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| Hayat Universal Bilingual School Year Plan 2018 -2019  **Subject: Applied Design, Skills, and Technologies Grade Level: KG2** | | | | | | | |
| **Unit**  **1**  **Term 1**  **September 9-**  **November 21** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Applied Technologies**  **&**  **Applied Skills** | **Technologies are tools that extend human capabilities** | \*Use materials, tools, and technologies in a safe manner in both physical and digital environments  \*Explore the use of simple, available tools and technologies to extend their capabilities | \*Students will use applied technologies  and applied skills in collaboration in grade level content from other area of learning in cross-curricular activities (e.g., reading, phonics, writing, art, science, social, English oral language, etc.) to develop foundational mindsets and skills in design thinking and making. | \*Introduce what Technology Is –  Technology – Things Created by humans that make our life easier and helps us to solve problems  \*Show and teach students differences between, laptop, tablet, desktop, smartboard  \*Teach students how to use equipment safely by modeling the correct way to handle technologies such as scissors, stapler, mouse, keyboard, paint brush, etc.  \*Teach students the parts of the computer, their names and what they are used for  \*Teach students how to sit when using the computer in the lab and why. We sit properly to keep our backs healthy and keep equipment safe from breakage.  \*Teach students how to turn and off the computer properly.  \*Use online sites that provide games that reinforce learning skills from the classroom (math, phonics, reading, etc.) that require the student to control what happens using the mouse.  \*Teach students paint program to use technology properly and teach specific mouse skills.  \*Teach students to use a simple digital camera, or tablet to take photos.  \*Load students taken photos to desktop and show students their photos. Students can talk about how they took photo. What they used, levels utilized, etc. | \*You tube video  What is Technology  <https://www.youtube.com/watch?v=Giiz81_uzK8>  \*Show students real objects and photos of things that involve technology  \*laptop, tablet and desktop, smartboard  \*Parts of The computer for kindergarten  <https://www.youtube.com/watch?v=erzmwKCJ4d0>  \*Power points for young children teaching names and parts of the computer.  \*Computer Lab  Lesson Plans/Math and reading/  Kindergarten  \*ABCya.ca program and https://www.learninggamesforkids.com/preschool-games.html  to teach mouse skills.  \*Sites such as (not limited to Raz-Kids.com, Star-fall .com, ABC Ya, getepic.com, e-learning for kids,,pbs kids, national geographic for kids,  abcmouse.com  \*Paint Program  \*Slideshow of student taken photos to share with class and parents. | **Formative:**   * **Oct.9, 2018** Anecdotal Notes on students shows signs of enthusiasm to use computer/ technology (oral comment, facial expression, etc.). * **Oct.23, 2018** Anecdotal Notes on students confidence level in approaching the computer * **November 6,2018** Anecdotal Notes on whether student is using moue properly or not * **November 20,2018** Anecdotal Notes on can students turn on and off the computer properly. | \*technology  \*scissors  \*stapler  \*chair  \*phone  \*tablet  \*laptop  \*desktop computer  \*camera  \*keyboard  \*Mouse,  \*Curser,  \*Screen  \*CPU  \*speakers.  \*printer  \*usb  \*on  \*off  \*photo |

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| **Unit**  **2**  **Term 2**  **November 22-**  **February 27** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Sharing &**  **Applied Skills** | **Skills can be developed through play** | \*Decide on how and with whom to share their product  \*Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment  \*Use personal preferences to evaluate the success of their design solutions  \*Reflect on their ability to work effectively both as individuals and collaboratively in a group  \*Develop their skills and add new ones through play and collaborative work | \*Students will use sharing  and applied skills in collaboration in grade level content from other area of learning in cross-curricular activities (e.g., reading, phonics, writing, art, science, social, English oral language, etc.) to develop foundational mindsets and skills in design thinking and making. | \*Have two students work on one computer utilizing paint program to create and design their own product.  \*Have students develop skills by being taught how to use various programs one at a time and then give time to explore programs independently.  \*Teach students to use photo story 3 program in order to create their own photo story which they can share with the class.  \*Have students make videos using windows movie maker program on real life topics, age, culturally and developmentally appropriate (e.g. I love my mommy because, On the weekend I).  \*Have students take photos on tablets, print off, create a poster and have students present and talk about their posters/share their photos from computer on screen. | \*Paint Program  \*ABCya.com  \*Starfall.com \*Word program  \* Power point  \*Raz-Kids    \*Kids Inspiration  \*Photo story 3 program on desktop  \*Window Movie Maker Program  \*Computer headsets  \*Computer Cameras  Tablets with cords to transfer photos to computer. | **Formative:**   * **November 27, 2018** Anecdotal Notes on student’s level of enthusiasm to use paint program. * **December 12, 2018** Anecdotal Notes on students ability to work cooperatively with another students on one computer using paint program * **November 6,2018** Anecdotal Notes on students confidence level in approaching the computer and engaging in technology play * **January 8,2018** Anecdotal Notes through 1 on1 questioning of student Have one to one meetings with Teacher where through questioning students can reflect on their own work and state what they are like best about technology * **January 22 2018** Anecdotal Notes on students ability to use the computer independently. * **February 5, 2018** Anecdotal Notes on students ability to use skills to engage in technology play. * **February 19, 2018** Rubric – All computer skills taken to date | computer  \*camera  \*keyboard  \*mouse,  \*curser,  \*screen  \*cpu  \*speakers.  \*printer  \*usb  \*power point  \*video  \*microphone  \*camera  \*speak English  \*tablet  \*photos |

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| **Unit**  **3**  **Term 3**  **February 28-**  **June 18** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Ideating – forming ideas or concepts**  **&**  **Making** | **Designs grow out of natural curiosity** | **\***Identify needs and opportunities for designing, through exploration  \*Generate ideas from their experiences and interests  \*Add to others’ ideas  \*Choose an idea to pursue.  **\***Choose tools and materials  \*Make a product using known procedures or through modelling of others  \*Use trial and error to make changes, solve problems, or incorporate new ideas from self or others | \*Students will use  in collaboration in grade level content from other area of learning in cross-curricular activities(e.g., reading, phonics, writing, art, science, social, English oral language, etc.) to develop foundational mindsets and skills in design thinking and making. | \*Observe students  when utilizing technology to determine needs , interests to discover more opportunities for designing through exploration.  \*Brainstorm with students interests based on their experiences and add on to possible topics from shared discussion.  \*Teach and model various programs age and developmentally appropriate for students to use to create their own creation/project.  \*allow students to explore programs and technology further and to adapt the use of programs for their own needs.  \*Students collaborate with others and /or work independently to create products using  \*Teach students to create their own video incorporating photos in their slide show as taught in term 2 to share demonstrate ideating & making skills | \*Paint Program  \*Photo story 3 Program  \*Kid inspiration Program  \*Word Program  \*Power point program  \*Projector/  Promethean Board for brainstorming ideas and sharing work (powerpoint)  Tablets | **Formative:**   * **March 13, 2018** Anecdotal Notes on students interests to discover more opportunities for designing through exploration. * **March 26, 2018** Anecdotal Notes on students engagement in brainstorming ideas for designing and making projects * **April16, 2018** Student Self Reflection sheet using happy faces, sad faces. Students can reflect by drawing a picture, about how they feel about using technology using happy face , sad face on sheet and teachers scribe their works. * **April 30,,2018** Anecdotal Notes on whether students are adding to others ideas or not when sharing a computer with another student. * **May 14, ,2018** Anecdotal Notes on students ability to create a design independently after being modeled to using power point or paint program * **May 29, ,2018** Anecdotal Notes on students ability to share work they created with others | \*Ideating –forming ideas or concepts  \*Making  \*Creating  \*Brainstorm  \*interests  \*Videos  \*Power point  *\** computer  \*camera  \*keyboard  \*mouse,  \*curser,  \*screen  \*cpu  \*speakers.  \*printer  \*usb  \*power point  \*video  \*microphone  \*camera  \*speak English  \*tablet  \*Collaborative  \*photos |