

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
TECHNOLOGY CURRICULUM**

**KINDERGARTEN**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
Technology Education 3.6.4. Kindergarten						
A. Know that biotechnologies relate to propagating, growing, maintaining, adapting, treating and converting. <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>						

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<p>Technology Education 3.6.4. Kindergarten</p>						
<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>	<p>Students can access and open a word processing program.</p>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Cooperative learning</li> <li>• Video taping of student presentations</li> <li>• Simulation</li> <li>• Guided practice</li> <li>• Role play</li> <li>• Experimental inquiry learning</li> <li>• Flexible grouping</li> <li>• Modeling</li> <li>• KWL charts</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>• Websites</li> <li>• Software</li> <li>• Black line masters.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Oral presentations</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals/ notebooks</li> <li>• Reading response journals</li> <li>• Student projects</li> <li>• Be an active listener</li> <li>• Rubrics</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Peer re-teach</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Structure study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Acceleration using software</li> <li>• Peer tutoring</li> <li>• Real life application</li> </ul>

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<p>Technology Education 3.6.4. Kindergarten</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>						

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<p>Technology Education 3.6.4. Kindergarten</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>						

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<p>Technology Education 3.6.4. Kindergarten</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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<p>Technology Devices 3.7.4. Kindergarten</p>						
<p>A. Explore the use of basic tools, simple materials and techniques to safely solve problems.</p> <ul style="list-style-type: none"> <li>• Describe the scientific principles on which various tools are based.</li> <li>• Group tools and machines by their function.</li> <li>• Select and safely apply appropriate tools and materials to solve simple problems.</li> </ul>						

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Technology Devices 3.7.4. Kindergarten						
B. Select appropriate instruments to study materials. <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>						

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<p>Technology Devices 3.7.4. Kindergarten</p>						
<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>• Students will use the basic vocabulary related to the use of technology (e.g., mouse, keyboard, monitor, toolbar, icon, cassette player, CD player, and video camera).</li> <li>• Students will identify the components of a computer (e.g., mouse, keyboard, monitor, and printer).</li> <li>• Students can open and close a window using a mouse.</li> <li>• Students will communicate about the basic technology components using developmentally appropriate and accurate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Cooperative learning</li> <li>• Video taping of student presentations</li> <li>• Simulation</li> <li>• Guided practice</li> <li>• Role play</li> <li>• Experimental inquiry learning</li> <li>• Flexible grouping</li> <li>• Modeling</li> <li>• KWL charts</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>• Websites</li> <li>• Software</li> <li>• Black line masters.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Oral presentations</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals/ notebooks</li> <li>• Reading response journals</li> <li>• Student projects</li> <li>• Rubrics</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Peer re-teach</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Structure study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Acceleration using software</li> <li>• Peer tutoring</li> <li>• Real life application</li> </ul>

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Technology Devices 3.7.4. Kindergarten						
	<ul style="list-style-type: none"> <li>•Students will understand what a computer is.</li> <li>•Students will start and restart a computer.</li> <li>•Students will understand relative positions of the keys on the keyboard.</li> <li>•Students can identify and use letter and number keys.</li> <li>•Students can use the space bar, return/enter, delete, tab and backspace keys.</li> <li>•Students will identify the dos and don'ts of using a floppy disk.</li> <li>•The student can point and click using a mouse.</li> <li>•The student can click and drag using a mouse.</li> <li>•The students can start a program using a mouse.</li> <li>•The student can print a document.</li> </ul>					

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<p>Technology Devices 3.7.4. Kindergarten</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>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use input devices and output devices successfully to operate computers, audiotapes, and other technologies.</li> <li>• Demonstrate startup and shutdown procedures of basic technology components (e.g., computers, tape recorders, cassette players and printers)</li> <li>• Use devices to complete a task (e.g., mouse, keyboard, printer, and microphone)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Cooperative learning</li> <li>• Video taping of student presentations</li> <li>• Simulation</li> <li>• Guided practice</li> <li>• Role play</li> <li>• Experimental inquiry learning</li> <li>• Flexible grouping</li> <li>• Modeling</li> <li>• KWL charts</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>• Websites</li> <li>• Software</li> <li>• Black line masters.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Oral presentations</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals/ notebooks</li> <li>• Reading response journals</li> <li>• Student projects</li> <li>• Be an active listener</li> <li>• Rubrics</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Peer re-teach</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Structure study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Acceleration using software</li> <li>• Peer tutoring</li> <li>• Real life application</li> </ul>

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<p>Technology Devices 3.7.4. Kindergarten</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 communicate about basic technology components using developmentally appropriate and accurate terminology.</li> <li>• Use technology drawing tools for communicating and illustrating.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Cooperative learning</li> <li>• Video taping of student presentations</li> <li>• Simulation</li> <li>• Guided practice</li> <li>• Role play</li> <li>• Experimental inquiry learning</li> <li>• Flexible grouping</li> <li>• Modeling</li> <li>• KWL charts</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>• Websites</li> <li>• Software</li> <li>• Black line masters.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Oral presentations</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals/ notebooks</li> <li>• Reading response journals</li> <li>• Student projects</li> <li>• Be an active listener</li> <li>• Rubrics</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Peer re-teach</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Structure study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Acceleration using software</li> <li>• Peer tutoring</li> <li>• Real life application</li> </ul>

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<p>Science, Technology, and Science Endeavors 3.8.4. Kindergarten</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>• Students will work cooperatively and collaboratively when using technology in the classroom.</li> <li>• Practice responsible use of technological devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Cooperative learning</li> <li>• Video taping of student presentations</li> <li>• Simulation</li> <li>• Guided practice</li> <li>• Role play</li> <li>• Experimental inquiry learning</li> <li>• Flexible grouping</li> <li>• Modeling</li> <li>• KWL charts</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>• Websites</li> <li>• Software</li> <li>• Black line masters.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Oral presentations</li> <li>• Daily homework</li> <li>• Experiments</li> <li>• Journals/ notebooks</li> <li>• Reading response journals</li> <li>• Student projects</li> <li>• Be an active listener</li> <li>• Rubrics</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Peer re-teach</li> <li>• Individual instruction</li> <li>• Alternative assignments</li> <li>• Extended time</li> <li>• Structure study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Acceleration using software</li> <li>• Peer tutoring</li> <li>• Real life application</li> </ul>

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Science, Technology, and Science Endeavors 3.8.4. Kindergarten						
<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>						

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Science, Technology, and Science Endeavors 3.8.4. Kindergarten						
B. Know how human ingenuity and technological resources satisfy specific human needs and improve the quality of life. <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>						

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TECHNOLOGY CURRICULUM**

**KINDERGARTEN**

<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 Science Endeavors 3.8.4. Kindergarten</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>						