

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: First

Subject: Technology

Adoption Date: 4/01/14

Revision Date: November 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<ol style="list-style-type: none"> <li>1. How can I apply the tools available through Google?(6 weeks).</li> <li>2.How can understand the benefits of using keyboard shortcuts to produce a document? (3 weeks).</li> <li>3. How can I apply my skills to use Google Classroom? (2 weeks)</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I create an illustrated document on the computer? (3 weeks)</li> <li>2. How can I better understand how to use word processing to improve writing? (4 weeks)</li> <li>3. How can I create a product using engineering tools? (3 weeks)</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I better understand how to use word processing to improve writing? (3 weeks)</li> <li>2. How can I evaluate an algorithm to debug a program? (7 weeks)</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I create something by following directions? (5 weeks)</li> <li>2. How can I create a computer program? (5 weeks)</li> </ol>
Instructional Materials	iMac computers, Google Drive & Classroom.	Google Docs, Type to Learn 4 online digital keyboarding site, Tinkercad.com, 3D printer.	Type to Learn 4 online digital keyboarding site, Code.org Course B.	Teacher-created worksheets, copper tape, led lights & batteries; Code.org Course B.
Activities	<ol style="list-style-type: none"> <li>1. Access and send email, create new document.</li> <li>2. Create a document, use undo, cut, copy, paste, select all commands.</li> <li>3. Navigate to Google Classroom, open assignments and use links.</li> </ol>	<ol style="list-style-type: none"> <li>1.Format, type, and print pre-written story.</li> <li>2. Color code keyboard and traced fingers. Independent typing exercises.</li> <li>3. Make a Valentine’s Day gift using 3D printer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent typing exercises.</li> <li>2. Write computer code and determine errors.</li> </ol>	<ol style="list-style-type: none"> <li>1.Create a light-up robot and a Mother’s Day card.</li> <li>2. Write computer code using loops.</li> </ol>
Standards	<ol style="list-style-type: none"> <li>1. 8.1.2.A.2, 8.1.2.A.4,</li> <li>2. 8.1.2.B.1, 8.1.5.A.1, 8.1.5.A.2</li> <li>3. 8.1.5.A.1,</li> </ol>	<ol style="list-style-type: none"> <li>1. 8.1.2.B.1, 8.1.5.A.1, 8.1.5.A.2</li> <li>2. 8.1.2.B.1, 8.1.5.A.1, 8.1.5.A.2</li> <li>3. 8.2.2.D1-4</li> </ol>	<ol style="list-style-type: none"> <li>1. 8.1.2.B.1, 8.1.5.A.1, 8.1.5.A.2</li> <li>2. 8.2.2.E.1-5</li> </ol>	<ol style="list-style-type: none"> <li>1. 8.2.2.A.3-4, 8.2.2.C.18.2.2.C.4-5</li> <li>2. 8.2.2.E.1-5</li> </ol>

<p>Accommodations and Modifications</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.  <b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.  <b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.  <b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.  <b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.  <b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.  <b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.  <b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.  <b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.  <b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.  <b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.  <b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.  <b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>	<p><b>Special Education:</b> Simplify task directions, provide oral and written directions, small group instruction, use of graphic organizers.  <b>English language learners:</b> Assign a buddy, use of visual aids, group projects, use of translation dictionaries.  <b>At Risk of School Failure:</b> Adjust time for completion, chunk assignments, consistent use of behavior management techniques.  <b>Students with 504 plans:</b> Reduced amount of work, visually or hearing impaired seated close to Smartboard.  <b>Gifted and Talented Students:</b> Provide independent learning activities, mentor/teach other students.</p>
<p>Interdisciplinary Connections</p>	<p><b>All Activities:</b> Language Arts.</p>	<p>Activities One and Two : Language Arts.  Activity Three: Science</p>	<p>Activity One: Language Arts  Activity Two: Science</p>	<p>Activity One: Science  Activity Two: Science</p>
<p>Assessments</p>	<p><b>Formative assessments</b>  Teacher Observation</p> <p><b>Summative assessments</b>  Documents, skills checklist.</p>	<p><b>Formative assessments</b>  Teacher Observation</p> <p><b>Summative assessments</b> Printed documents, skills checklist, Type to Learn progress, printed product.</p>	<p><b>Formative assessments</b>  Teacher Observation</p> <p><b>Summative assessments</b> Type to Learn progress, Code.org progress indicators.</p>	<p><b>Formative assessments</b>  Teacher Observation</p> <p><b>Summative assessments</b> Created circuits, Code.org progress indicators.</p>
<p>21st Century Themes and Skills</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>