ones and by tens.</p> <p>Science- create a weather project, dress for the weather, classifying, sorting</p> <p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p>	
<p>Learning Experiences:</p>	<p>Assessments:</p>

The following learning experiences will help students explore the big ideas and essential questions:

Computer Skills/ Techniques observation:

- Demonstration of techniques for using various software programs
- Interaction with other students designing/creating in unique methods.
- View teacher made projects previously made prior to creating their own.

Computer Skills/Techniques exploration:

- Working with Google Docs, Paint to create documents for their level
- Explore various effects and options to enhance projects.
- Creating various types of projects using Word, Starfall and ABCYA
- Use mini mouse program and ABCYA for keyboard practice
- Students sharing new creative ideas.

**Skills for Assessment
Formative Assessment:**

Summative Assessment

- Grading Rubrics which include sections for
 - **Appearance** (focus on color, size and layout)
 - **Computer Skills** (depending on project and software)
 - **Information** (correct, current, and informative,
 - **Printing** (Correct printer,

Alternative Assessment and Student Self-Assessment

- Follows directions, safety concerns, and classroom procedures
- Demonstrates creativity within project and software.
- Experiments with a variety of tools and techniques available in software.
- Seeks to explore options not required /demonstrated to enhance the overall project.

Benchmark

Observation and skill assessment of the finished product

Ideas for Differentiation:

Based on the needs of the students, there may be a need for additional teaching points, extending beyond or substituting in for those outlined in the curriculum map.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word banks

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Suggested Resources:

Student Materials:

Technology:

- Google suite -Docs,Paint
- Paint
- Internet for information, images and sounds
- Keyboard Zoo (keyboarding)
- Minimouse (mouse skills)
- Starfall

Teaching Materials:

Worksheets Direction worksheets Samples

Teacher Resources: Websites