

**Brookings School District 5-1
Kindergarten
Technology Curriculum
Fall 2010**

Unit: Nature, Concepts and Systems (Systems Thinking Interactions and Design)

Indicator 1: Students understand the history and progression of technology in relations to the development and design of future technology.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Knowledge	K.NC.1.1: Identify three human-made objects.	I can define a tool. I can identify tools in technology: computer, telephone		

Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.

Knowledge	K.NC.2.1: Identify that parts make a whole.	I can identify that parts make a whole. a mouse is part of a computer, a light bulb is part of a lamp. I can determine when something is missing.		
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Indicator 3: Analyze the relationships and the connection between technologies in different fields of study and how they apply to communities

Knowledge	K.NC.3.1: Identify technologies used in the home.	I can identify technologies used in the home. television, appliances.		
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Indicator 4: Students understand the purpose and demonstrate the use of the design process in problem solving.

		I can identify a problem.		
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		<p>I can gather information to solve a problem.</p> <p>I can identify a solution to a problem.</p>		
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Unit: Social Interaction

Indicator 1. Students understand the safe, ethical, legal and societal issues related to technology.

Comprehension	K.SI.1.1: Demonstrate respect for the work of others.	I can demonstrate respect for the work of others.		
Comprehension	K.SI.1.2: Identify five ways to respect equipment.	<p>I can recognize that using a password helps protect the privacy of information.</p> <p>I can identify 5 ways to respect equipment: identify safe technology behaviors, telephone (911)</p>		

Indicator 2. Students investigate the advantages and disadvantages of technology.

Knowledge	K.SI.2.1: Recognize that an advantage is desirable	I can recognize that an advantage is desirable and that a disadvantage is undesirable: being		
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	and that a disadvantage is undesirable.	<p>nice to your partner is an advantage, being a bully is a disadvantage.</p> <p>I can give examples of desirable and undesirable behaviors.</p>		
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Unit: Information and Communication Tools

Indictor 1: Students recognize and demonstrate skills in operating technological systems

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
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Knowledge	K.CT.1.1: Describe technology using accurate terminology.	I can describe technology using accurate terminology: monitor and keyboard.		
Application	K.CT.1.2: Use input/output devices to operate various technologies.	<p>I can recognize technology as a tool to help complete a task.</p> <p>I can operate a mouse or keyboard.</p> <p>I can use input and output devices to operate various technologies: mouse, phones, VCR's, TV's, printers.</p> <p>I can identify basic file management commands: new, open, save, print.</p> <p>I can locate letters, numbers, and special keys on the keyboard.</p>		
Indicator 2. Students use technology to enhance learning, extend capability and promote creativity.				
*this indicator is not covered in kindergarten				
Indicator 3. Students evaluate and select information tools based on the appropriateness to specific tasks.				
Knowledge	K.CT.3.1: Recognize technology as a tool to help complete a task	I can recognize technology as a tool to help complete a task: telephone-talk, drill-make holes.		

Unit. Information and Communication Processes

Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
*(mastery of this indicator does not emerge until 2 nd grade.)				

Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.

Knowledge	K.CP.2.1: Identify information technologies used for communicating ideas	I can identify two information technologies used for communicating ideas: telephone or computer.		
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Unit. Information Literacy and Decision Making

Indicator 1: Students use technology to locate and acquire information.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Knowledge	K.IL.1.1: Identify what information is.	I can identify what information is. child's name, school name, age, birthday, gender.		
Knowledge	K.IL.1.2: Recognize that information can be represented in a variety of ways.	I can identify a variety of ways information can be presented: numbers, words, picture, sounds		
Indicator 2: Students determine the reliability and relevance of information.				
		I can distinguish between fact and fiction: real vs. make believe.		

