

**Long Beach Island Consolidated School District Curriculum Guide**

**Grade: Preschool**

**Content Area: Technology**

**Introduction:**

Students in Pre-K Technology will complete 4 units that enable students to become 21st Century Learners: teaching them how and when to use technological devices to aid them in every-day life, for communication, collaboration and inquiry. All Technology units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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<b>Original Adoption: August 20, 2019</b>
<b>Created By: A. Ferrer</b>
<b>Revised On:</b>
<b>Revised By:</b>

<b>Recommended Pacing Guide</b>	
Unit 1: Basic Operations & Network Skills Keyboarding Word Processing Acceptable Use	7-10 Days
Unit 2: Keyboarding Word Processing Communication & Collaboration	7-10 Days
Unit 3: Keyboarding Multimedia/Presentation Tools	5-7 Days
Unit 4: Keyboarding Multimedia/Presentation Tools Communication & Collaboration	7-10 Days

\*There are about 35 Technology classes throughout the school year.

<b>Unit 1: Basic Operations &amp; Network Skills</b> Keyboarding Word Processing Acceptable Use	<b>Duration: 7-10 Days</b>
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<b>Standards/Learning Targets</b>
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**New Jersey Student Learning Focus Standards: Technology**

**Standard 8.1 Educational Technology**

**Strand 8.1**

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct

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knowledge and develop innovative products and processes using technology.

- C. 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.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Summary 8.1:**

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### **New Jersey Preschool Teaching and Learning Standards for Technology:**

#### **8.1: Navigate simple on screen menus.**

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

#### **8.2: Use electronic devices independently.**

- 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
- 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”
- 8.2.3 Turn smart toys on and/or off.
- 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture..

#### **8.4: Use common technology vocabulary.**

- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

### **Primary Interdisciplinary Connections:**

#### **ELA:**

- W.PK.7 With guidance and support, participate in shared research and shared writing projects.

#### **Science:**

- 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

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**21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

**21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Evidence of Student Learning

**Formative Tasks:**

- Teacher Observation
- Class Discussions
- Teacher Checklist
- Verbal Question & Answer
- Self-evaluation

**Alternative Assessments:**

- Performance Tasks
- Student created models
- Written/verbal explanations
- Self-assessment
- Checklists
- Rubrics

**Summative Assessments:**

- Student participation
- Rubric score
- Student Presentation of Completed Project

**Benchmark Assessments:**

- Student Technology Project with Teacher Scoring Rubric

### Knowledge & Skills

**Enduring Understandings:**

- Technology is always changing and we need to be lifelong learners.
- We should use technology based on our personal and/or career needs.
- A tool is only as good as the person using it.
- Digital tools allow for communication and collaboration anytime/anyplace worldwide.

**Essential Questions:**

- What skills do I need to learn to be a 21st century student?
- How do I choose the right digital tools and when do I use them?
- How can I use my digital tools and skills in new situations?

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<p><b>Unit Objectives:</b> Students will know...</p> <ul style="list-style-type: none"> <li>● The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> <li>● The use of digital tools and mediarich resources enhances creativity and the construction of knowledge.</li> <li>● Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>● Effective use of digital tools assists in gathering and managing information.</li> <li>● Information accessed through the use of digital tools assists in generating solutions and making decisions.</li> </ul>	<p><b>Unit Objectives:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</li> <li>● Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</li> <li>● Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</li> <li>● Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</li> <li>● Turn smart toys on and/or off.</li> <li>● Recognize that the number keys are in a row on the top of the keyboard.</li> <li>● Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</li> <li>● Use a digital camera to take a picture.</li> <li>● Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● SMARTboard interaction</li> <li>● iPad for Centers / Choice Time</li> <li>● CD Listening Center</li> <li>● Smart Toys to promote learning</li> <li>● Calculators to promote learning</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Patrick’s Dinosaurs on the Internet</i> Carrick, Carol</li> <li>● <i>Cyber Safety Simply</i> Smith, Dee</li> <li>● <i>Doug Unplugged</i> Yaccarino, Dan</li> <li>● <i>Hello Ruby: Journey Inside the</i></li> </ul>
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Content Area: Technology

- Digital cash register and deactivated cell phones and cameras in Dramatic Play Center
- Availability of low tech devices such as rotary phones, old cameras, staplers, varietal scissors, tape dispensers, scales, rulers, tape measures, and whole punch tools for exploration
- Hop Scotch Coding Activity

### Internet Resources:

- [Starfall](#)
- [ABC Mouse](#)
- [ABCya! • Learning Games and Apps for Kids](#)
- [Sheppard Software- Learning Games](#)
- [Scholastic](#)
- [Storybots](#)
- [The Ocean County Library](#)
- Mouse Skill Games:
  - [Get Gardening](#)
  - [Jay Jay's Jam](#)
  - [Bees and Honey](#)
  - [Animal Where?](#)
  - [Caterpillar Count](#)
  - [Sort It](#)
  - [Bash the Letter Game](#)
  - [Make a Face](#)

- Computer Liukas*, Linda
- *Little Bird's Internet Security Adventure* Mercado, Jim
  - *Dot*. Zuckerberg, Randi
  - *The Internet Sleuths* Marcus, A.M.
  - *What Does It Mean to Be Safe?* DiOrio, Rana
  - *If You Give a Mouse an iPhone* Droyd, Ann
  - *Tease Monster: A Book About Teasing vs. Bullying* Cook, Julia
  - *Chicken Clicking* Willis, Jeanne
  - *Tek: The Modern Cave Boy* McDonnell, Patrick
  - *Troll Stinks* Willis, Jeanne
  - *Goodnight iPad: a Parody for the next generation* Droyd, Ann
  - *Once Upon a Time...Online* Bedford, David

### Accommodations/Modifications

#### English Language Learners:

- Use of visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources utilizing the student's native language

## Long Beach Island Consolidated School District Curriculum Guide

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### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies

### **Students at Risk of Failure:**

- Facilitate successful experiences
- Pair with adult mentor or buddy
- Be flexible with assignments
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Model for the student before independent practice to help the student better understand the project or assignment
- Offer encouragement and understanding

### **Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for all assignments in class and at home
- Offer several alternatives from which all students can choose.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Translate directions into native language
- Provide students with necessary academic resources and materials
- Allow students to demonstrate knowledge through alternative assessments
- Provide visuals
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials, visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education

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<b>Unit 2: Keyboarding, Word Processing Communication &amp; Collaboration</b>	<b>Duration: 7-10 Days</b>
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**Standards/Learning Targets**

**New Jersey Student Learning Focus Standards: Technology**

**Standard 8.1 Educational Technology**

**Strand 8.1**

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
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**Summary 8.1:**

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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**8.2: Use electronic devices independently.**

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- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture.

**8.3: Begin to use electronic devices to communicate.**

- 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with



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pictures and letters/words.

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**Primary Interdisciplinary Connections:**

**ELA:**

- W.PK.7 With guidance and support, participate in shared research and shared writing projects.

**Science:**

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**21st Century Themes/Career Readiness:**

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**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class Discussions</li> <li>Teacher Checklist</li> <li>Verbal Question &amp; Answer</li> <li>Self-evaluation</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Performance Tasks</li> <li>Student created models</li> <li>Written/verbal explanations</li> <li>Self-assessment</li> <li>Checklists</li> <li>Rubrics</li> </ul>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Student participation</li> </ul>	<p><b>Benchmark Assessments:</b></p>
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<ul style="list-style-type: none"> <li>● Rubric score</li> <li>● Student Presentation of Completed Project</li> </ul>	<ul style="list-style-type: none"> <li>● Student Technology Project with Teacher Scoring Rubric</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Technology is always changing and we need to be lifelong learners.</li> <li>● We should use technology based on our personal and/or career needs.</li> <li>● A tool is only as good as the person using it.</li> <li>● Digital tools allow for communication and collaboration anytime/anyplace worldwide.</li> </ul> <p><b>Unit Objectives:</b> Students will know...</p> <ul style="list-style-type: none"> <li>● The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> <li>● The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</li> <li>● Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>● Effective use of digital tools assists in gathering and managing information.</li> <li>● Information accessed through the use of digital tools assists in generating solutions and making decisions.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What skills do I need to learn to be a 21st century student?</li> <li>● How do I choose the right digital tools and when do I use them?</li> <li>● How can I use my digital tools and skills in new situations?</li> </ul> <p><b>Unit Objectives:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</li> <li>● Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</li> <li>● Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</li> <li>● Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</li> <li>● Turn smart toys on and/or off.</li> <li>● Recognize that the number keys are in a row on the top of the keyboard.</li> <li>● Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</li> <li>● Use a digital camera to take a</li> </ul>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● SMARTboard interaction</li> <li>● iPad for Centers / Choice Time</li> <li>● CD Listening Center</li> <li>● Smart Toys to promote learning</li> <li>● Calculators to promote learning</li> <li>● Digital cash register and deactivated cell phones and cameras in Dramatic Play Center</li> <li>● Availability of low tech devices such as rotary phones, old cameras, staplers, varietal scissors, tape dispensers, scales, rulers, tape measures, and whole punch tools for exploration</li> <li>● Hop Scotch Coding Activity</li> </ul> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Starfall</a></li> <li>● <a href="#">ABC Mouse</a></li> <li>● <a href="#">ABCya! • Learning Games and Apps for Kids</a></li> <li>● <a href="#">Sheppard Software- Learning Games</a></li> <li>● <a href="#">Scholastic</a></li> <li>● <a href="#">Storybots</a></li> <li>● <a href="#">The Ocean County Library</a></li> <li>● Mouse Skill Games:             <ul style="list-style-type: none"> <li>○ <a href="#">Get Gardening</a></li> <li>○ <a href="#">Jay Jay's Jam</a></li> <li>○ <a href="#">Bees and Honey</a></li> <li>○ <a href="#">Animal Where?</a></li> </ul> </li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Patrick's Dinosaurs on the Internet</i> Carrick, Carol</li> <li>● <i>Cyber Safety Simply</i> Smith, Dee</li> <li>● <i>Doug Unplugged</i> Yaccarino, Dan</li> <li>● <i>Hello Ruby: Journey Inside the Computer</i> Liukas, Linda</li> <li>● <i>Little Bird's Internet Security Adventure</i> Mercado, Jim</li> <li>● <i>Dot.</i> Zuckerberg, Randi</li> <li>● <i>The Internet Sleuths</i> Marcus, A.M.</li> <li>● <i>What Does It Mean to Be Safe?</i> DiOrio, Rana</li> <li>● <i>If You Give a Mouse an iPhone</i> Droyd, Ann</li> <li>● <i>Tease Monster: A Book About Teasing vs. Bullying</i> Cook, Julia</li> <li>● <i>Chicken Clicking</i> Willis, Jeanne</li> <li>● <i>Tek: The Modern Cave Boy</i> McDonnell, Patrick</li> <li>● <i>Troll Stinks</i> Willis, Jeanne</li> <li>● <i>Goodnight iPad: a Parody for the next generation</i> Droyd, Ann</li> <li>● <i>Once Upon a Time...Online</i> Bedford, David</li> </ul>
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- [Caterpillar Count](#)
- [Sort It](#)
- [Bash the Letter Game](#)
- [Make a Face](#)

### Accommodations/Modifications

#### English Language Learners:

- Use of visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources utilizing the student's native language

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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- Provide differentiated instruction as needed
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#### Students at Risk of Failure:

- Facilitate successful experiences
- Pair with adult mentor or buddy
- Be flexible with assignments
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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#### Economically Disadvantaged:

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- Be flexible with assignments
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- Maintain expectations while offering choice and soliciting input

**Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Translate directions into native language
- Provide students with necessary academic resources and materials
- Allow students to demonstrate knowledge through alternative assessments
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- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education

<b>Unit 3: Keyboarding, Multimedia/Presentation Tools</b>	<b>Duration: 5-7 Days</b>
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**Standards/Learning Targets**

**New Jersey Student Learning Focus Standards: Technology**

**Standard 8.1 Educational Technology**

**Strand 8.1**

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- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Summary 8.1:**

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**New Jersey Preschool Teaching and Learning Standards for Technology:**

**8.1: Navigate simple on screen menus.**

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### **8.3: Begin to use electronic devices to communicate.**

- 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

### **8.4: Use common technology vocabulary.**

- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

### **8.5: Begin to use electronic devices to gain information.**

- Use the Internet to explore and investigate questions with a teacher’s support.

### **Primary Interdisciplinary Connections:**

#### **ELA:**

- W.PK.7 With guidance and support, participate in shared research and shared writing projects.

#### **Science:**

- 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

### **21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
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### **21st Century Life and Career Standards:**

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### Evidence of Student Learning

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class Discussions</li> <li>● Teacher Checklist</li> <li>● Verbal Question &amp; Answer</li> <li>● Self-evaluation</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Student created models</li> <li>● Written/verbal explanations</li> <li>● Self-assessment</li> <li>● Checklists</li> <li>● Rubrics</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student participation</li> <li>● Rubric score</li> <li>● Student Presentation of Completed Project</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Project with Teacher Scoring Rubric</li> </ul>

### Knowledge & Skills

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Technology is always changing and we need to be lifelong learners.</li> <li>● We should use technology based on our personal and/or career needs.</li> <li>● A tool is only as good as the person using it.</li> <li>● Digital tools allow for communication and collaboration anytime/anyplace worldwide.</li> </ul> <p><b>Unit Objectives:</b> Students will know...</p> <ul style="list-style-type: none"> <li>● The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What skills do I need to learn to be a 21st century student?</li> <li>● How do I choose the right digital tools and when do I use them?</li> <li>● How can I use my digital tools and skills in new situations?</li> </ul> <p><b>Unit Objectives:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</li> <li>● Navigate the basic functions of a browser, including how to open or</li> </ul>
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<b>Grade: Preschool</b>	<b>Content Area: Technology</b>
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<ul style="list-style-type: none"> <li>● The use of digital tools and mediarich resources enhances creativity and the construction of knowledge.</li> <li>● Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>● Effective use of digital tools assists in gathering and managing information.</li> <li>● Information accessed through the use of digital tools assists in generating solutions and making decisions.</li> </ul>	<p>close windows and use the “back” key.</p> <ul style="list-style-type: none"> <li>● Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</li> <li>● Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</li> <li>● Turn smart toys on and/or off.</li> <li>● Recognize that the number keys are in a row on the top of the keyboard.</li> <li>● Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</li> <li>● Use a digital camera to take a picture.</li> <li>● Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</li> <li>● Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</li> <li>● Use the Internet to explore and investigate questions with a teacher’s support.</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● SMARTboard interaction</li> <li>● iPad for Centers / Choice Time</li> <li>● CD Listening Center</li> <li>● Smart Toys to promote learning</li> <li>● Calculators to promote learning</li> <li>● Digital cash register and deactivated</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Patrick’s Dinosaurs on the Internet</i> Carrick, Carol</li> <li>● <i>Cyber Safety Simply</i> Smith, Dee</li> <li>● <i>Doug Unplugged</i> Yaccarino, Dan</li> <li>● <i>Hello Ruby: Journey Inside the Computer</i> Liukas, Linda</li> </ul>
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- cell phones and cameras in Dramatic Play Center
- Availability of low tech devices such as rotary phones, old cameras, staplers, varietal scissors, tape dispensers, scales, rulers, tape measures, and whole punch tools for exploration
- Hop Scotch Coding Activity

### Internet Resources:

- [Starfall](#)
- [ABC Mouse](#)
- [ABCya! • Learning Games and Apps for Kids](#)
- [Sheppard Software- Learning Games](#)
- [Scholastic](#)
- [Storybots](#)
- [The Ocean County Library](#)
- Mouse Skill Games:
  - [Get Gardening](#)
  - [Jay Jay's Jam](#)
  - [Bees and Honey](#)
  - [Animal Where?](#)
  - [Caterpillar Count](#)
  - [Sort It](#)
  - [Bash the Letter Game](#)
  - [Make a Face](#)

- *Little Bird's Internet Security Adventure* Mercado, Jim
- *Dot.* Zuckerberg, Randi
- *The Internet Sleuths* Marcus, A.M.
- *What Does It Mean to Be Safe?* DiOrio, Rana
- *If You Give a Mouse an iPhone* Droyd, Ann
- *Tease Monster: A Book About Teasing vs. Bullying* Cook, Julia
- *Chicken Clicking* Willis, Jeanne
- *Tek: The Modern Cave Boy* McDonnell, Patrick
- *Troll Stinks* Willis, Jeanne
- *Goodnight iPad: a Parody for the next generation* Droyd, Ann
- *Once Upon a Time...Online* Bedford, David

## Accommodations/Modifications

### English Language Learners:

- Use of visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud
- Verbal prompting
- Modeling
- Work in small group
- Peer tutoring
- Use of additional resources utilizing the student's native language

### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual

## Long Beach Island Consolidated School District Curriculum Guide

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- student IEP or 504 plan
- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies

### **Students at Risk of Failure:**

- Facilitate successful experiences
- Pair with adult mentor or buddy
- Be flexible with assignments
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Model for the student before independent practice to help the student better understand the project or assignment
- Offer encouragement and understanding

### **Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Provide materials for all assignments in class and at home
- Offer several alternatives from which all students can choose.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Translate directions into native language
- Provide students with necessary academic resources and materials
- Allow students to demonstrate knowledge through alternative assessments
- Provide visuals
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials, visuals, graphs, pictures, maps
- Provide positive praise to increase motivation
- Provide real world connections and emphasize the value of education

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<b>Unit 4: Keyboarding, Multimedia/Presentation Tools Communication &amp; Collaboration</b>	<b>Duration: 7-10 Days</b>
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**Standards/Learning Targets**

**New Jersey Student Learning Focus Standards: Technology**

**Standard 8.1 Educational Technology**

**Strand 8.1**

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. 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.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Summary 8.1:**

- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**New Jersey Preschool Teaching and Learning Standards for Technology:**

**8.1: Navigate simple on screen menus.**

- 8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
- 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

**8.2: Use electronic devices independently.**

- 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
- 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”
- 8.2.3 Turn smart toys on and/or off.
- 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
- 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
- 8.2.6 Use a digital camera to take a picture.

**8.3: Begin to use electronic devices to communicate.**

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- 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

### **8.4: Use common technology vocabulary.**

- 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

### **8.5: Begin to use electronic devices to gain information.**

- Use the Internet to explore and investigate questions with a teacher's support.

### **Primary Interdisciplinary Connections:**

#### **ELA:**

- W.PK.7 With guidance and support, participate in shared research and shared writing projects.

#### **Science:**

- 5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

### **21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

### **21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observation
- Class Discussions
- Teacher Checklist
- Verbal Question & Answer
- Self-evaluation

### **Alternative Assessments:**

- Performance Tasks
- Student created models
- Written/verbal explanations
- Self-assessment
- Checklists
- Rubrics

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<b>Grade: Preschool</b>	<b>Content Area: Technology</b>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> <li>• Student Presentation of Completed Project</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student Technology Project with Teacher Scoring Rubric</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Technology is always changing and we need to be lifelong learners.</li> <li>• We should use technology based on our personal and/or career needs.</li> <li>• A tool is only as good as the person using it.</li> <li>• Digital tools allow for communication and collaboration anytime/anyplace worldwide.</li> </ul> <p><b>Unit Objectives:</b> Students will know...</p> <ul style="list-style-type: none"> <li>• The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> <li>• The use of digital tools and mediarich resources enhances creativity and the construction of knowledge.</li> <li>• Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>• Effective use of digital tools assists in gathering and managing information.</li> <li>• Information accessed through the use of digital tools assists in generating solutions and making decisions.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What skills do I need to learn to be a 21st century student?</li> <li>• How do I choose the right digital tools and when do I use them?</li> <li>• How can I use my digital tools and skills in new situations?</li> </ul> <p><b>Unit Objectives:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).</li> <li>• Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.</li> <li>• Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</li> <li>• Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</li> <li>• Turn smart toys on and/or off.</li> <li>• Recognize that the number keys are in a row on the top of the keyboard.</li> <li>• Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</li> </ul>
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## Long Beach Island Consolidated School District Curriculum Guide

Grade: Preschool	Content Area: Technology
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<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● SMARTboard interaction</li> <li>● iPad for Centers / Choice Time</li> <li>● CD Listening Center</li> <li>● Smart Toys to promote learning</li> <li>● Calculators to promote learning</li> <li>● Digital cash register and deactivated cell phones and cameras in Dramatic Play Center</li> <li>● Availability of low tech devices such as rotary phones, old cameras, staplers, varietal scissors, tape dispensers, scales, rulers, tape measures, and whole punch tools for exploration</li> <li>● Hop Scotch Coding Activity</li> </ul> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Starfall</a></li> <li>● <a href="#">ABC Mouse</a></li> <li>● <a href="#">ABCya! • Learning Games and Apps for Kids</a></li> <li>● <a href="#">Sheppard Software- Learning Games</a></li> <li>● <a href="#">Scholastic</a></li> <li>● <a href="#">Storybots</a></li> <li>● <a href="#">The Ocean County Library</a></li> <li>● Mouse Skill Games:</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Patrick's Dinosaurs on the Internet</i> Carrick, Carol</li> <li>● <i>Cyber Safety Simply</i> Smith, Dee</li> <li>● <i>Doug Unplugged</i> Yaccarino, Dan</li> <li>● <i>Hello Ruby: Journey Inside the Computer</i> Liukas, Linda</li> <li>● <i>Little Bird's Internet Security Adventure</i> Mercado, Jim</li> <li>● <i>Dot.</i> Zuckerberg, Randi</li> <li>● <i>The Internet Sleuths</i> Marcus, A.M.</li> <li>● <i>What Does It Mean to Be Safe?</i> DiOrio, Rana</li> <li>● <i>If You Give a Mouse an iPhone</i> Droyd, Ann</li> <li>● <i>Tease Monster: A Book About Teasing vs. Bullying</i> Cook, Julia</li> <li>● <i>Chicken Clicking</i> Willis, Jeanne</li> <li>● <i>Tek: The Modern Cave Boy</i> McDonnell, Patrick</li> <li>● <i>Troll Stinks</i> Willis, Jeanne</li> <li>● <i>Goodnight iPad: a Parody for the next generation</i> Droyd, Ann</li> <li>● <i>Once Upon a Time...Online</i> Bedford, David</li> </ul>

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Grade: Preschool

Content Area: Technology

- [Get Gardening](#)
- [Jay Jay's Jam](#)
- [Bees and Honey](#)
- [Animal Where?](#)
- [Caterpillar Count](#)
- [Sort It](#)
- [Bash the Letter Game](#)
- [Make a Face](#)

### Accommodations/Modifications

#### English Language Learners:

- Use of visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud
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- Modeling
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- Offer several alternatives from which all students can choose.
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