

Kindergarten Computer Science and Design Thinking Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessment	Additional Standards
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<p>August-October</p> <p>Computing Systems, Networks and the Internet</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p>	<p>-Discuss and list computer safety rules</p> <p>-How can technology help us?</p> <p>-Identify different types of technology (Computer, Laptop, Chromebook, Tablet, Ipad, Smartphone)</p> <p>-Turn computer/tablet on/off</p> <p>-Learn how to Log into a computer with assistance/independent</p> <p>-Navigate on a Ipad or Chromebook</p> <p>-Learn how to access programs or apps</p> <p>-Discuss what different tasks technology offers such as the internet, how to connect with others all over the world.</p> <p>-Identify and learn basic computer vocabulary such as: desktop, mouse, keyboard, printer, tablet</p> <p>Instructional Resources: Kidpix Brainpop Jr.</p> <p>Teacher Technology:</p>	<p>Formative Assessments: Classwork Student Participation Teacher Observation</p> <p>Summative Assessment: Parts of the Computer</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard :</p> <p>L 2.4 Determine or clarify the meaning of unknown words.</p> <p>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</p> <p>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</p>
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November/December	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	<p>- Identify basic vocabulary: internet, email, text message, blog, facetime.</p>	<p>Formative Assessments: Classwork Student Participation Teacher Observation</p>	<p>Interdisciplinary Standard: RL.K.1 Students will examine differing blogs and answer questions regarding the blog. I.E. Who is this Blog written for? Why write a blog? How did the Author write the blog?</p>
Networks and the Internet	<p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions and parts of the world.</p>	<p>-Use the internet to see examples of blogs</p>	<p>Summative Assessments: Class blog or Student Vlog Student avatar</p>	
		<p>-Compare and contrast different types of technology from around the world.</p>	<p>Accommodations and Modifications</p>	
		<p>-Make a class blog post about an event that happened at school.</p>		
		<p>-Create an avatar to learn and connect with students in class.</p>		
		<p>-Share the avatar with peers and describe why it represents the student.</p>		
		<p>Instructional Resources: Kidpix Brainpop Jr. Voki - (Build you wild self; doppleme) ABCYA</p>		
		<p>Teacher Technology: Computer Activ Panel Acitiv View YouTube Videos BrainPop Jr.</p>		
		<p>Student Technology:</p>		

<p>January</p> <p>Ownership of content (print, nonprint)</p>	<p>8.1.2.D.1 Develop an understanding of ownership of print and non-print information</p>	<p>-Identify basic vocabulary: print, non-print, author</p> <p>-Identify author of print and non-print.</p> <p>-Identify authors of books by using the internet to look up answers</p> <p>Instructional Resources: 10 Black Dots Kidpix ABCYA</p> <p>Teacher Technology: Computer Activ Panel Activ View YouTube Videos BrainPop Jr.</p> <p>Student Technology: Computer; iPad 10 Black Dots</p>	<p>Formative Assessments: Classwork Student Participation Teacher Observation</p> <p>Summative Assessments: Differentiate between print and non-print Research an author using the internet</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard (list and write blurb) SL.K.1.A. Students will discuss what they perceive to be differences between print and nonprint and which they prefer.</p>
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<p>February</p> <p>Interaction of Technology and Humans</p>	<p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p> <p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.</p>	<p>-Identify basic vocabulary: product, technology, nature</p> <p>-Match/Identify/Classify products to their source: Technology/ Nature</p> <p>-Discuss and explore different applications used to make visual posters</p> <p>-Make a poster with Kidpix and explain if it is nature based or technology based.</p> <p>Instructional Resources: Kidpix</p> <p>Teacher Technology: Computer Activ Panel Acitiv View YouTube Videos BrainPop Jr.</p> <p>Student Technology: Computer; iPad ABCYA! KidPix</p>	<p>Formative Assessments: Classwork Student Participation Teacher Observation</p> <p>Summative Assessments: Matching Technologies with Source Explain how the technologies are used to solve a problem and what problem they solve KidPix Poster</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L 2.5a Identify real-life connections between words and their use.</p>
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<p>March and April</p> <p>Interaction of Technology and Humans</p>	<p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p> <p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p>	<p>-Review basic vocabulary: product, technology</p> <p>-Research and create a class commercial about a product that makes life easier at work, school and home.</p> <p>-Explain how technology improves life in a presentation or artwork</p> <p>Instructional Resources: Youtube (commercial examples) Kidpix</p> <p>Teacher Technology: Computer Activ Panel Acitiv View YouTube Videos BrainPop Jr. Green Screen</p> <p>Student Technology: Computer; iPad ABCYA! KidPix</p>	<p>Formative Assessments: Classwork Student Participation Teacher Observation Assignment rubric or checklist Build a system project</p> <p>Summative Assessments: Commercial Project</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard</p> <p>L 2.5a Identify real-life connections between words and their use.</p>
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<p>May/June</p> <p>Algorithms and Programming</p>	<p>8.1.2.AP.4: Break down a task into a sequence of steps.</p> <p>8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.</p>	<p>-Students will work as individuals to explain a simple task in sequential order: ex. tie your shoe</p> <p>-Students will work in teams to explain a complex task</p> <p>-Students will write a programs for each other to find a hidden toy. Students will interpret and follow as “human robots.”</p> <p>-Students will program the Bee Bot to go to designated locations.</p> <p>-Students will program the Bee Bot to draw shapes/pictures</p> <p>Instructional Resources: YouTube videos How to Books Kodable Dash Robot Bee Bot Robot</p> <p>Teacher Technology: Computer Activ Panel Acitiv View YouTube Videos BrainPop Jr. Green Screen</p>	<p>Formative Assessments: Classwork Student Participation Teacher Observation</p> <p>Summative Assessments: Task Based Project (Student Choice) Completed / graded activity sheets</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RL 2.5 Follow the overall structure of a story, including the beginning and the ending by retelling the sequence of a task.</p>
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Alternative Assessments: Creating a Class Blog/Vlog; Worksheets/Activities

21st Century Standards: 9.1.4.A.1 , 9.1.2.CR.1

21st Century Skills: Technology literacy, Information literacy and Critical thinking

Career Ready Practices: CRP2, CRP 3 and CRP 6.