



BURCH CHARTER SCHOOL OF EXCELLENCE

Computer / Technology Curriculum Guide

Grades K-2

2020-2021



Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

ABSTRACT

An education in technology is an essential component of a curriculum for the development of 21st century skills. The benefits of collaboration, problem solving, critical thinking, and creativity inherent in a technology education program are crucial to prepare students to function in school and society. Students in grades K-2 are introduced to basic computer functions and 21st century skills for use in school. Students build upon technology skills each school year beginning in kindergarten. By the end of grade 2, students will have been exposed to the qwerty keyboard and introduced to word processing applications. Each grade level provides developmental practice in each of the curricular areas of Technology Operations and Concepts and Digital Citizenship.

Marking Period	Kindergarten	1 st Grade	2 nd Grade
Standards	8.1.P.A.1-2, 8.1.P.A.4-6, 8.1.P.C.1-2, 8.1.P.E.1, 8.1.P.F.1	8.1.P.A.1-2, 8.1.P.A.4-6, 8.1.P.C.1-2, 8.1.P.E.1, 8.1.P.F.1	8.1.P.A.1-6, 8.1.P.C.1-2, 8.1.P.E.1, 8.1.P.F.1, 8.1.2.B.1-2, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1, 8.2.2.A.1, 8.2.2.B.2, 8.2.2.C.1, 8.2.4.D.1
Essential Question:	How can I use a computer?	How can technology be useful in learning?	How can saved files be revised?
Content:	Foundations	Using the Computer	Developing Use of the Computer
Skills and Topics:	<p>Technology Operations and Concepts:</p> <ul style="list-style-type: none"> • practice proper posture at the computer • discuss proper computer and computer room etiquette • locate the monitor, keyboard, mouse, and touch interfaces (e.g., iPad) • state technology vocabulary • locate letter keys, space bar, enter, and backspace • locate computer icons and apps • input grade-appropriate text • use graphic organizers to sort information <ul style="list-style-type: none"> • access specific teacher-directed files and websites stored in grade-level folders • operate interactive games or activities • locate information using the Internet <p>Digital Citizenship:</p> <ul style="list-style-type: none"> • describe computer etiquette and Internet safety • discuss the Prospect Park Board of Education’s Computer Use and Internet Contract 	<p>Technology Operations and Concepts:</p> <ul style="list-style-type: none"> • practice proper posture at the computer • describe proper computer and computer room etiquette • identify and demonstrate use of the monitor, keyboard, mouse, and touch interfaces (e.g., iPad) • give examples of technology vocabulary • locate letter keys, space bar, number keys, enter, and backspace • locate the number keys above the letters • demonstrate functions of the menu bar and cursor <ul style="list-style-type: none"> • use computer icons and apps • find and open files • use spaces between words • input grade-appropriate text • identify and locate home keys • use graphic organizers to sort information • access specific teacher-directed files and websites stored in grade-level folders <ul style="list-style-type: none"> • access specific teacher-directed apps • demonstrate launching, switching, and closing apps <p>Digital Citizenship</p> <ul style="list-style-type: none"> • practice computer etiquette and Internet safety • demonstrate an awareness of the Prospect Park Board of Education’s Computer Use and Internet Contract <p>Digital Citizenship:</p> <ul style="list-style-type: none"> • practice computer etiquette and Internet safety • demonstrate an awareness of the Prospect Park Board of Education’s Computer Use and Internet Contract 	<p>Technology Operations and Concepts:</p> <ul style="list-style-type: none"> • practice proper posture at the computer • exhibit proper computer and computer room etiquette • practice proper log-on procedures • identify and demonstrate use of the monitor, keyboard, mouse, printer, and touch interfaces (e.g., iPad) • use technology vocabulary • use letter keys, space bar, shift key, number keys, enter, delete, and backspace to input text and data • identify punctuation keys • type text using correct spacing • use font style, font size, and color • locate the number keys on the number pad • use the appropriate set of number keys for the task • access specific teacher-directed apps • demonstrate launching, switching, and closing apps • use computer icons and apps • find and open files • save to the network drive • access specific teacher-directed files and websites stored in grade-level folders • create and produce a grade-appropriate PowerPoint slide <p>Digital Citizenship:</p> <ul style="list-style-type: none"> • practice computer etiquette and Internet safety • review Prospect Park Board of Education’s Computer Use and Internet Contract • explain the purpose of an acceptable use policy for technology • describe appropriate language and behavior when using electronic communications • use digital tools and online resources to explore a problem or issue affecting children, discuss possible solutions, and create a VoiceThread or podcast of

			the solution • use Internet tools to plan and choose alternate routes to and from various location
Integration of Technology:	Internet, Web Quests SMART Boards, search engine, PCs, video streaming	Internet, Web Quests SMART Boards, search engine, PCs, video streaming	Internet, Web Quests SMART Boards, , search engine, PCs, video streaming
Writing:	Pictorial representations, use of graphic organizers for pre-write planning	Pictorial representations, use of graphic organizers for pre-write planning	Pictorial representations, use of graphic organizers for pre-write planning
Formative Assessments:	Warm-up activities, exploratory activities, teacher observations, class participation	Warm-up activities, exploratory activities, teacher observations, class participation	Warm-up activities, exploratory activities, teacher observations, class participation
Summative Assessments:	Projects	Projects	Projects
Performance Assessments:	Interdisciplinary projects	Interdisciplinary projects	Interdisciplinary projects
Interdisciplinary Connections:	*ELA: RI.K-2.1-10 *Mathematics: K.CC.2-7, K.OA.1, K.MD.1-3, K.G.1-2 Science: 5.1.P.A.1, 5.1.P.B.3, 5.1.P.C.1, 5.1.P.D.1 Arts: 1.3.P.A.4 Health/PE: 2.1.P.A.1, 2.5.P.A.1, 2.6.P.A.2 World Language: 7.1.A.L.A.3 Social Studies: Interdisciplinary projects are selected from topics studied in the classroom. 21st Century Life/Careers:	*ELA: RI.K-2.1-10 *Mathematics: K.CC.2-7, K.OA.1, K.MD.1-3, K.G.1-2 Science: 5.1.P.A.1, 5.1.P.B.3, 5.1.P.C.1, 5.1.P.D.1 Arts: 1.3.P.A.4 Health/PE: 2.1.P.A.1, 2.5.P.A.1, 2.6.P.A.2 World Language: 7.1.A.L.A.3 Social Studies: Interdisciplinary projects are selected from topics studied in the classroom. 21st Century Life/Careers:	*ELA: RI.K-2.1-10 *Mathematics: K.CC.2-7, K.OA.1, K.MD.1-3, K.G.1-2 Science: 5.1.P.A.1, 5.1.P.B.3, 5.1.P.C.1, 5.1.P.D.1 Arts: 1.3.P.A.4 Health/PE: 2.1.P.A.1, 2.5.P.A.1, 2.6.P.A.2 World Language: 7.1.A.L.A.3 Social Studies: Interdisciplinary projects are selected from topics studied in the classroom. 21st Century Life/Careers:
21 st Century Themes:	Global Awareness, Civic Literacy, Health Literacy	Global Awareness, Civic Literacy, Health Literacy	Global Awareness, Civic Literacy, Health Literacy
21 st Century Skills:	Creativity and Innovation, Critical Thinking and Problem Solving, Life and Career Skills, Information and Communication Technologies Literacy, Communication and Collaboration, Information Literacy	Creativity and Innovation, Critical Thinking and Problem Solving, Life and Career Skills, Information and Communication Technologies Literacy, Communication and Collaboration, Information Literacy	Creativity and Innovation, Critical Thinking and Problem Solving, Life and Career Skills, Information and Communication Technologies Literacy, Communication and Collaboration, Information Literacy
Resources:	Inspiration, PCs, laptops, Prospect Park Public Schools' Computer Use and Internet Contract	Inspiration, PCs, laptops, Prospect Park Public Schools' Computer Use and Internet Contract	Inspiration, PCs, laptops, Prospect Park Public Schools' Computer Use and Internet Contract
Careers:	Applicable career options are discussed as they arise throughout the technology program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and	Applicable career options are discussed as they arise throughout the technology program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and	Applicable career options are discussed as they arise throughout the technology program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career

	Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.	Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.	Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p>

<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Use graphic organizers</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p>	<p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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		<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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		<p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>	<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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