

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: _____ Computer Literacy- Grade 1 _____

Written By: _____ Mary Lou Barnett, Kellie Gorski, Dawn Heil, Eileen Keller, Kathleen Kersznowski, Lori Mazzeo _____

Under the Direction of: _____ Steve Whalen, Supervisor _____

Description:

Mission Statement: The mission of the elementary computer education program is to empower students to become life-long learners and effective users of information, ideas, and technology. All students will use digital tools to access, manage, evaluate, synthesize information in order to solve problems individually and collaboratively, and to create and communicate knowledge across the curriculum.

Goals & Expectations:

Grade 1: Students are introduced to developmentally appropriate digital resources to understand basic knowledge and skills of computer technology. Guided learning activities, computer software, and Internet resources will be used to develop critical thinking and problem solving skills. Students will learn to use technology to locate, evaluate, and present information. Students will work on attaining proficiency in NJCCCS 8.1.2A-F.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
Barbara E. Marciano: *Director of Elementary Education*
Jack McGee: *Director of Secondary Education*

Written: 10/1/14 _____
Revised: _____
BOE Approval: _____

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Computer Literacy- Grade 1

I. CLASSWORK REQUIREMENTS

- A. Remain on Task
- B. Demonstrate respect for and understanding of technology and equipment
- C. Understand Basic Computer Vocabulary
- D. Demonstrate Lesson Objectives

II. ATTITUDE & BEHAVIOR

- A. Maintain the proper attitude and behavior to be a successful learner.

III. COURSE OBJECTIVES/OVERVIEW

- A. COURSE CONTENT
- B. SKILLS
- C. APPRECIATION OF CONCEPTS

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

- A. Teacher observation
- B. Performance Assessment

MAJOR UNITS OF STUDY

Course Title: Computer Literacy- Grade 1

- I. Computer Basics:** Introduce students to the parts of a computer and proper operating techniques.
- II. Keyboarding:** Become familiar with the keyboard, special functions of keys common to all computers, and proper keyboarding techniques in order to use the computer efficiently.
- III. Word Processing:** Introduce word processing programs to enhance the writing process.
- IV. Internet Use and Research/Cyber Safety:** Use the internet efficiently, effectively, ethically and safely.

SCOPE & SEQUENCE

Grade 1

1. Computer Basics

- a. Identify parts of a computer (hardware & software)
- b. Double click to open folders and applications
- c. Use a mouse to and point, point and click, click and drag, drag and drop

2. Keyboarding

- a. Become familiar with key location, space bar, enter/return, shift keys, backspace, and delete
- b. Use two hands to keyboard, dividing into left and right zones
- c. Use proper keyboarding posture

3. Word Processing/Multimedia

- a. Type first and last name
- b. Insert a space between words
- c. Cursor placement using mouse and/or arrow keys
- d. Use "Enter/Return" key to create a new line
- e. Type the letters of the alphabet and numbers
- f. Select and highlight with a mouse

4. Internet Use and Research/CyberSafety

- a. Click on web browser icon to access internet
- b. Click on a hyperlink to open a webpage
- c. Become aware of cyber safety

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 1

Unit #: UNIT 1 OVERVIEW

Unit Title: Computer Basics

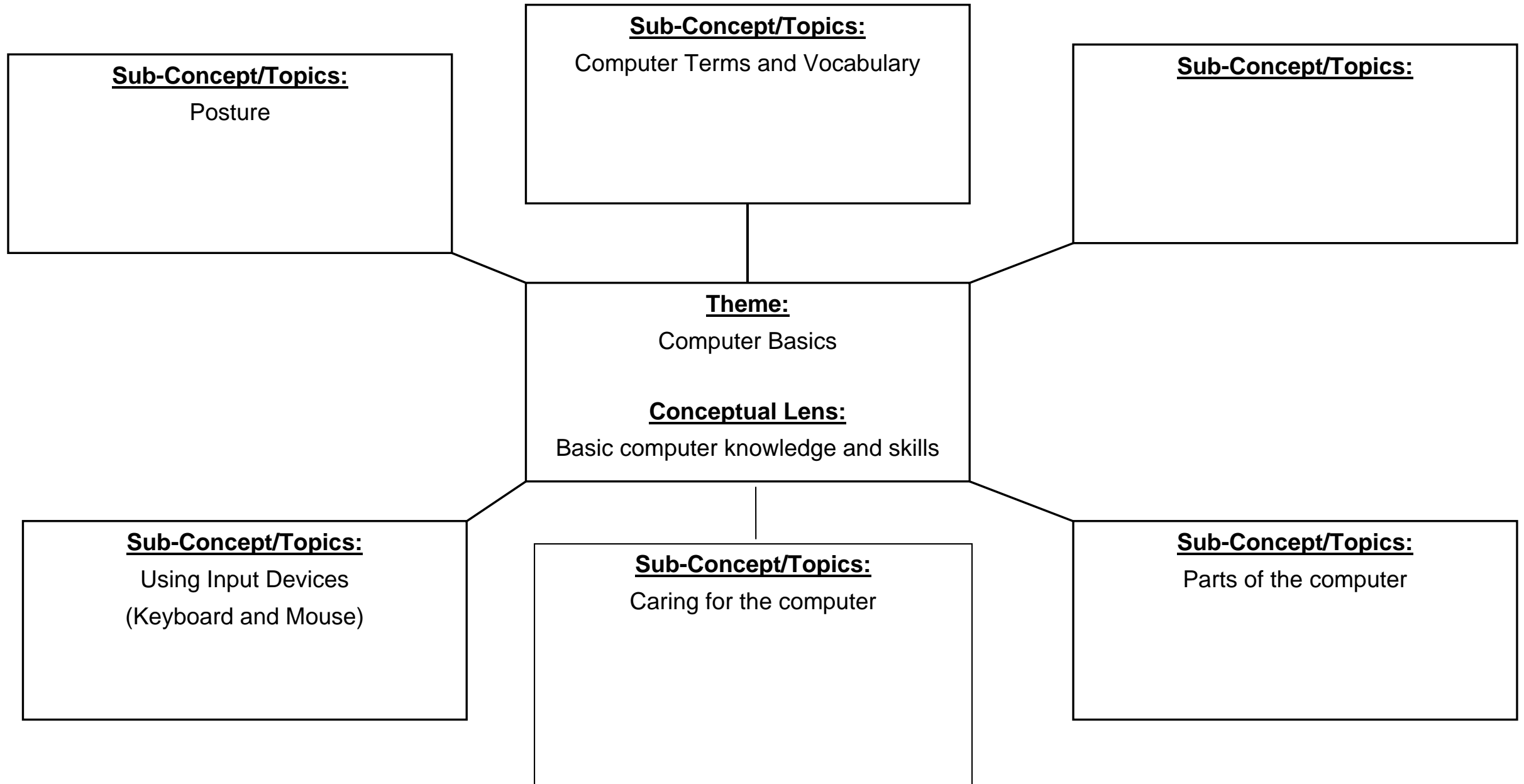
Unit Description and Objectives:

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. Students will become familiar with basic computer knowledge and skills. Students will practice and demonstrate use of age-appropriate skills and processes to successfully manage and navigate the computer.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How is a mouse used?	1. A mouse can be used to navigate a menu and execute simple instructions.	1.1 How do you use a mouse?
2. What are the functions of the special keys?	2. There are keys on the keyboard that have special functions.	2.1 What are the functions of the power keys such as enter and spacebar? 2.2 Where are the number keys?
3. What are the basic technology terms?	3. There is basic computer vocabulary.	3.1 What are the names of the computer hardware parts? 3.2 What terms help us navigate software?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 1
 Unit Number/Title: Unit 1: Computer Basics
 Conceptual Lens: Basic computer knowledge and skills
 Appropriate Time Allocation (# of Days): 6-8 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
8.1.P.A.1	8.1.P.A.5	8.1.2.A.2	CCS 1.RI.5
8.1.P.A.3	8.1.P.F.1	8.1.2.A.3	
8.1.P.A.4	8.1.2.A.1	8.1.2.A.5	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
1. Familiarity of keyboard and mouse functions 2. Proper posture when seated at the computer 3. Parts of the computer 4. Proper use and care of a computer 5. Basic computer terminology 6. Use and navigation of software environments 7. Opening browsers and websites	1. Functions of the mouse such as: “click”, “double click”, “click and drag” and “drag and drop” 2. Locate, identify, and use letter, number and punctuation keys 3. Locate and use special keys, such as Enter/Return, shift, space bar, number row 4. Proper posture is important when seated at the computer. 5. Identify parts of the computer, including monitor, keyboard, CPU, mouse, printer, CD/DVD drive 6. Computer terminology such as “desktop”, “open”, “window”, “web browser”, “icon”, “folder”	1. Use a mouse to execute simple instructions and to navigate a menu 2. Use proper posture when seated at a computer 3. Locate, identify and use letter, number, Shift and punctuation keys to type names, simple lists, phrases and/or sentences 4. Locate and use special keys, such as Enter/Return, Shift, space bar, number row, etc. 5. List/ label/identify the hardware parts of the computer 6. Use correct computer terminology	1. Using various websites, students will be introduced to the mouse/keyboard and how to click to navigate 2. Using proper posture at the computer 3. Using a word processing program, students will use letter, number, Shift and punctuation keys to type names, simple lists, phrases and/or sentences 4. Using flashcards, websites, or worksheets, students will be able to label the parts of the computer 5. Use a large screen monitor or Net-Op to demonstrate/model each lesson in a large group 6. Through classroom discussion, monitor students’ use of correct computer terminology	Websites (such as abcy.com, Accelerated Reader, starfall.com, Tumblebooks) Word Processing Program (such as MaxWrite) Math Software: EveryDay Math Games LCD Projector DVDs PowerPoint Presentations Flashcards Computers: Age appropriate software Relevant websites for online simulations, games, and challenging learning activities Smart Board Net-Op	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills <ul style="list-style-type: none"> • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	8.1.P.A.1 8.1.P.A.3 8.1.P.A.4 8.1.P.A.5 8.1.P.F.1 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.5 CCS 1.RI.5	Classwork Independent practice on activities and assignments Rubric Observation Group cooperation and interaction Participation in class discussions <u>Common Benchmark-Unit 1 Assessment:</u> Students identify basic features of a computer system by correctly matching computer parts to key words.

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 1

Unit #: UNIT 2 OVERVIEW

Unit Title: Keyboarding

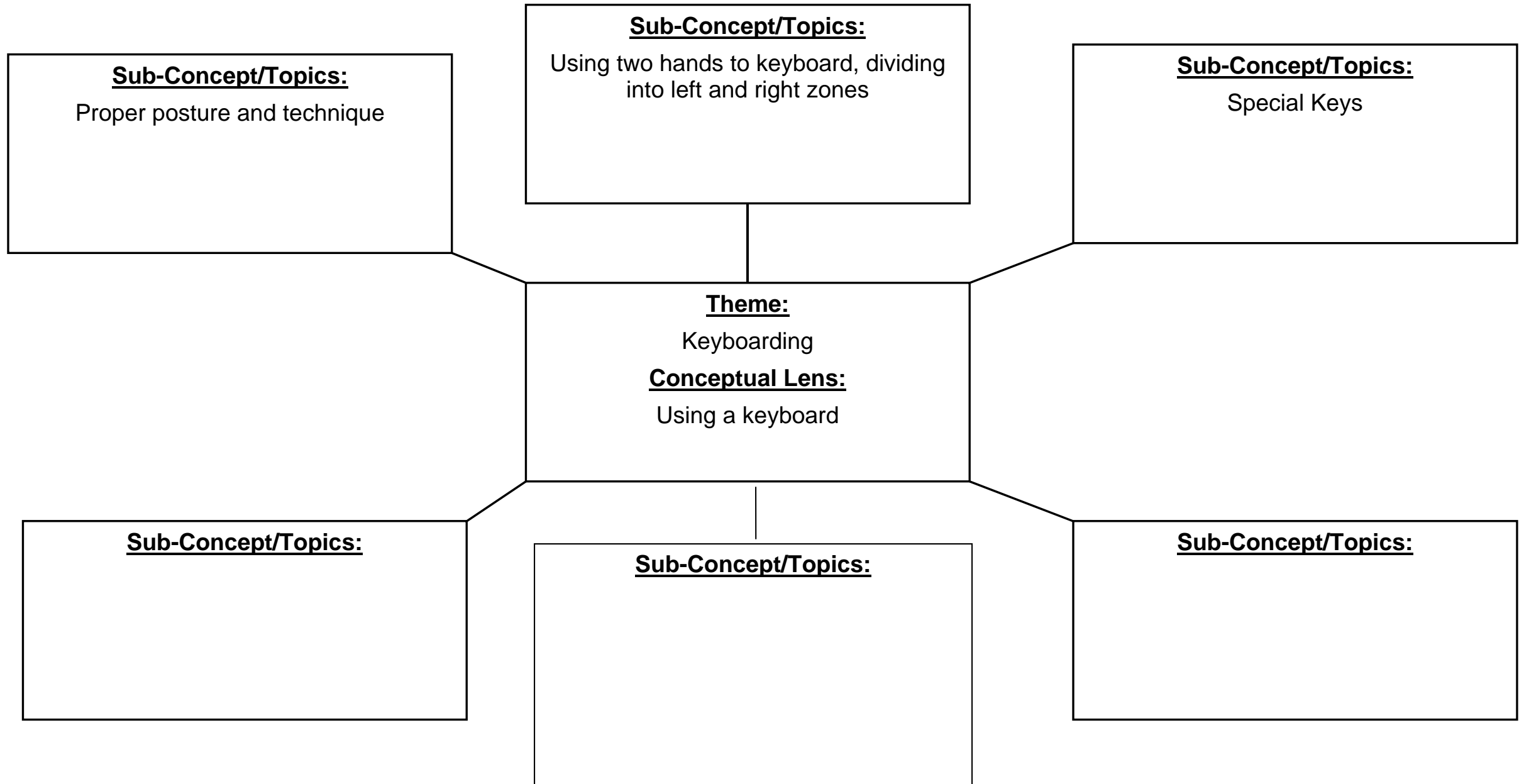
Unit Description and Objectives:

1. Knowing how to keyboard is a critical life skill. Proper finger placement and the ability to locate all keyboard keys will be a valuable life skill for skill, college, and career. Using two hands to keyboard, dividing into left and right zones, will improve speed and prepare for future keyboarding skills.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. Why is proper finger placement on the keyboard important?	1. Proper finger placement is important for accurate keyboarding	1.1 How does knowing proper fingering technique improve keyboarding speed and accuracy?
2. How will proper keyboarding prepare you for college and career readiness?	2. Typing speed and accuracy is a critical life skill.	2.1 For what life tasks will you need to know keyboarding?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 1
Unit Number/Title: Unit 2: Keyboarding
Conceptual Lens: Using a keyboard
Appropriate Time Allocation (# of Days): 6-8 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>8.1.P.A.3</u>	<u>CCS 1.RI.5</u>		
<u>8.1.P.A.4</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
2. Become familiar with key locations, space bar, enter/return, shift keys, backspace, delete 3. Use two hands to keyboard, dividing into left and right zones 4. Demonstrate proper posture while keyboarding	1. Correct keyboarding techniques 2. How to make use of special keys 3. To use right and left hands in corresponding keyboard zones 4. How to use proper posture while keyboarding	1. Follow lessons in keyboarding program 2. Use special keys correctly 3. Demonstrate proper posture while keyboarding	1. Use of tutorial software such as Type to Learn, Type to Learn, Jr. and/or Kid Keys 2. Use of internet games to reinforce keyboarding (such as Keyboard Climber, Dance Mat Typing, ABCya, etc.)	Type to Learn, Type to Learn Jr. and Kid Keys Software LCD Projector PowerPoint Presentations Computers: <ul style="list-style-type: none"> • Age appropriate software • Relevant websites • Activities Smart Board Net-Op	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills <ul style="list-style-type: none"> • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	8.1.P.A.3 8.1.P.A.4 8.1.2.B.1 CCS 1.RI.5	Classwork Independent practice on activities and assignments Rubric Observation Group cooperation and interaction Participation in class discussions <u>Common Benchmark-Unit 2 Assessment:</u> Student show timely progression in activities and lessons in structured keyboarding software such as Type to Learn, Type to Learn, Jr. and/or Kid Keys.

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 1

Unit #: UNIT 3 OVERVIEW

Unit Title: Word Processing

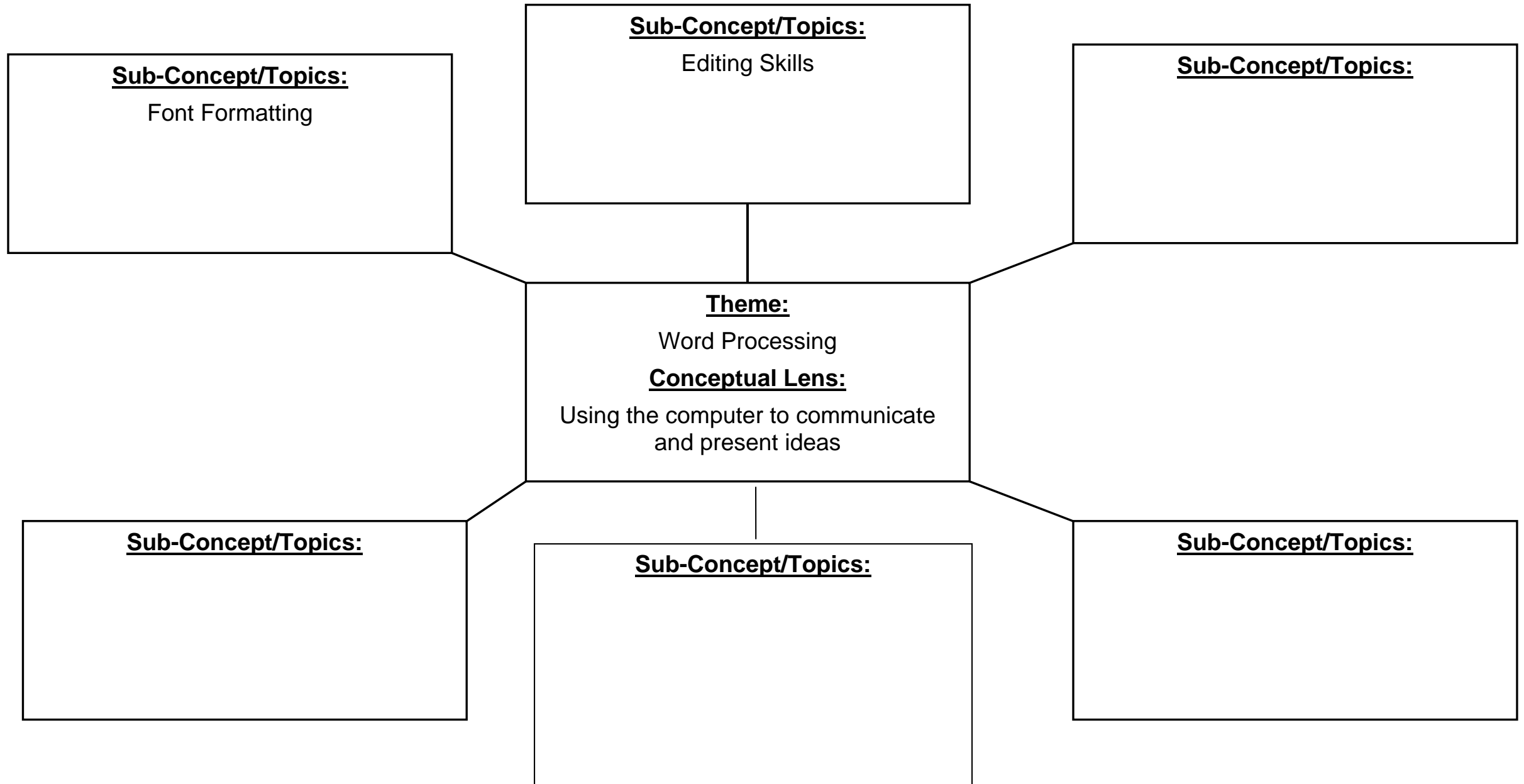
Unit Description and Objectives:

Software and web-based programs will allow students to create documents that support the learning process and foster collaboration and creativity. Students will engage in a variety of developmentally appropriate learning activities that allow them to learn the tools they need to create word documents.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do computers help students to create documents?	1. Computers can be used to create documents.	1.1 How do you use the computer to create documents?
2. How do students use the computer to create original works?	2. Computers can help communicate thoughts and ideas and create/knowledge with others.	2.1 How can the computer help you to express yourself functionally and creatively?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 1
Unit Number/Title: Unit 3: Word Processing
Conceptual Lens: Programs that support the writing process
Appropriate Time Allocation (# of Days): 6-8 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>8.1.P.A.1</u>	<u>8.1.2.B.1</u>	<u>CCS 1.RI.5</u>	
<u>8.1.P.A.2</u>		<u>CCS 1.W.6</u>	
<u>8.1.2.A.3</u>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ol style="list-style-type: none"> 1. Identify word processing terms 2. Use a template to complete a word processing document 3. Change the font size/style/color 4. Place pictures and graphics in documents from a clip art source 5. Use “special keys” (space bar, Enter/Delete, backspace, shift) 6. Print a document 	<ol style="list-style-type: none"> 1. Word processing terms 2. How to populate a word processing template 3. Use the toolbar to change font, size, and color of text 4. Apply graphics from a clip art source 5. Use “special keys” (space bar, Enter/Delete, backspace, shift) 6. Process of printing work 	<ol style="list-style-type: none"> 1. Type first and last name with proper capitalization 2. Type upper and lower case letters in alphabetical order (Aa Bb Cc...) 3. Insert space between words 4. Place cursor using mouse and/or arrow keys 5. Type a simple sentence 6. Use the Enter/Return key to create a new line 7. Select or highlight text with a mouse 8. Use undo and/or redo 	<ol style="list-style-type: none"> 1. Sample projects (may include All About Me, poems, stories, acrostics or creative stories) 2. Typing upper and lower case letters in alphabetical order (Aa Bb Cc...) 3. Templates to be populated by students 	<p>Software such as Microsoft Word, KidPix and MaxWrite</p> <p>Websites such as: -Little Bird Tales -Storybird</p> <p>LCD Projector PowerPoint Presentations Computers Smart Board Net-Op Video Streaming</p>	<p>Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include:</p> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Information, media and technology skills</p> <p>Life and career skills</p> <ul style="list-style-type: none"> • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	<p>8.1.P.A.1 8.1.P.A.2 8.1.P.A.3 8.1.2.B.1</p> <p>CCS 1.RI.5</p> <p>CCS 1.W.6</p>	<p>Classwork</p> <p>Independent practice on activities and assignments Rubric Observation</p> <p>Group cooperation and interaction</p> <p>Participation in class discussions</p> <p><u>Common Benchmark-Unit 3 Assessment:</u> Students will create a word processing document, typing their first and last names with proper capitalization and typing upper and lower case letters in alphabetical order (Aa Bb Cc...).</p>

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 1

Unit #: UNIT 4 OVERVIEW

Unit Title: Internet Use/Cyber-Safety

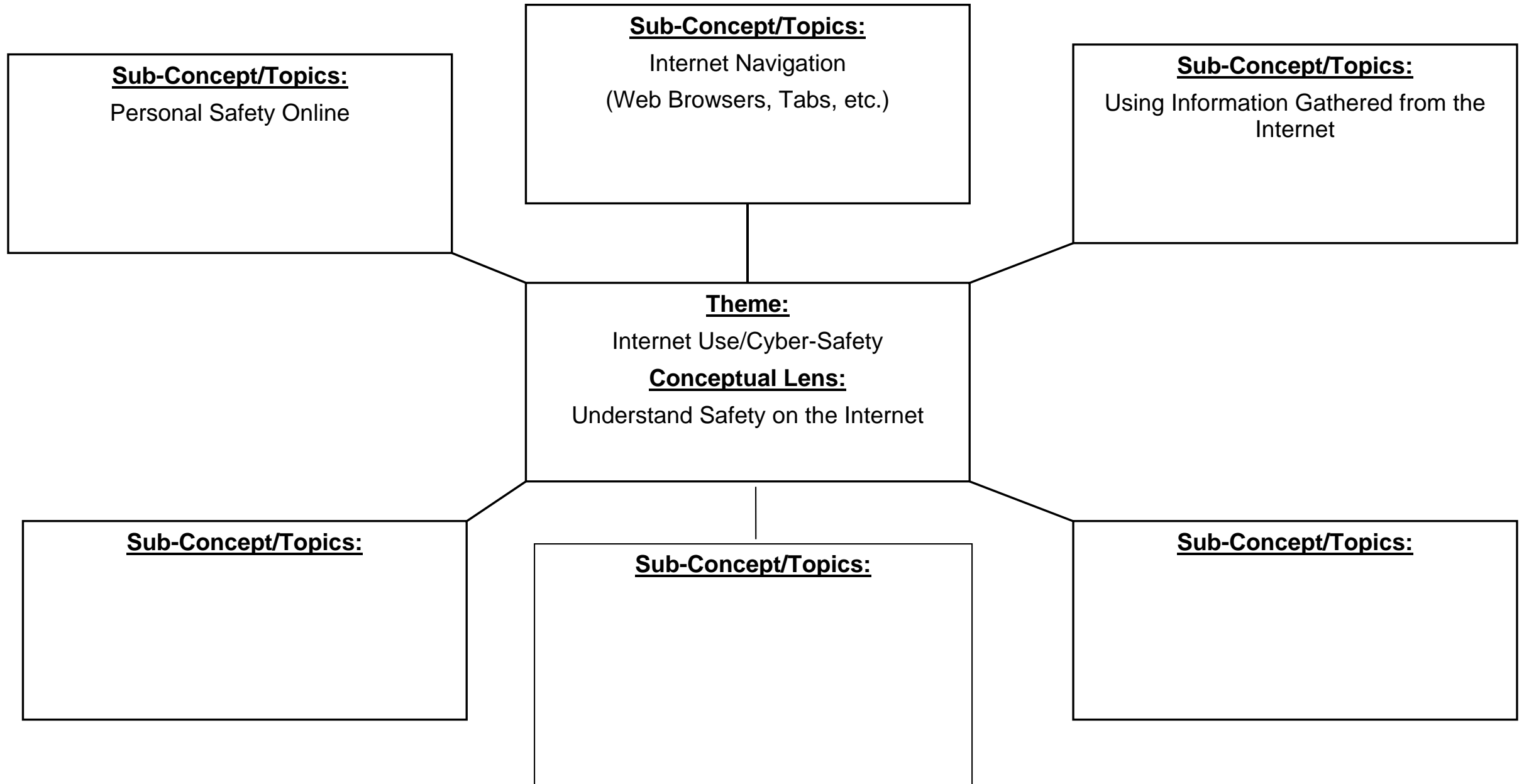
Unit Description and Objectives:

Effective use of digital tools assists in gathering and managing information. Students will use age-appropriate digital resources to explore information and discuss findings.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How can you use the internet to gather information on a given topic?	1. Information can be obtained from internet sources.	1.1 Where do you look for information on the internet? 1.2 How do you look for information on the internet?
2. How can information that is obtained from the internet be used?	2. Information obtained from the internet, with teacher support, can be used in a variety of ways.	2.1 What can be done with information you gather from the internet?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 1
Unit Number/Title: Unit 4: Internet Use/Cyber-Safety
Conceptual Lens: Using the internet safely
Appropriate Time Allocation (# of Days): 6-8 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>8.1.P.E.1</u>	<u>CCS 1.RI.5</u>		
<u>8.1.P.F.1</u>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<ol style="list-style-type: none"> 1. Safety and ethics on the internet 2. Use and misuse of the internet 3. Use of web browsers 4. Navigation in a virtual or online environment 	<ol style="list-style-type: none"> 1. How to stay safe on line by not sharing private information and not communicating with strangers 2. That ethics are important on line 3. Click on a web browser icon to access the internet 	<ol style="list-style-type: none"> 1. Discuss and understand that the internet can be a dangerous tool and learn internet safety 2. Recognize ownership of what they do on line and be ethical in internet use 3. Click on a web browser icon to access the internet 4. Click on a link to open a web page 	<ol style="list-style-type: none"> 1. Navigate and discuss age appropriate web sites such as abcya.com (Cyber Five) and Safari Montage (Timon and Pumba) 2. Demonstrate ethical behavior in all activities 	<p style="text-align: center;">Websites (such as McGruff.org, abcya.com)</p> <p style="text-align: center;">Age Appropriate Videos</p> <p style="text-align: center;">Interactive Online Reading (such as Tumblebooks)</p> <p>LCD Projector</p> <p>DVDs</p> <p>PowerPoint Presentations</p> <p>Computers:</p> <ul style="list-style-type: none"> • Age appropriate software • Relevant websites for simulations, games, and challenging learning • Activities <p>Smart Board</p> <p>Net-Op</p> <p>Online simulations</p> <p>Video Streaming</p>	<p>Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include:</p> <p>Creativity and innovation</p> <p>Critical thinking and problem solving</p> <p>Communication and collaboration</p> <p>Information, media and technology skills</p> <p>Life and career skills</p> <ul style="list-style-type: none"> • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility 	<p style="text-align: center;">8.1.P.E.1 8.1.P.F.1</p> <p style="text-align: center;">CCS 1.RI.5</p>	<p>Classwork</p> <p>Independent practice on activities and assignments</p> <p style="text-align: center;">Rubric Observation</p> <p>Group cooperation and interaction</p> <p>Participation in class discussions</p> <p style="text-align: center;"><u>Common Benchmark-Unit 4 Assessment:</u> Students will identify and demonstrate safe web-surfing behaviors, such as staying safe on line by not sharing private information and not communicating with strangers.</p>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. 	<ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. 	<ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. 	<ul style="list-style-type: none"> • Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes. • Provide more hands-on activities.

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Computer Literacy Grade: Grade 1

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Life & Career Skills
Computer Basics								8.1.P.A.1 8.1.P.A.3 8.1.P.A.4 8.1.P.A.5 8.1.P.F.1 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.5	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.2.4.A.4
Keyboarding								8.1.P.A.3 8.1.P.A.4 8.1.2.B.1	
Word Processing								8.1.P.A.1 8.1.P.A.2 8.1.P.A.3 8.1.2.B.1	
Internet Use/Cyber Safety								8.1.P.E.1 8.1.P.F.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.4

*All core content areas may not be applicable in a particular course.

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.