

GRADE LEVEL: FIRST GRADE

SUBJECT: LIBRARY AND COMPUTER SCIENCE

DATE: 2019-2020

MONTH/GRADING PERIOD: QUARTER 1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>Sorting</li> </ul>	<p><b>K-2.DI.2</b> Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.</p>	<ul style="list-style-type: none"> <li>Identify various categories used to sort information or objects.</li> <li>Sort a variety of information without using a computer (unplugged).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Unplugged Sorting Activity</li> </ul>	<ul style="list-style-type: none"> <li>Sort</li> <li>Unplugged</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Software</li> </ul>	<p><b>K-2.DI.3</b> Recognize that software is created to control computer operations.</p>	<ul style="list-style-type: none"> <li>Use software program such as Keyboarding Without Tears.</li> <li>Describe how Keyboarding Without Tears is a type of software.</li> <li>Give examples of other types of software used.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Keyboarding Without Tears</li> <li>Software</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>• Device Components</li> <li>• Keyboarding</li> </ul>	<p><b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.</p>	<ul style="list-style-type: none"> <li>• Identify the parts of a computer.</li> <li>• Log in to the computer without assistance.</li> <li>• Demonstrate how drag, drop, and use left and right click button on a mouse.</li> <li>• Explain the difference between a desktop computer and laptop computer.</li> <li>• Use Keyboarding Without Tears.</li> <li>• Log into Keyboarding Without Tears with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Parts of Computer worksheet</li> <li>• Mouse skills activity</li> <li>• Keyboarding worksheet</li> <li>• Complete 2 lessons in Keyboarding Without Tears               <ul style="list-style-type: none"> <li>– Drag and Drop</li> <li>– Finger Fitness</li> </ul> </li> <li>• Teacher observation of logging in</li> <li>• Username and Password Practice worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Click</li> <li>• CPU</li> <li>• Desktop computer</li> <li>• Drag</li> <li>• Drop</li> <li>• Headphones</li> <li>• Home row</li> <li>• Keyboard</li> <li>• Laptop</li> <li>• Left mouse button</li> <li>• Lesson</li> <li>• Log in</li> <li>• Log in screen</li> <li>• Log off</li> <li>• Monitor</li> <li>• Mouse</li> <li>• Right mouse button</li> <li>• Password</li> <li>• Username</li> <li>• Drag</li> <li>• Drop</li> <li>• Target</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Websites</li> </ul>	<b>K-2.PA.1</b> Use technology and developmentally appropriate multimedia resources to conduct age-appropriate research and support learning across the curriculum	<ul style="list-style-type: none"> <li>Demonstrate how to get to school website and select resources that will be used across the curriculum to support learning.</li> <li>Follow a set of instructions to navigate to a website.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Home Page</li> <li>Resources</li> <li>School website</li> <li>Website</li> </ul>	IMPORTANT
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>Responsible use of Technology</li> <li>Digital Citizenship</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>Consider what it means to use technology responsibly.</li> <li>Describe what it means to be a good digital citizen.</li> <li>Identify examples and non-examples of digital citizenship.</li> <li>Follow digital citizenship rules in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Digital citizenship</li> <li>Internet</li> <li>Responsibility</li> <li>Technology</li> </ul>	CRITICAL

GRADE LEVEL: FIRST GRADE

SUBJECT: LIBRARY AND COMPUTER SCIENCE

DATE: 2019-2020

MONTH/GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>Technology Resources               <ul style="list-style-type: none"> <li>Microsoft Word</li> <li>Google Docs</li> </ul> </li> </ul>	<b>K-2.DI.1 Use technology resources to solve age-appropriate problems and communicate thoughts, ideas, or stories in a step-by-step manner.</b>	<ul style="list-style-type: none"> <li>Communicate ideas using a word processing software to type a list.</li> </ul>	<ul style="list-style-type: none"> <li>Santa letter activity</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Enter</li> <li>Letter</li> <li>Microsoft Word</li> <li>Google Docs</li> <li>Shift</li> <li>Space bar</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Sorting</li> </ul>	<b>K-2.DI.2</b> Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.	<ul style="list-style-type: none"> <li>Identify various categories used to sort information or objects.</li> <li>Sort a variety of information without using a computer (unplugged).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Unplugged Sorting activity</li> </ul>	<ul style="list-style-type: none"> <li>Sort</li> <li>Unplugged</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Software               <ul style="list-style-type: none"> <li>Microsoft Word</li> <li>Google Docs</li> </ul> </li> </ul>	<b>K-2.DI.3</b> Recognize that software is created to control computer operations.	<ul style="list-style-type: none"> <li>Use Microsoft Word or Google Docs to create a document with a list.</li> </ul>	<ul style="list-style-type: none"> <li>Microsoft Word Spelling Word activity</li> </ul>	<ul style="list-style-type: none"> <li>Document</li> <li>Enter</li> <li>Font</li> <li>Font size</li> <li>List</li> <li>Microsoft Word</li> <li>Google Docs</li> <li>Text</li> <li>Word processing</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>Keyboarding</li> </ul>	<p><b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.</p>	<ul style="list-style-type: none"> <li>Identify the parts of a computer.</li> <li>Log in to the computer without assistance.</li> <li>Demonstrate how drag, drop, and use left and right click button on a mouse.</li> <li>Explain the difference between a desktop computer and laptop computer.</li> <li>Use Keyboarding Without Tears.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Keyboarding worksheet</li> <li>Complete three lessons in Keyboarding without Tears               <ul style="list-style-type: none"> <li>Discovering Keys</li> <li>Letter Combos</li> <li>Key Words and Syllable Parts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dolch words</li> <li>Object</li> <li>Vowels</li> <li>Letter combination</li> <li>Rhyme</li> <li>Syllable</li> </ul>	CRITICAL
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Websites</li> </ul>	<p><b>K-2.PA.1</b> Use technology and developmentally appropriate multimedia resources to conduct age-appropriate research and support learning across the curriculum</p>	<ul style="list-style-type: none"> <li>Follow a set of instructions to navigate to a website.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Website activity</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Sequencing</li> </ul>	<p><b>K-2.PA.3</b> Arrange information using concept mapping tools and a set of statements that accomplish a simple task.</p>	<ul style="list-style-type: none"> <li>Use a blockly-based tool to accomplish a task.</li> <li>Given a task, sequence the information in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing with Scrat activity</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Arrange</li> <li>Blockly</li> <li>Block</li> <li>Code</li> <li>Debug</li> <li>Direction</li> <li>East</li> <li>Hour of Code</li> <li>Lines of code</li> <li>Maze</li> <li>North</li> <li>Programming</li> <li>Run</li> <li>Sequence</li> <li>Snap</li> <li>Solution</li> <li>South</li> <li>Step</li> <li>Toolbox</li> <li>West</li> <li>When run</li> <li>Workspace</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>Internet Safety</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>Identify rules for traveling safely on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Internet safety activity</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Online</li> <li>Safety</li> </ul>	CRITICAL
<b>READING: LITERATURE</b>					
<ul style="list-style-type: none"> <li>Illustrators</li> </ul>	<b>1.RL.4.1</b> Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>Explain how illustrations are used to help create the setting and describe characters and events.</li> <li>Use illustrations from a story to describe the setting, characters, or events.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Caldecott Book activity</li> <li>Author Study lesson</li> </ul>	<ul style="list-style-type: none"> <li>Caldecott</li> <li>Character</li> <li>Illustrator</li> <li>Illustrations</li> <li>Setting</li> </ul>	ADDITIONAL

GRADE LEVEL: FIRST GRADE

SUBJECT: LIBRARY AND COMPUTER SCIENCE

DATE: 2019-2020

MONTH/GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>Technology Resources           <ul style="list-style-type: none"> <li>– Microsoft Word</li> <li>– Google Docs</li> </ul> </li> </ul>	<b>K-2.DI.1</b> Use technology resources to solve age-appropriate problems and communicate thoughts, ideas, or stories in a step-by-step manner.	<ul style="list-style-type: none"> <li>Communicate ideas in Microsoft Word or Google Docs by creating a list (i.e. Three step directions on how to do something).</li> <li>Create a numbered list in Microsoft Word or Google Docs.</li> <li>Communicate ideas by creating a poem in Microsoft Word or Google Docs.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Three Step Direction activity</li> <li>Valentine Poetry activity</li> </ul>	<ul style="list-style-type: none"> <li>Directions</li> <li>Numbering</li> <li>Poetry</li> <li>Steps</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Sorting</li> </ul>	<b>K-2.DI.2</b> Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.	<ul style="list-style-type: none"> <li>Identify categories used to sort objects or information.</li> <li>Sort a variety of information without using a computer (unplugged).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Unplugged Sorting activity using an algorithm</li> </ul>	<ul style="list-style-type: none"> <li>Algorithm</li> <li>Unplugged</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>Web Browser</li> </ul>	<b>K-2.DI.3</b> Recognize that software is created to control computer operations.	<ul style="list-style-type: none"> <li>Demonstrate how to use a Web Browser including how to use tabs, go back, and close the browser.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Back</li> <li>Close</li> <li>Google Chrome</li> <li>Tabs</li> <li>Web Browser</li> </ul>	IMPORTANT
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>Device Components</li> <li>Keyboarding</li> </ul>	<b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.	<ul style="list-style-type: none"> <li>Use Keyboarding Without Tears.</li> <li>Log into Keyboarding Without Tears with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Complete three lessons in Keyboarding without Tears <ul style="list-style-type: none"> <li>Spacing Out</li> <li>Words Up</li> <li>Up to Sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dolce</li> <li>Label</li> <li>Letter combos</li> <li>Phrases</li> <li>Rhymes</li> <li>Space bar</li> <li>Spaces</li> </ul>	CRITICAL
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>School Website</li> </ul>	<b>K-2.PA.1</b> Use technology and developmentally appropriate multimedia resources to conduct age-appropriate research and support learning across the curriculum.	<ul style="list-style-type: none"> <li>Demonstrate how to get to school website and select resources that will be used across the curriculum to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Valentine Website activity</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>Cyber Bullying</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>Discuss examples of using manners online.</li> <li>Demonstrate how using manners online is being a good digital citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Cyberbullying activity</li> </ul>	<ul style="list-style-type: none"> <li>Cyberbullying</li> <li>Digital citizenship</li> <li>Respectful</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Netiquette</li> </ul>	<b>K-2.IC.2</b> Identify positive and negative social and ethical behaviors for using technology.	<ul style="list-style-type: none"> <li>Identify good and bad netiquette behaviors online.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Netiquette activity</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Manners</li> <li>Netiquette</li> </ul>	IMPORTANT
<b>READING: VOCABULARY</b>					
<ul style="list-style-type: none"> <li>Sorting</li> </ul>	<b>K.RV.2.2</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	<ul style="list-style-type: none"> <li>Sort objects into categories.</li> <li>Identify categories used to sort objects.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Sorting activity</li> </ul>	<ul style="list-style-type: none"> <li>Sorting</li> </ul>	CRITICAL
<b>READING: NONFICTION</b>					
<ul style="list-style-type: none"> <li>Nonfiction Text Features</li> </ul>	<b>1.RN.3.1</b> Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<ul style="list-style-type: none"> <li>Identify and use a table of contents and text features in a nonfiction text.</li> <li>Identify bold text, chapters, and headings in a nonfiction text.</li> <li>Use page numbers to locate information in a nonfiction text.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Text Features: Table of Contents activity</li> <li>Glossary activity</li> </ul>	<ul style="list-style-type: none"> <li>Bold</li> <li>Chapters</li> <li>Heading</li> <li>Nonfiction</li> <li>Page numbers</li> <li>Table of contents</li> <li>Text</li> <li>Text features</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>WRITING: THE WRITING PROCESS</b>					
<ul style="list-style-type: none"><li>Poetry</li></ul>	<b>1.W.4</b> Apply the writing process to – Use available technology to publish legible documents.	<ul style="list-style-type: none"><li>Write and publish a poem in Microsoft Word or Google Doc.</li></ul>	<ul style="list-style-type: none"><li>Class discussion</li><li>Teacher observation</li><li>Valentine Poetry activity</li></ul>	<ul style="list-style-type: none"><li>Poetry</li></ul>	ADDITIONAL

GRADE LEVEL: FIRST GRADE

SUBJECT: LIBRARY AND COMPUTER SCIENCE

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MONTH/GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>Technology Resources               <ul style="list-style-type: none"> <li>– Microsoft Word</li> <li>– Google Docs</li> </ul> </li> </ul>	<b>K-2.DI.1</b> Use technology resources to solve age-appropriate problems and communicate thoughts, ideas, or stories in a step-by-step manner.	<ul style="list-style-type: none"> <li>Communicate ideas in a word processing document.</li> <li>Create a mini research document in Microsoft Word or Google Docs.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Mini Research Activity</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Sorting</li> </ul>	<b>K-2.DI.2</b> Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.	<ul style="list-style-type: none"> <li>Identify categories used to sort objects or information.</li> <li>Sort a variety of information without using a computer (unplugged).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Unplugged Sorting Activity using an algorithm</li> </ul>	<ul style="list-style-type: none"> <li>Algorithm</li> <li>Unplugged</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>Keyboarding</li> </ul>	<p><b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.</p>	<ul style="list-style-type: none"> <li>Use Keyboarding Without Tears.</li> <li>Log into Keyboarding Without Tears with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Complete four lessons in Keyboarding Without Tears               <ul style="list-style-type: none"> <li>Action and Punctuation Keys</li> <li>Pumped up to Paragraphs</li> <li>Champions of Web and Test Layouts</li> <li>Discovering Number Keys</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Drop down menu</li> <li>Keyboarding Form</li> <li>Lowercase letters</li> <li>Math equation</li> <li>Number Keys</li> <li>Paragraphs</li> <li>Punctuation</li> <li>Shift key</li> <li>Solution</li> <li>Space bar</li> <li>Symbol Keys</li> <li>Tab key</li> <li>Target</li> </ul>	CRITICAL
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Research</li> </ul>	<p><b>K-2.PA.1</b> Use technology and developmentally appropriate multimedia resources to conduct age-appropriate research and support learning across the curriculum.</p>	<ul style="list-style-type: none"> <li>Communicate ideas in a word processing document.</li> <li>Create a mini research document in Microsoft Word or Google Docs.</li> <li>Insert clip art into a word processing document.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Mini Research activity</li> </ul>	<ul style="list-style-type: none"> <li>Clip art</li> <li>Website</li> </ul>	IMPORTANT

		<ul style="list-style-type: none"> <li>Navigate to a website to conduct research.</li> </ul>			
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCAB</b>	<b>PRIORITY</b>
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Research</li> <li>Multimedia Products</li> <li>Group Activity</li> </ul>	<b>K-2.PA.2</b> Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	<ul style="list-style-type: none"> <li>Create multimedia product with a student partner.</li> <li>Modify text and font size in a multimedia product.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Mini Research group activity</li> </ul>	<ul style="list-style-type: none"> <li>Bold</li> <li>Font</li> <li>Grow font</li> <li>Multimedia</li> <li>Research</li> <li>Shrink font</li> </ul>	ADDITIONAL
<b>NETWORKING AND COMMUNICATION (NC)</b>					
<ul style="list-style-type: none"> <li>Collaboration</li> </ul>	<b>K-2.NC.1</b> Use technology to work cooperatively and collaboratively with peers, teachers, and others.	<ul style="list-style-type: none"> <li>Use a word processing program such as Microsoft Word or Google Docs to work cooperatively and collaboratively with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Mini Research group activity</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively</li> <li>Cooperatively</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Communicate Electronically</li> </ul>	<b>K-2.NC.2</b> Gather information and communicate electronically with others with support from teachers, family members, or student partners.	<ul style="list-style-type: none"> <li>Standard addressed in Grade 2</li> </ul>			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>NETWORKING AND COMMUNICATION (NC)</b>					
<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>	<b>K-2.NC.1</b> Use technology to work cooperatively and collaboratively with peers, teachers, and others.	<ul style="list-style-type: none"> <li>• Use a word processing program such as Microsoft Word or Google Docs to work cooperatively and collaboratively with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Mini Research group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboratively</li> <li>• Cooperatively</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Communicate Electronically</li> </ul>	<b>K-2.NC.2</b> Gather information and communicate electronically with others with support from teachers, family members, or student partners.	<ul style="list-style-type: none"> <li>• Standard addressed in Grade 2</li> </ul>			
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>• Digital Citizenship</li> <li>• Intellectual property</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>• Demonstrate digital citizenship when completing online research.</li> <li>• Sort examples and non-examples of digital citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Digital citizenship</li> <li>• Intellectual property</li> <li>• Source</li> </ul>	CRITICAL
<b>READING: VOCABULARY</b>					
<ul style="list-style-type: none"> <li>• Sorting</li> </ul>	<b>1.RV.2.2</b> Define and sort words into categories (e.g., <i>antonyms, living things, synonyms</i> ).	<ul style="list-style-type: none"> <li>• Sort objects into categories.</li> <li>• Identify categories used to sort objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Sorting activity</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>WRITING: THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>					
<ul style="list-style-type: none"> <li>• Research</li> <li>• Sources</li> <li>• Graphic Organizers</li> <li>• Presentations</li> </ul>	<b>1.W.5</b> With support, conduct simple research on a topic. <ul style="list-style-type: none"> <li>• Identify several sources of information and indicate the sources.</li> <li>• Organize information, using graphic organizers or other aids.</li> <li>• Make informal presentations on information gathered.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a graphic organizer to organize information.</li> <li>• Make an informal presentation of research gathered.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Research graphic organizer</li> <li>• Present information gathered</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Present</li> <li>• Presentation</li> </ul>	ADDITIONAL
<b>MEDIA LITERACY</b>					
<ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> </ul>	<b>1.ML.1</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<ul style="list-style-type: none"> <li>• Classify media as a source for information or entertainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• PIE Media Literacy activity</li> </ul>	<ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Logos</li> <li>• Media Types</li> </ul>	<b>1.ML.2.1</b> Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	<ul style="list-style-type: none"> <li>• Match logos to designated sites.</li> <li>• Match different types of media.</li> <li>• Ask and answer questions about various media sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Logo match activity</li> <li>• Print and Digital activity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Details</li> <li>• Digital</li> <li>• Logo</li> <li>• Media</li> <li>• Print</li> <li>• Speaker</li> </ul>	ADDITIONAL

