

SCUOLA PRIMARIA : TECNOLOGIA

COMPETENZA CHIAVE EUROPEA : <i>Basic skills in information and communication technology (ICT)</i>	TRAGUARDI PER LO SVILUPPO	OBIETTIVI DI APPRENDIMENTO			PRINCIPI METODOLOGICI
COMPETENZE SPECIFICHE		CLASSE PRIMA	CLASSE SECONDA	CLASSE TERZA	
Computer/Ipad Literacy & Etiquette	<ul style="list-style-type: none"> Students demonstrate a sound understanding of the nature and operations of technology systems. 	<ul style="list-style-type: none"> Demonstrates proper care in the use of Ipad during cross-curricular activities. Recognizes an Ipad as a portable learning tool. Begins to demonstrate basic Ipad usage and functions: opening/closing apps using shortcuts, and appropriately manoeuvring Ipads to facilitate learning. 	<ul style="list-style-type: none"> Understands the capabilities of the different features on an Ipad that support and enhance learning. Demonstrates more confidence in Ipad usage and functions to facilitate learning. Identifies the basic parts of a computer. Demonstrates basic mouse usage and proper typing posture. Identifies and uses numbers and letters on the keyboard. Begins to use operational keys, such as space bar, return, backspace, etc. Opens programs from the desktop. Demonstrates use of log on/log off procedure. Uses basic functions within a word processing program. Begins to navigate the Internet using predefined websites. 	<ul style="list-style-type: none"> Uses different Ipad apps and features to support and enhance learning. Demonstrates strong practical skills in Ipad usage and functions to facilitate learning. Demonstrates proficient editing functions within a word processing program (i.e. font style and size, font colour, centering text, using tools). Uses spell check to edit a document. Uses toolbar and menus. Begins to utilize home row finger positioning during word processing. Demonstrates procedure for saving a file. Demonstrates 'cybersafety' when utilising the Internet. 	<ul style="list-style-type: none"> Interactive Learning. Visual Literacy - video & multimedia supported learning tools. Modelling Contextualization – meaning-based context and universal themes. Interpersonal Strategies - group projects & cooperative learning, partner learning, Think/Pair/Share. Structure – consistent routines, road maps. Vocabulary & Language Development – scaffolding /building the students background knowledge. Webquests / Online encyclopedias.
Problem Solving & Discovery Learning	<ul style="list-style-type: none"> Students use technology tools to enhance learning, increase productivity, and promote creativity. 	<ul style="list-style-type: none"> Begins to understand how different apps can build, support and enhance learning across different subject areas. Begins to understand that technology can be used as a method of discovering new information and clarifying uncertainties. 	<ul style="list-style-type: none"> Uses technology to support and enhance learning across different subject areas Continues to use technology as a method of discovering new information and clarifying uncertainties. 	<ul style="list-style-type: none"> Uses technology to discover new information, to reference supporting information and to clarify uncertainties. Utilizes software to reinforce concepts such as patterning, basic number concepts, classifying, sequencing, etc. 	<ul style="list-style-type: none"> Structure – consistent routines, road maps. Vocabulary & Language Development – scaffolding /building the students background knowledge. Webquests / Online encyclopedias.

Communication & Delivery	<ul style="list-style-type: none"> Students use a variety of media and formats to communicate information and ideas effectively. 	<ul style="list-style-type: none"> Uses different Ipad apps to demonstrate knowledge and understanding. Begins to produce graphical representations of learning. 	<ul style="list-style-type: none"> Produces graphical representations of learning. Produces a simple word processing documents to demonstrate knowledge and understanding. 	<ul style="list-style-type: none"> Produces graphical, vocal and written representations of learning using Ipads. Responds effectively to electronically sent tasks set by the teacher. Produces a multiple slide PowerPoint presentation to support project delivery. 	
Data Collection	<ul style="list-style-type: none"> Students use technology to locate, evaluate, and collect information from a variety of sources. 	<ul style="list-style-type: none"> Begins to locate information using age appropriate Ipad apps. 	<ul style="list-style-type: none"> Begins to examine and record information using age appropriate on-line sources 	<ul style="list-style-type: none"> Continues to examine and record information using age appropriate on-line sources. Begins to learn and understand how to obtaining accurate information from online sources and avoid plagiarism. 	

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COMPETENZE SPECIFICHE		CLASSE QUARTA	CLASSE QUINTA	
Visualising and Observing	<ul style="list-style-type: none"> Students know how to recognize in their environment the main technological systems and know how these interact with everyday activities. Students recognize and know how to apply the principal features of a new computer system. Students know how to report observed data through the use of tables, maps, diagrams, drawings and texts. 	<ul style="list-style-type: none"> Continues to improve their computer literacy, practice good etiquette skills and learn which technological devices to use according to the end result that they need to achieve. Begins to use search engines and how to retrieve information for research purposes. Increases their creativity & initiative using different types of computer programs and devices. Uses technological painting features in order reproduce simple objects. Reinforces the importance of recycling with a particular focus on plastic. Prepares Power Point presentations on recycling. 	<ul style="list-style-type: none"> Uses their computer literacy and etiquette skills at a more advanced level and know which technological devices to use according to the end result that they need to achieve. Understands how to use search engines and use appropriate key words to find the desired information. Makes ethical use of the Internet to report data on tables and export graphics and text. Increases their creativity & initiative using different types of computer programs and devices. Begins to use MS Excel and explore its capabilities. Continues with the importance of recycling and prepares a more complex research project using Power Point and present it to their peers. 	<ul style="list-style-type: none"> Interactive Learning. Visual Literacy - video & multimedia supported learning tools. Modelling Contextualization – meaning-based context and universal themes. Interpersonal Strategies - group projects & cooperative learning, partner learning, Think/Pair/Share.
Predicting and Imagining	<ul style="list-style-type: none"> Students are able to predict possible consequences following a specific technological decision or choice made including recognizing the benefits and disadvantages and dangers of choices made. Students use available resources to create simple things such as imaginary digital documents. 	<ul style="list-style-type: none"> Uses age appropriate Internet websites and participates in identifying the benefits of the Internet as well as the dangers of using it. Uses curriculum supportive software such as MS Word and PowerPoint for individual and collaborative interdisciplinary projects. Uses technology resources for simple problem solving and teacher-guided learning activities. Learns to retrieve information and news from teacher-provided fact search engine websites as a way of learning through discovery. 	<ul style="list-style-type: none"> Uses age appropriate Internet websites and continues to participate in identifying the benefits of the Internet as well as the dangers of using it. Prepares a research project on Internet safety measures. Uses curriculum supportive software such as MS Word, PowerPoint and Excel for individual and collaborative interdisciplinary projects. Uses technology resources for problem solving and independent learning activities. Understands how to learn through discovery by retrieving information and news regarding virtual visits to a museum using Internet. 	<ul style="list-style-type: none"> Structure – consistent routines, road maps. Vocabulary & Language Development – scaffolding /building the students background knowledge. Webquests / Online encyclopedias.

<p>Intervening and Transforming</p>	<ul style="list-style-type: none"> • Students know how to use simple procedures to select, prepare and present their work. • Students know about the different communication means and can effectively and responsibly use them according to their school work and social needs. • Students are capable of collecting data in a rational and systematic way and through teamwork efforts. 	<ul style="list-style-type: none"> • Learns to use the Internet to help them approach it as a research tool for interdisciplinary projects. • Begins to use different technological software to communicate and present to their peers. • Works within predefined sites and develops skills to retrieve necessary information from these websites in English. • Begins to learn the correct referencing techniques when researching. 	<ul style="list-style-type: none"> • Continues to improve and develop their Internet skills to effectively use it as a research tool for various projects across different subject areas. • Learns to effectively choose the correct technological software to communicate and present to their peers. • Works within predefined sites and develops skills to retrieve necessary information from these websites in English. • Learns correct referencing techniques when researching and begins to demonstrate this during data collection projects. • Practices preparing their curriculum vitae. 	
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