

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
TECHNOLOGY CURRICULUM**

**GRADE 1**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>Technology Education 3.6.4. Grade 1</p>						
<p>A. Know that biotechnologies relate to propagating, growing, maintaining, adapting, treating and converting.</p> <ul style="list-style-type: none"> <li>• Identify agricultural and industrial production processes that involve plants and animals.</li> <li>• Identify waste management treatment processes.</li> <li>• Describe how knowledge of the human body influences or impacts ergonomic design.</li> <li>• Describe how biotechnology has impacted various aspects of daily life (e.g., health care, agriculture, waste treatment)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Oral Presentation</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Essays</li> <li>• Student projects</li> <li>• Small group instruction</li> <li>• Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

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<p>Technology Education 3.6.4 Grade 1</p>						
						<ul style="list-style-type: none"> <li>•Describe trends and possible future developments in technology.</li> <li>•Create technological design briefs to document problem solving.</li> <li>•Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>

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<p>B. Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.</p> <ul style="list-style-type: none"> <li>•Identify electronic communication methods that exist in the community (e.g., digital cameras, telephone, internet, television, fiber optics).</li> <li>•Identify graphic reproduction methods.</li> <li>•Describe appropriate image generating techniques (e.g., photography, video).</li> <li>•Demonstrate the ability to communicate an idea by applying basic sketching and drawing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>•Communicate about internal technology operations using developmentally appropriate and accurate terminology.</li> <li>•Use developmentally appropriate technology resources to access information and communicate electronically.</li> <li>•Operate keyboard and other common input and output devices.</li> <li>•Use a device in response to software (e.g., point and click, arrow and enter/return keys)</li> <li>•Use keyboard effectively (e.g., knows locations and functions of keys, begins touch typing strategies)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>•Tests/Quizzes</li> <li>•Oral Presentation</li> <li>•Daily homework</li> <li>•Experiments</li> <li>•Journals</li> <li>•Journals</li> <li>•Notebooks</li> <li>•Essays</li> <li>•Student projects</li> <li>•Small group instruction</li> <li>•Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

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	<ul style="list-style-type: none"> <li>• Students will recognize the tools and their uses in draw and paint programs.</li> <li>• Students will open a paint program.</li> <li>• Students will access and select paint tools from the tool bar.</li> <li>• Students will use the pencil, eraser, paintbrush, spray can, and paint bucket in a paint program.</li> <li>• Students will change the color or pattern of the paint brush, paint bucket, or spray can in a point program.</li> <li>• Students will communicate with others using telecommunications with support from teachers, family members, or student partners.</li> <li>• Students will use technology tools for individual and collaborative communication activities to share products inside and outside the classroom (e.g., story, illustrations, drawings, digital images)</li> </ul>					<ul style="list-style-type: none"> <li>• Describe trends and possible future developments in technology.</li> <li>• Create technological design briefs to document problem solving.</li> <li>• Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>

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<p>Technology Information 3.6.4. Grade 1</p>						
<p>C. Know physical technologies of structural design, analysis and engineering, finance, production, marketing, research and design.</p> <ul style="list-style-type: none"> <li>• Identify and group a variety of construction tasks.</li> <li>• Identify the major construction systems present in a specific local building.</li> <li>• Identify specific construction systems that depend on each other in order to complete a project.</li> <li>• Know skills used in construction.</li> <li>• Identify examples of manufactured goods present in the home and school.</li> </ul>		<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Discussion</li> <li>•Cooperative Learning</li> <li>•Demonstration</li> <li>•Video Taping of student presentations</li> <li>•Simulation</li> <li>•Guided Practice</li> <li>•Role Playing</li> <li>•Experimental/ Inquiry Learning</li> <li>•Modeling</li> <li>•Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>•Computer</li> <li>•Printer</li> <li>•CCC</li> <li>•Transparencies</li> <li>•Posters</li> <li>•Study Prints</li> <li>•United Streaming</li> <li>•Websites</li> <li>•Internet</li> <li>•Software</li> <li>•Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>•Tests/Quizzes</li> <li>•Oral Presentation</li> <li>•Daily homework</li> <li>•Experiments</li> <li>•Journals</li> <li>•Journals</li> <li>•Notebooks</li> <li>•Essays</li> <li>•Student projects</li> <li>•Small group instruction</li> <li>•Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Re-teach</li> <li>•Structure</li> <li>•Study Guides</li> <li>•Extended times</li> <li>•Alternative assignments</li> <li>•Peer/tutor</li> <li>•Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>•Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>•Access different research components</li> <li>•Analyze and synthesize data</li> <li>•Organize/summarize charts and graphs</li> <li>•Apply metacognitive skills</li> <li>•Solve problems</li> <li>•Participate in simulations</li> <li>•Use a systems model to study and evaluate technology</li> </ul>

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<p>Technology Education 3.6.4. Grade 1</p>						
<ul style="list-style-type: none"> <li>• Identify basic resources needed to produce a manufactured item.</li> <li>• Identify basic component operations in a specific manufacturing enterprise (e.g., cutting, shaping, attaching).</li> <li>• Identify waste and pollution resulting from a manufacturing enterprise.</li> <li>• Explain and demonstrate the concept of manufacturing (e.g., assemble as set of papers or ball point pens sequentially, mass produce an object).</li> </ul>						<ul style="list-style-type: none"> <li>• Describe trends and possible future developments in technology.</li> <li>• Create technological design briefs to document problem solving.</li> <li>• Set up and manage a homework hotline, discussion group, threaded discussion and/or email system for students and parents.</li> <li>• Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>

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<p>Technology Education 3.6.4. Grade 1</p>						
<ul style="list-style-type: none"> <li>•Identify transportation technologies of propelling, structuring, suspending, guiding, controlling and supporting.</li> <li>•Identify and experiment with simple machines used in transportation systems.</li> <li>•Explain how improved transportation systems have changed society.</li> </ul>						

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Technology Devices 3.7.4. Grade 1						
A. Explore the use of basic tools, simple materials and techniques to safely solve problems. • Describe the scientific principles on which various tools are based. • Group tools and machines by their function. • Select and safely apply appropriate tools and materials to solve simple problems.	• Demonstrate respect for other students while using technologies.	• Lecture • Discussion • Cooperative Learning • Demonstration • Video Taping of student presentations • Simulation • Guided Practice • Role Playing • Experimental/ Inquiry Learning • Modeling • Flexible Grouping	• Computer • Printer • CCC • Transparencies • Posters • Study Prints • United Streaming • Websites • Internet • Software • Black Line Masters	• Tests/Quizzes • Oral Presentation • Daily homework • Experiments • Journals • Notebooks • Essays • Student projects • Small group instruction • Individual instruction	• Re-teach • Structure • Study Guides • Extended times • Alternative assignments • Peer/tutor • Planned courses for exceptional students shall be modified as needed	• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production. • Access different research components • Analyze and synthesize data • Organize/summarize charts and graphs • Apply metacognitive skills • Solve problems • Participate in simulations • Use a systems model to study and evaluate technology

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<p>Technology Devices 3.7.4. Grade 1</p>						
<p>B. Select appropriate instruments to study materials.</p> <ul style="list-style-type: none"> <li>• Develop simple skills to measure, record, cut and fasten.</li> <li>• Explain appropriate instrument selection for specific tasks.</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Oral Presentation</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Essays</li> <li>• Student projects</li> <li>• Small group instruction</li> <li>• Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

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<p>C. Identify basic computer operations and concepts.</p> <ul style="list-style-type: none"> <li>• Identify the major parts necessary for a computer to input and output data.</li> <li>• Explain and demonstrate the basic use of input and output devices (e.g., keyboard, monitor, printer, mouse).</li> <li>• Explain and demonstrate the use of external and internal storage devices (e.g., disk drive, CD drive).</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate about internal technology operations using developmentally appropriate and accurate technology.</li> <li>• Apply basic vocabulary related to the internal operations of the technology (e.g., disks, drive, CD Rom, DVD, keyboard, monitor, printer, mouse)</li> <li>• Demonstrate functional operations of technology components.</li> <li>• Students will demonstrate respect for others while using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Oral Presentation</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Essays</li> <li>• Student projects</li> <li>• Small group instruction</li> <li>• Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

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Technology Education 3.7.4 Grade 1						
	<ul style="list-style-type: none"> <li>• Students will identify and name the monitor/screen, keyboard, mouse, and printer.</li> <li>• Students will use the following input devices properly (e.g., mouse, track pad, keyboard)</li> <li>• Students will use the following output devices (e.g., monitor, printer)</li> <li>• Students will start up and shut down the computer properly.</li> <li>• Students will open and quit a program independently.</li> <li>• Students will locate and use the following keys (e.g., return, spacebar, delete, tab arrows, and shift)</li> <li>• Students will locate and use the letter and number keys</li> </ul>					<ul style="list-style-type: none"> <li>• Describe trends and possible future developments in technology.</li> <li>• Create technological design briefs to document problem solving.</li> <li>• Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>

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Technology Education 3.7.4 Grade 1						
	<ul style="list-style-type: none"> <li>• Students will use the shift key to capitalize letters, punctuate sentences, and insert characters.</li> <li>• Students will understand what a computer is.</li> <li>• Students will identify the parts of a computer.</li> <li>• Students will move the mouse and point to a desired location.</li> <li>• Students will move, point, and click using the mouse.</li> <li>• Students will identify icons for files, programs, folders, and disks.</li> </ul>					

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<p>Technology Devices 3.7.4. Grade 1</p>						
<p>D. Use basic computer software.</p> <ul style="list-style-type: none"> <li>• Apply operating system skills to perform basic computer tasks.</li> <li>• Apply basic word processing skills</li> <li>• Identify and use simple graphic and presentation graphic materials generated by the computer.</li> <li>• Apply specific instructional software.</li> </ul>	<ul style="list-style-type: none"> <li>• Operate keyboard and other common input and output devices.</li> <li>a. Use device in response to software (e.g., point and click, arrow, enter, and return keys)</li> <li>b. Use keyboard effectively (e.g., knows location and function of keys, begin touch typing strategies)</li> <li>• Students will practice responsible use of software</li> <li>• Students will use word processing to create a document and where developmentally appropriate, use editing tools.</li> <li>• Students will insert a graphic into a word processing document.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Oral Presentation</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Essays</li> <li>• Student projects</li> <li>• Small group instruction</li> <li>• Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

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<p>Technology Education 3.7.4 Grade 1</p>						
	<ul style="list-style-type: none"> <li>• Students will type words, sentences, and paragraphs using the word processor.</li> <li>• Students will select and modify text by highlighting.</li> <li>• Students will format fonts, text size, alignment and color.</li> <li>• Students will print a document in portrait or landscape.</li> <li>• Students will access and open a word processing program.</li> <li>• Students can demonstrate an understanding of information contained on a CD-Rom.</li> <li>• Students can understand how to handle and load a CD-Rom into a CD-Rom drive.</li> <li>• Students can open and close a program on a CD-Rom.</li> </ul>					<ul style="list-style-type: none"> <li>• Describe trends and possible future developments in technology.</li> <li>• Create technological design briefs to document problem solving.</li> <li>• Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>

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<p>Technology Devices 3.7.4. Grade 1</p>						
<p>E. Identify basic computer communications systems.</p> <ul style="list-style-type: none"> <li>• Apply a web browser</li> <li>• Apply basic electronic mail functions.</li> <li>• Use on-line searches to answer age appropriate questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Students will explore web browsers</li> <li>•Students will type a web address and visit the website.</li> <li>•Students will explore using a search engine for research.</li> <li>•Students will visit appropriate web sites for first grade students.</li> <li>•Students will utilize technology based research tools to locate and collect information pertinent to the task.</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Discussion</li> <li>•Cooperative Learning</li> <li>•Demonstration</li> <li>•Video Taping of student presentations</li> <li>•Simulation</li> <li>•Guided Practice</li> <li>•Role Playing</li> <li>•Experimental/ Inquiry Learning</li> <li>•Modeling</li> <li>•Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>•Computer</li> <li>•Printer</li> <li>•CCC</li> <li>•Transparencies</li> <li>•Posters</li> <li>•Study Prints</li> <li>•United Streaming</li> <li>•Websites</li> <li>•Internet</li> <li>•Software</li> <li>•Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>•Tests/Quizzes</li> <li>•Oral Presentation</li> <li>•Daily homework</li> <li>•Experiments</li> <li>•Journals</li> <li>•Journals</li> <li>•Notebooks</li> <li>•Essays</li> <li>•Student projects</li> <li>•Small group instruction</li> <li>•Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Re-teach</li> <li>•Structure</li> <li>•Study Guides</li> <li>•Extended times</li> <li>•Alternative assignments</li> <li>•Peer/tutor</li> <li>•Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>•Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>•Access different research components</li> <li>•Analyze and synthesize data</li> <li>•Organize/summarize charts and graphs</li> <li>•Apply metacognitive skills</li> <li>•Solve problems</li> <li>•Participate in simulations</li> <li>•Use a systems model to study and evaluate technology</li> </ul>

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<p>Science, Technology, and Human Endeavors 3.8.4 Grade 1</p>						
<p>A. Know that people select, create, and use science and technology and that they are limited by social and physical restraints.</p> <ul style="list-style-type: none"> <li>• Identify and describe positive and negative impacts that influence or result from new tools and techniques.</li> <li>• Identify how physical technology (e.g., construction, manufacturing, transportation, informational technology and biotechnology are used to meet human needs.</li> <li>• Describe how scientific discoveries and technological advancements are related.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice responsible use of software.</li> <li>• Students will understand the social, ethical, and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information, and software.</li> <li>• Students will discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.</li> <li>• Students will discuss the positive and negative impact of technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Oral Presentation</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Essays</li> <li>• Student projects</li> <li>• Small group instruction</li> <li>• Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

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<p>Science, Technology, and Human Endeavors 3.8.4 Grade 1</p>						
<ul style="list-style-type: none"> <li>•Identify interrelationships among technology, people, and their world.</li> <li>•Apply the technological design process to solve a simple problem.</li> </ul>						<ul style="list-style-type: none"> <li>•Describe trends and possible future developments in technology.</li> <li>•Create technological design briefs to document problem solving.</li> <li>•Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>

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<p>Science, Technology, and Human Endeavors 3.8.4 Grade 1</p>						
<p>B. Know how human ingenuity and technological resources satisfy specific human needs and improve the quality of life.</p> <ul style="list-style-type: none"> <li>•Identify and distinguish between human needs and improving the quality of life.</li> <li>•Identify and distinguish between natural and human-made resources.</li> <li>•Describe a technological invention and the resources that were used to develop it.</li> </ul>		<ul style="list-style-type: none"> <li>•Lecture</li> <li>•Discussion</li> <li>•Cooperative Learning</li> <li>•Demonstration</li> <li>•Video Taping of student presentations</li> <li>•Simulation</li> <li>•Guided Practice</li> <li>•Role Playing</li> <li>•Experimental/ Inquiry Learning</li> <li>•Modeling</li> <li>•Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>•Computer</li> <li>•Printer</li> <li>•CCC</li> <li>•Transparencies</li> <li>•Posters</li> <li>•Study Prints</li> <li>•United Streaming</li> <li>•Websites</li> <li>•Internet</li> <li>•Software</li> <li>•Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>•Tests/Quizzes</li> <li>•Oral Presentation</li> <li>•Daily homework</li> <li>•Experiments</li> <li>•Journals</li> <li>•Journals</li> <li>•Notebooks</li> <li>•Essays</li> <li>•Student projects</li> <li>•Small group instruction</li> <li>•Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Re-teach</li> <li>•Structure</li> <li>•Study Guides</li> <li>•Extended times</li> <li>•Alternative assignments</li> <li>•Peer/tutor</li> <li>•Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>•Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>•Access different research components</li> <li>•Analyze and synthesize data</li> <li>•Organize/summarize charts and graphs</li> <li>•Apply metacognitive skills</li> <li>•Solve problems</li> <li>•Participate in simulations</li> <li>•Use a systems model to study and evaluate technology</li> </ul>

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TECHNOLOGY CURRICULUM**

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<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>Science, Technology, and Human Endeavors 3.8.4 Grade 1</p>						
<p>C. Know the pros and cons of possible solutions to scientific and technological problems in society.</p> <ul style="list-style-type: none"> <li>• Compare the positive and negative expected and unexpected impacts of technological change.</li> <li>• Identify and discuss examples of technological change in the community that have both positive and negative impacts.</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Cooperative Learning</li> <li>• Demonstration</li> <li>• Video Taping of student presentations</li> <li>• Simulation</li> <li>• Guided Practice</li> <li>• Role Playing</li> <li>• Experimental/ Inquiry Learning</li> <li>• Modeling</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Printer</li> <li>• CCC</li> <li>• Transparencies</li> <li>• Posters</li> <li>• Study Prints</li> <li>• United Streaming</li> <li>• Websites</li> <li>• Internet</li> <li>• Software</li> <li>• Black Line Masters</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Oral Presentation</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Essays</li> <li>• Student projects</li> <li>• Small group instruction</li> <li>• Individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach</li> <li>• Structure</li> <li>• Study Guides</li> <li>• Extended times</li> <li>• Alternative assignments</li> <li>• Peer/tutor</li> <li>• Planned courses for exceptional students shall be modified as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Manage a complex technology system such as a local area network, video distribution at a school, or lighting for a production.</li> <li>• Access different research components</li> <li>• Analyze and synthesize data</li> <li>• Organize/summarize charts and graphs</li> <li>• Apply metacognitive skills</li> <li>• Solve problems</li> <li>• Participate in simulations</li> <li>• Use a systems model to study and evaluate technology</li> </ul>

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
TECHNOLOGY CURRICULUM**

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						<ul style="list-style-type: none"> <li>• Describe trends and possible future developments in technology.</li> <li>• Create technological design briefs to document problem solving.</li> <li>• Analyze current changes in technologies and predict the effect those changes have on the workforce and society</li> </ul>