

# Technology Applications, Kindergarten-Grade 2

**Time on Task:** Kindergarten/First Grade – 1½, hours; Second Grade – 2 hours

## Course Philosophy

In our world, technology is increasing faster than law can regulate it. In order to prepare students to become leaders in the world they inherit, we must teach them to use technology ethically and properly. This communication tool can be both a blessing and a curse, and users must be responsible in their technology use. Students must learn to filter all communications through a Biblical worldview.

## Course Description

Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

<p><b>Goals and Objectives</b>  <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§126.2. Technology Applications, Kindergarten-Grade 2.</b>  <b>(a) Introduction.</b></p> <p>(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.</p> <p>(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse</p>	<p><b>Scope and Sequence</b></p> <p><b>Correlation with TEKS</b></p>	<p><b>Spiritual Goals</b>  <b>God’s intended purpose for technology:</b></p> <ol style="list-style-type: none"> <li>1. To encourage the use of knowledge and skills in service to God.</li> <li>2. To teach the child that just as there is a logic and order in technology, there is a logic and order in God’s plan</li> <li>3. To recognize the ability to communicate with one another is part of His plan for our lives.</li> <li>4. To acknowledge that God is concerned that communication is clear and easily understood.</li> <li>5. To acknowledge that God recognizes writing as a powerful tool to influence people.</li> <li>6. To learn how to communicate with others and with God in a way that</li> </ol>
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<p>audiences. A variety of technologies will be used. Students will analyze and evaluate the results.</p> <p><b>(b) Knowledge and skills.</b></p> <p><b>(1) Foundations.</b> The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.  <i>The student is expected to:</i></p> <p>(A) use technology terminology appropriate to the task;</p> <p>(B) start and exit programs as well as create, name, and save files; and</p> <p>(C) use networking terminology such as on-line, network, or password and access remote equipment on a network such as a printer.</p> <p><b>(2) Foundations.</b> The student uses data input skills appropriate to the task.  <i>The student is expected to:</i></p> <p>(A) use a variety of input devices such as mouse, keyboard, disk drive modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;</p> <p>(B) use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate;</p> <p>(C) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;</p> <p>(D) produce documents at the keyboard, proofread, and correct errors; and</p> <p>(E) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.</p> <p><b>(3) Foundations.</b> The student complies with the laws and examines the issues regarding the use of technology in society.  <i>The student is expected to:</i></p> <p>(A) follow acceptable use policies when using computers; and</p> <p>(B) model respect of intellectual property by not illegally copying software or another individual's electronic work.</p>	<p>Language Lab/Teacher-Generated Activities  Language Lab/Teacher-Generated Activities  Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities  Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities  Language Lab/Teacher-Generated Activities</p>	<p>glorifies Him.</p> <p>7. To learn to communicate in such a way as to draw men to Christ.</p> <p>8. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication.</p> <p>9. To learn to appreciate the gift of creativity in written and oral form.</p> <p><b>Biblical Integration Truth Statements</b></p> <p><b>1. <i>What is prime reality, the really real?</i></b>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of</p>
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<p><b>(4) Information acquisition.</b> The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) apply keyword searches to acquire information; and</li> <li>(B) select appropriate strategies to navigate and access information for research and resource sharing.</li> </ul> <p><b>(5) Information acquisition.</b> The student acquires electronic information in a variety of formats, with appropriate supervision. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) acquire information including text, audio, video, and graphics; and</li> <li>(B) use on-line help.</li> </ul> <p><b>(6) Information acquisition.</b> The student evaluates the acquired electronic information. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) determine the success of strategies used to acquire electronic information; and</li> <li>(B) determine the usefulness and appropriateness of digital information.</li> </ul> <p><b>(7) Solving problems.</b> The student uses appropriate computer-based productivity tools to create and modify solutions to problems. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) use software programs with audio, video, and graphics to enhance learning experiences; and</li> <li>(B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.</li> </ul> <p><b>(8) Solving problems.</b> The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. <i>The student is expected to:</i></p> <ul style="list-style-type: none"> <li>(A) use communication tools to participate in group projects; and</li> </ul>	<p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p>	<p>nothing. (Genesis 1:1)</p> <ul style="list-style-type: none"> <li>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</li> </ul> <p><b>3. What is a human being?</b></p> <ul style="list-style-type: none"> <li>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</li> <li>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</li> <li>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</li> <li>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</li> <li>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</li> <li>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</li> <li>g. Human beings must respond to God with repentance of our sins,</li> </ul>
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<p>(B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.</p> <p><b>(9) Solving problems.</b> The student uses technology applications to facilitate evaluation of work, both process and product. <i>The student is expected to:</i></p> <p>(A) use software features, such as on-line help, to evaluate work progress; and</p> <p>(B) use software features, such as slide show previews, to evaluate final product.</p> <p><b>(10) Communication.</b> The student formats digital information for appropriate and effective communication. <i>The student is expected to:</i></p> <p>(A) use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience; and</p> <p>(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.</p> <p><b>(11) Communication.</b> The student delivers the product electronically in a variety of media, with appropriate supervision. <i>The student is expected to:</i></p> <p>(A) publish information in a variety of media including, but not limited to, printed copy or monitor display; and</p> <p>(B) publish information in a variety of media including, but not limited to, stored files or video.</p> <p><b>(12) Communication.</b> The student uses technology applications to facilitate evaluation of communication, both process and product. <i>The student is expected to:</i></p> <p>(A) select representative products to be collected and stored in an electronic evaluation tool; and</p> <p>(B) evaluate the product for relevance to the assignment or task.</p>	<p>Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p> <p>Language Lab/Teacher-Generated Activities Language Lab/Teacher-Generated Activities</p>	<p>receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. Why is it possible to know anything at all?</b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence.</p>
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	<p><b>Student Activities</b>  Lessons  Practice</p> <p><b>Teaching Strategies</b>  Direct Instruction  Open-ended Questions  Discussion  Demonstration</p> <p><b>Evaluation Procedures</b>  Observation  Projects</p> <p><b>Other Resources and Bibliography</b>  None</p>	<p>Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can.</p>
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		<p>(John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"><li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li><li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li><li>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</li><li>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)<ul style="list-style-type: none"><li>➤ He has dictated absolute moral truth to us.</li><li>➤ Every truth must conform to Biblical principles.</li><li>➤ Every choice must reflect God’s moral truth.</li><li>➤ We must promote, defend, and teach these truths to others.</li></ul></li></ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <ul style="list-style-type: none"><li>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</li></ul>
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