

**COURSE:** Information & Communication  
Technology Literacy

**LEVEL:** Grade 1

**UNIT/FOCUS:** Technological Creativity and Innovation

**Desired Results**

*Related NJSL  
standard(s):*

- 8.1.2.A.1
- 8.1.2.A.2
- 8.1.2.A.3
- 8.1.2.A.4
- 8.1.2.A.5
- 8.1.2.A.6
- 8.1.2.A.7
- 8.1.2.A.5
- 8.1.2.B.1

**Transfer**

*Students will be able to independently use their learning to...*

- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Meaning**

**Enduring Understandings (EUs)**

*Students will understand that...*

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and /or career needs assessment.
- A tool is only as good as the person using it.
- Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.

**Essential Questions (EQs)**

*Students will keep considering...*

- In a world of constant change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- How can digital tools be used for creating original and innovative works, ideas, and solutions?

**Grade Level Benchmarks**

**Knowledge**

*Students will know...*

- Names of basic computer hardware and peripheral devices
  - Mouse, Keyboard, Monitor/screen, Printer, Speakers
- Basic technology vocabulary
  - Log in, Log out, Cursor, Internet, Busy Icon, Scroll bar, Software, Hardware, (IP) Address, Back, Window(s), Open, Close, File, Save, Menu
- The purpose and function of menus.
- Names of basic computer applications
  - Word, Kidspiration, PowerPoint, Internet Explorer, Chrome, Microsoft Encarta
- Presentation programs/software are used to communicate ideas and stories.
- Basic computer icons
  - Print, Save, Word, Copy, Paste, Internet Explorer, Chrome, My Computer

**Skills**

*Students will be able to...*

- Identify the basic features of a digital device and explain its purpose.
- Create a document using a word processing application.
- Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- Enter information into a spreadsheet and sort the information.
- Identify the structure and components of a database.
- Enter information into a database or spreadsheet and filter the information.
- Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**COURSE:** Information & Communication  
Technology Literacy

**LEVEL:** Grade 1

**UNIT/FOCUS:** Living and Communicating in a Digital World

**Desired Results**

*Related NJSL  
standard(s):*

1. 8.1.2.C.1
2. 8.1.2.D.1

**Transfer**

*Students will be able to independently use their learning to...*

- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Meaning**

**Enduring Understandings (EUs)**

*Students will understand that...*

- Digital tools allow for communication and collaboration anytime/anyplace worldwide.
- Technology use can have positive or negative impact on both users and those affected by their use.
- Technology creates international cooperation and competition.

**Essential Questions (EQs)**

*Students will keep considering...*

- How has the use of digital tools improved opportunities for communication and collaboration?
- What are an individual's responsibilities for using technology?
- What constitutes misuse and how can it best be prevented?

**Grade Level Benchmarks**

**Knowledge**

*Students will know...*

- Electronic tools can be used to communicate in many ways.
- Print and non-print materials have authors.

**Skills**

*Students will be able to...*

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- Develop an understanding of ownership of print and nonprint information.

**COURSE:** Information & Communication  
Technology Literacy

**LEVEL:** Grade 1

**UNIT/FOCUS:** Technology as a Tool

**Stage 1 - Desired Results**

*Related NJSL  
standard(s):*

1. 8.1.2.E.1
2. 8.1.2.F.1

**Transfer**

*Students will be able to independently use their learning to...*

- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Meaning**

**Enduring Understandings (EUs)**

*Students will understand that...*

- Information is spread worldwide within seconds due to technological advancements and has an immediate impact.
- Selection of technology should be based on personal and/or career needs assessment.
- Information uploaded to the Internet or sent through email cannot be retrieved or completely erased.

**Essential Questions (EQs)**

*Students will keep considering...*

- Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?
- How does the use of technology become part of a problem solving approach?

**Grade Level Benchmarks**

**Knowledge**

*Students will know...*

- The Internet contains information that can help people.
- Maps are used to plan trips.
- Maps exist in various forms, including electronic.

**Skills**

*Students will be able to...*

- Use digital tools and online resources to explore a problem or issue.
- Use geographic mapping tools to plan and solve problems.