

Grade 2 Media Overview

Content Area: **Technology Literacy**
Course(s): **MEDIA-2**
Time Period:
Length: **Full Year**
Status: **Published**

Course Overview		
COURSE SCOPE AND SEQUENCE		
Sequential Unit Description:	Associated Standards	Lesson Plan Guided Proficiency (Formative) Assessments
Unit 1: Working in Your School Library Media Center		
Essential Theme: Identifying rules and procedures of school library media center.	SL.2.1	
Essential Question: Why is it necessary to follow rules and procedures when in the school library media center?	8.1.2.A.1: 8.1.2.A.2: 8.1.2.A.3: 8.1.2.D.1	3 Students use the school library/media center resources appropriately and effectively.
Orientation to Library		
Orientation to Computer Lab		
Acceptable Use Policy		
Unit 2: Using Technology	8.1.2.A.1 8.1.5.D.3	2-3 Students identify the basic features of

Essential
Theme: Using
technology with
a specific
purpose.

8.1.2.A.4

a computer.

Essential
Question: What
is the purpose
for using
technology?

Students use
technology
terms in daily
practice.

Review Parts of
the Computer
and Technology
Terms

Cyber
Safety/Ethics,
Usage, Setting
passwords, Log
on procedure

Unit 3:
Keyboard Skills

Essential
Theme: Using a
keyboard
correctly is an
important skill.

Essential
Question: Why
are keyboarding
skills essential?

8.1.2.A.1

8.1.2.A.2

8.1.2.A.3

8.2.2.B.1

Review
arrangement of
Keyboard using
Picture
keyboard

8.1.2.E.1

Review “power
keys” (e.g.
ENTER,
spacebar)

Introduce Home

Students will
identify the
basic features of
the keyboard
and use
4-5 keyboarding
skills to
properly log on
to the computer
and produce a
document.

Keys and
Proper
Keyboarding
Technique using
Type to Learn
or another
keyboarding
program
Unit 4: Digital
Tools

Essential
Theme: Using
digital tools to
present
information.

Essential
Question: How
can I use digital
tools? 8.1.2.A.1

8.1.2.A.3

Introduce digital 8.1.2.A.4
tools and
equipment. 8.1.2.B.1

Create a 8.1.2.C.1
multimedia
project using 8.1.2.E.1
digital tools. 8.2.2.G.2

Introduce and
use program or
resources to
create a digital
project (i.e.
Photostory,
PowerPoint,Goo
gle Slides etc.)

Access
information in
online database
Unit 5: Coding
and STEM 8.2.2.F.1:

Essential 8.2.2.B.1
Theme:
Develop 21st 8.2.2.G.1
century life

5 Students use
digital tools to
create a project.

10- Code.org
12 Course 1
Wrap Up

skills like ISTE 1.c
problem- ISTE 2.d
solving,
creativity, and ISTE 4.b
collaboration
using coding ISTE 6.a
and engineering
projects.

Essential
Question: How
can I use
technology to
solve a
problem?

-Code.org
Course
1(Cont'd from
1st Grade)

-STEM Projects
Unit 6:
Literature
Appreciation

Essential
Theme:
Students will
learn a variety
of ways to
locate books in
the Media
Center. SL.2.1

Essential
Question: How RI.2.3
do I find a book
I want to read?

Arrangement of
fiction and
nonfiction
books (Library
Neighborhoods)
(Library

Students will
locate books to
read.

orientation)

Just right books
(Library
orientation)

2nd Grade does
opinion writing
End of
April/May

Caldecott Medal

Theodore Seuss
Geisel Award

Textbooks and Other Resources

Standards

Unit 1: Working in Your School Library Media Center

SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3.1.5.H.1 - Use library classification systems, print or electronic, to locate information.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

8.1.2.A.1: Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2: Use technology terms in daily practice.

8.1.2.A.3: Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.1.2.D.1: Model legal and ethical behaviors when using both print and non-print information by citing resources.

Unit 2: Using Technology

8.1.P.A.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).

8.1.P.A.5 Use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.B.1 Identify how technology impacts or improves life.

Unit 3: Keyboard Basics

8.1.2.A.1: Identify the basic features of a computer and explain how to use them effectively and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.

Unit 4: Using Digital Tools

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively and explain its purpose.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, etc.).

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Unit 5: Coding and Stem

ISTE 1.c - Use models and simulation to explore complex systems and issues.

ISTE 2.d - Contribute to project teams to solve problems.

ISTE 4.b - Plan and manage activities to develop a solution or complete a project.

ISTE 6.a - Understand and use technology systems.

ISTE 6.c - Troubleshoot systems and applications.

ISTE 6.d - Transfer current knowledge to learning of new technologies.

8.2.2.B.1 Identify how technology impacts or improves life.

Unit 6: Literature Appreciation

SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
TEC.K-12.1.c	use models and simulations to explore complex systems and issues.
TEC.K-12.2.d	contribute to project teams to produce original works or solve problems.
TEC.K-12.4.b	plan and manage activities to develop a solution or complete a project.
TEC.K-12.6.a	understand and use technology systems.
TEC.K-12.6.c	troubleshoot systems and applications.
TEC.K-12.6.d	transfer current knowledge to learning of new technologies.
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

TECH.8.1.2.A.6	Identify the structure and components of a database.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.1.P.A.1	Use an input device to select an item and navigate the screen.
TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
TECH.8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.

Grading and Evaluation Guidelines

Grading Guidelines:

Students are regularly assessed for learning at developmentally appropriate levels throughout the school year. Items used for assessment may include: student-based projects, teacher observation, explanations of problems, fact fluency assessments, extended constructed responses and unit tests.

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

Assessments of student progress are reported to parents as follows:

- Parent conferences are held twice a year
- Standards-based report cards are sent home four times a year
- Students are evaluated through a variety of assessments. Specific Media skills are outlined and assessed both informally in verbal and written form.

Course Evaluation:

In terms of proficiency the East Brunswick grades are as follows:

- **+: Special Commendation**
- **√: Steady Progress**

- -: Needs Improvement

In our Media curriculum, the goal is that a minimum of 95% of the students will meet at least the minimum proficiency level set for the course. The department will analyze the achievement of students on Unit Assessments, the mid-year assessment, the end of year test, and Final Course Grades. For final course grades the achievement of sub-groups identified by the state will be used to determine if modifications to the curriculum and instructional methods are needed.

Course evaluation requires the answering of the following questions:

1. Are course content, instruction and assessments aligned with the required NJ Student Learning Standards?
2. Is instruction sufficient for students to achieve the Standards?
3. Do all students achieve the set proficiencies/benchmarks set for the course?

Other Details
