

Program of Studies Curriculum Map
Bourbon County Schools

Level: Elementary

Updated: July 2007

(Adapted from Fayette County Public Schools)

Bold & () = Assessed

Italics = Supporting

e.g. = Example only

Technology Curriculum Framework - Grade K

Big Idea: Information, Communication and Productivity

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, to increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Primary Academic Expectations

- 1.11** Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 3.3** Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 6.1** Students connect knowledge and experiences from different subject areas.
- 6.3** Students expand their understanding of existing knowledge by making connections with new knowledge, skills and experiences.

Primary Enduring Knowledge – Understandings

Students will understand that

- T-P-ICP-U-1 technology is used in all content areas to support directed and independent learning.
- T-P-ICP-U-2 appropriate terminology, computer operations and applications assist in gaining confidence in the use of technology.
- T-P-ICP-U-3 technology requires proper care and maintenance to be used effectively.
- T-P-ICP-U-4 technology is used to communicate in a variety of ways.

Skills and Concepts – Information

Program of Studies	Grade K	Grade K	Grade K
Primary Students will:	Students will:	Vocabulary:	Activities/Resource Location:
<ul style="list-style-type: none"> • T-P-ICP-S-I1 investigate different technology devices and systems (e.g., computer processor unit, monitor, keyboard, disk drive, printer, mouse, digital cameras, interactive white boards) 	<ul style="list-style-type: none"> • identify the computer as a machine that helps people work and play • identify basic components of a computer and peripheral devices and explain their function • open, close, and use developmentally appropriate applications 	<ul style="list-style-type: none"> • arrow • CD-drive • close • computer • CPU • desktop • digital camera 	

Kindergarten: Technology

Page 1 of 14

9/16/2013

Technology Curriculum Framework - Grade K

Big Idea: Information, Communication and Productivity

	<ul style="list-style-type: none"> • use the mouse to click, double click, drag 	<ul style="list-style-type: none"> • disk drive • double click • Enter/Return • hand • I-beam • interactive pad • interactive white board • laptop • maximize • minimize • monitor • mouse • open • pointers • printer • scroll • tablet • touchpad • window 	
<ul style="list-style-type: none"> • T-P-ICP-S-I2 use and care for technology (e.g., computers, cell phones, digital cameras, scanners, multimedia) at home, school and community 	<ul style="list-style-type: none"> • properly start, log off, and shut down a computer or other device • explain why passwords are secret and how they appear on the screen when typed • use safety features associated with each device (e.g., digital camera neck or wrist strap) • describe at least one way to properly take care of equipment • practice proper care of equipment 	<ul style="list-style-type: none"> • digital camera • hardware • lens cap • log off • log on • multimedia • password • power button • scanner 	

Technology Curriculum Framework - Grade K

Big Idea: Information, Communication and Productivity

	<p>(e.g., keep food, drinks and magnets away from equipment, clean hands, not writing on equipment)</p> <ul style="list-style-type: none"> • use a variety of technology including computers, digital cameras, scanners, and multimedia devices 	<ul style="list-style-type: none"> • shut down • software • strap • username 	
	<ul style="list-style-type: none"> • use a variety of multimedia and technology resources for directed and independent activities to support learning (e.g., Earobics, SuccessMaker, Headsprout, interactive books, EncycloMedia videos) 	<p>Vocabulary is product specific.</p>	
<ul style="list-style-type: none"> • T-P-ICP-S-I3 use appropriate technology terms (e.g., hardware, software, CD, hard drive) 	<ul style="list-style-type: none"> • communicate accurately about technology using developmentally appropriate terminology • begin to use the technology terms in the Grade K Vocabulary column 		
<ul style="list-style-type: none"> • T-P-ICP-S-I4 demonstrate proper keyboarding techniques, optimal posture and correct hand placement (e.g., left hand for left side keys and right hand for right side keys, special keys such as space bar, enter/return, backspace, shift, delete) 	<ul style="list-style-type: none"> • display proper body position when keyboarding • be able to locate keys as needed • begin to use both hands for keyboarding • demonstrate the use of appropriate keys for the job needed (e.g., use shift to capitalize, space only once between words and after commas and periods) 	<ul style="list-style-type: none"> • arrow keys • Backspace • Caps Lock • Delete • Enter • Escape (Esc) • left • Num Lock • number pad • right • Shift • spacebar • Tab 	

Technology Curriculum Framework - Grade K

Big Idea: Information, Communication and Productivity

Primary Skills and Concepts – Communication

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> T-P-ICP-S-C1 use technology to communicate in a variety of modes (e.g., recordings, speech to text, print, media) 	<ul style="list-style-type: none"> share and exchange information with support from teachers, family members, or student partners (e.g., talking books, morning news program, text to speech software) design, create, and participate in class projects which will be published or monitored on the web by the teacher use templates to present written communication observe and use various software productivity tools 		
<ul style="list-style-type: none"> T-P-ICP-S-C2 participate in group projects and learning activities using technology communications 	<ul style="list-style-type: none"> actively participate in group projects and learning activities using technology communications (e.g., Monster Exchange, Flat Stanley, Backpack Buddies, class email) compare email to a friendly letter 		

Primary Skills and Concepts – Productivity

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> T-P-ICP-S-P1 explain how information can be published and presented in different formats 	<ul style="list-style-type: none"> begin to understand the different productivity software available to them determine as a class which software tool is appropriate for a project 		
<ul style="list-style-type: none"> T-P-ICP-S-P2 create a variety of 	<ul style="list-style-type: none"> explore finished products that have 	<ul style="list-style-type: none"> backspace 	

Technology Curriculum Framework - Grade K

Big Idea: Information, Communication and Productivity

<p>products using technology devices and systems to support authentic learning</p>	<p>been electronically created (e.g., graphs, charts, signs, banners, cards, portfolio piece)</p> <ul style="list-style-type: none">• participate in developing a class project• begin to use electronic editing skills (e.g., backspacing, moving cursor to insert words or letters)• print and save products to identified locations• identify and use developmentally appropriate menus, toolbars, and features within various software	<ul style="list-style-type: none">• bold• center• close• copy• cut• desktop• document• drag• dropdown• edit• file• font• format• highlight• insert• italic• left align• menu• new• open• paste• print• right align• save• spellcheck• table• text• toolbar• tools• underline• undo	
--	---	--	--

Technology Curriculum Framework - Grade K

Big Idea: Information, Communication and Productivity

		<ul style="list-style-type: none"> • view • window • word wrap • zoom 	
	<ul style="list-style-type: none"> • begin to use electronic graphic organizers 	<ul style="list-style-type: none"> • graphic organizer • Venn diagram 	
	<ul style="list-style-type: none"> • begin to use word processors throughout the writing process 		
	<ul style="list-style-type: none"> • create simple electronic graphs to display data 	<ul style="list-style-type: none"> • cell • cell address • column • row 	<ul style="list-style-type: none"> • calendar activity
	<ul style="list-style-type: none"> • begin to identify multimedia tools to combine text and graphics as a class assignment • participate in creating a multimedia story which includes student narration as a class activity • help select appropriate images for a multimedia class project 	<ul style="list-style-type: none"> • headphone • images • microphone • multimedia • narrate • sequential order • audio clips • video clips 	

Technology Curriculum Framework - Grade K

Big Idea: Safety and Ethical/Social Issues

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

Primary Academic Expectations

- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 3.6 Students demonstrate the ability to make decisions based on ethical values.
- 4.3 Students individually demonstrate consistent, responsive and caring behavior.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.

Primary Enduring Knowledge – Understandings

- Students will understand that*
- T-P-SESI-U-1 responsible and ethical use of technology is necessary to ensure safety.
 - T-P-SESI-U-2 technology enhances collaboration to contribute to a learning community.
 - T-P-SESI-U-3 acceptable technology etiquette is essential to respectful social interactions and good citizenship.
 - T-P-SESI-U-4 technology is used in jobs and careers to support the needs of the community.
 - T-P-SESI-U-5 assistive technology supports learning to ensure equitable access to a productive life.

Skills and Concepts – Safety

Program of Studies	Grade K	Grade K	Grade K
Primary Students will:	Students will:	Vocabulary:	Activities/Resource Location:
<ul style="list-style-type: none"> • T-P-SESI-S-S1 explain the importance of safe Internet use (e.g., iSafe skills) 	<ul style="list-style-type: none"> • compare the physical community (where we live) to the cyber community/Internet • explain that a good citizen is a person who follows rules in a community • identify a stranger as someone whom you and your parents don't know • compare the rule in the physical community "don't talk to strangers" with one in cyber community "don't send messages to strangers" • discuss how a person you meet 	<ul style="list-style-type: none"> • community • cyber community • cyber citizen • cyberspace • Internet • stranger • websites 	

Technology Curriculum Framework - Grade K

Big Idea: Safety and Ethical/Social Issues

	online may be a stranger		
<ul style="list-style-type: none"> T-P-SESI-S-S2 use safe behavior when using technology 	<ul style="list-style-type: none"> explain that one way to be safe on the Internet is to have the help of an adult 		

Skills and Concepts – Ethical Issues

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> T-P-SESI-S-E1 use responsible and ethical behavior in using technology 	<ul style="list-style-type: none"> begin to discuss that what you do on a network affects other users begin to discuss individual's rights of ownership of created works including computer-generated work begin to discuss issues regarding selection and use of materials for multimedia projects (e.g., images, accuracy of information) 	<ul style="list-style-type: none"> accuracy network ownership 	
<ul style="list-style-type: none"> T-P-SESI-S-E2 adhere to the Acceptable Use Policy (AUP) as well as other state and federal laws 	<ul style="list-style-type: none"> discuss the rules of an Acceptable Use Policy (AUP) begin to discuss what a computer virus is and how it can harm a computer begin to discuss techniques to avoid computer virus infection 	<ul style="list-style-type: none"> AUP privileges virus 	<ul style="list-style-type: none"> compare the effects of a person catching a virus to the effects of a computer catching a virus don't open email without permission

Skills and Concepts – Social Issues

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> T-P-SESI-S-SI1 work cooperatively with peers, family members and others when using technology 	<ul style="list-style-type: none"> begin to discuss the importance of being a good classmate when using technology listen to other people's ideas when completing a class project share available technology 	<ul style="list-style-type: none"> cooperate responsible 	

Technology Curriculum Framework - Grade K

Big Idea: Safety and Ethical/Social Issues

	resources		
<ul style="list-style-type: none"> T-P-SESI-S-SI2 collaborate with peers, family members and others when using technology 	<ul style="list-style-type: none"> work with others as a team to complete a task when using technology 		
<ul style="list-style-type: none"> T-P-SESI-S-SI3 explain how technology is used in jobs and careers 	<ul style="list-style-type: none"> begin to discuss the various types of technology used in careers (e.g., bar code scanners, handhelds, mobile phones, GPS's) begin to discuss as a class types of assistive technology used to help others 	<ul style="list-style-type: none"> assistive technology career 	
<ul style="list-style-type: none"> T-P-SESI-S-SI4 describe how assistive technology supports learning 			

Technology Curriculum Framework - Grade K

Big Idea: Research, Inquiry/Problem-Solving and Innovation

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Primary Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.
- 6.1 Students connect knowledge and experiences from different subject areas.

Primary Enduring Knowledge – Understandings

- Students will understand that*
- T-P-RIPSI-U-1 technology assists in gathering, organizing and evaluating information from a variety of sources to answer an essential question.
 - T-P-RIPSI-U-2 technology is used to analyze real world data and support critical thinking skills through inquiry/problem-solving in order to produce results and make informed decisions.

Skills and Concepts – Research

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> • T-P-RIPSI-S-R1 use teacher-directed Internet sources as a resource for information 	<ul style="list-style-type: none"> • begin to identify and discuss the Internet as a source of information at school, home, and at the public library • discuss when an Internet search may be effective as a class • begin to scan for information within an Internet document • begin to make a distinction between fact and opinion as a class • begin to explore Internet resources 	<ul style="list-style-type: none"> • bookmark • browser • fact • favorites • Internet • navigate • online • opinion • site • scan • web address 	<ul style="list-style-type: none"> • EduHound • KidsClick • KYVL • community helpers

Technology Curriculum Framework - Grade K

Big Idea: Research, Inquiry/Problem-Solving and Innovation

	<p>and information using teacher created bookmarks/favorites</p> <ul style="list-style-type: none"> • begin to use hyperlinks by single clicking on the link • begin to use keywords to broaden and narrow searches as a class activity • begin to navigate the World Wide Web as a class • begin to use teacher-selected Internet resources to locate, discuss, and compare information within content areas as a class/group 	<ul style="list-style-type: none"> • web page • web links • World Wide Web 	
<ul style="list-style-type: none"> • T-P-RIPSI-S-R2 use electronic resources to access and retrieve information 	<ul style="list-style-type: none"> • begin to determine best resource for gaining information to answer an essential question as a class activity (e.g., electronic, print, people) • begin to use video and audio information • begin to explain that an e-mail is a message written and read by using the computer • begin to scan electronic resources for relevant information as a class activity • begin to use prepared electronic databases as a class activity to conduct keyword searches to meet information needs (e.g., automated circulation, OPAC, Web Collection Plus, CD-ROM encyclopedias, KYVL) 	<ul style="list-style-type: none"> • databases • dictionary • electronic • electronic mail (e-mail) • interactive • keywords • OPAC • resource • scan • search • Web Collection Plus 	<ul style="list-style-type: none"> • OPAC • Web Collection Plus

Technology Curriculum Framework - Grade K

Big Idea: Research, Inquiry/Problem-Solving and Innovation

	<ul style="list-style-type: none"> • use developmentally appropriate multimedia resources to support learning (e.g., interactive books, educational software, picture dictionary) 		
--	--	--	--

Skills and Concepts – Inquiry/Problem-solving

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> • T-P-RIPSI-S-IP1 gather technology information/data and use for problem solving in all content areas 	<ul style="list-style-type: none"> • begin to prepare a simple spreadsheet to organize data as a class • begin to use a graph as a class to make predictions • begin to use a prepared spreadsheet to create a graph as a class to produce results and make informed decisions to answer a real life question • begin to use technology resources for problem solving and illustration of thoughts as a class (e.g., puzzles, logical thinking programs, digital cameras, drawing tools) • begin to use teacher-created web activities for problem solving and critical thinking as a class (e.g., webquests, IMMEX) 	<ul style="list-style-type: none"> • bar graph • chart wizard • data • graph • legend • line graph • pictograph • pie graph • table • title • webquest 	<ul style="list-style-type: none"> • Graph Club • IMMEX • Excel
<ul style="list-style-type: none"> • T-P-RIPSI-S-IP2 describe at least one strategy for problem solving while using technology (e.g., inquiry/problem solving software, troubleshooting technology issues) 	<ul style="list-style-type: none"> • begin to use problem solving/simulation software as a class • begin to determine appropriate software and hardware to use in solving a real life problem as a 	<ul style="list-style-type: none"> • simulation 	<ul style="list-style-type: none"> • Freddi Fish

Technology Curriculum Framework - Grade K

Big Idea: Research, Inquiry/Problem-Solving and Innovation

	class activity		
	<ul style="list-style-type: none"> begin to know when and who to ask for help with technical difficulties 		

Skills and Concepts – Innovation

Program of Studies Primary Students will:	Grade K Students will:	Grade K Vocabulary:	Grade K Activities/Resource Location:
<ul style="list-style-type: none"> T-P-RIPSI-S-I1 use technology for original creations/innovation in classroom 	<ul style="list-style-type: none"> create original work using developmentally appropriate software (e.g., Paint, Word, KidPix) begin to modify an existing linear or sequential multimedia story to include student narration as a class/group activity 	<ul style="list-style-type: none"> narrate original 	<ul style="list-style-type: none"> Modify an existing editable United Streaming video
<ul style="list-style-type: none"> T-P-RIPSI-S-I2 express creativity both individually and collaboratively using technology 	<ul style="list-style-type: none"> begin to create multimedia projects individually or as a class activity using age appropriate software begin to express innovative and/or entrepreneurial ideas using technology as a tool (e.g., entreSchool) 	<ul style="list-style-type: none"> entrepreneur entrepreneurial innovative 	<ul style="list-style-type: none"> Biography using Photo Story or Movie Maker KidPix

Technology Skills Checklist

Kindergarten

By the end of kindergarten all students should be able to demonstrate the following skills within assignments in all content areas. **Completion of this checklist does not meet all of the requirements of the Program of Studies.** Please refer to Program of Studies for specifics.

General Computer Skills

- Mouse skills – click, double click, drag, scroll
- Name computer components
- Open, close, and use developmentally appropriate programs
- Start, log off, & shut down computer
- Proper care and upkeep of equipment
- File basics – open, close, save, print
- Use appropriate terminology (see vocabulary)
- Follow on-screen directions

Keyboarding

- Locate keys as needed
- Begin to use both hands for keyboarding
- Display proper body position

Word Processing

- Type a sentence with ending punctuation
- Introduce formatting – word wrap
- Introduce editing – undo, backspace

Graphical Representation

- Create simple graph as a class (e.g., Graph Club, Create a Graph Website - <http://nces.ed.gov/nceskids/graphing/>)

Paint

- Change paint color
- Use the following tools: paint bucket (fill tool), brush, air brush, shape tools, eraser

Internet

- Follow hyperlinks (text or graphic)
- Use Back and Home buttons
- View video information (e.g., KET EncycloMedia)

Graphic Organizers (e.g., Kidspiration)

- Use a template or activity

E-Communications

- Use e-mail as a class

Safety/Ethical

- Acceptable Use Policy
- iSAFE skills
- Ethical use of material