

Unit 3: Computer Applications

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Unit 3: Computer Applications

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Second Grade Library/Media

Unit 3: Computer Applications

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Colleen Fennelly & Ms. Stephanie Bermudez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

Media Literacy is the ability to understand, interpret and express information in any form, gather and use information responsibly and safely. It provides a framework to access, analyze, evaluate and demonstrate learning in a variety of forms. The Elementary School Library/Media program is meant to scaffold students' Media literacy skills. They will explore such topics as digital citizenship, safety on the Internet, the evaluation of digital information, cyberbullying and online privacy. In addition to online skills and safety, the program provides enjoyable, hands on learning activities which serves as a support to the various areas of the curriculum content studies and projects while aligning to the language arts units of study.

Enduring Understandings

Enduring understandings:

- It is necessary to know the correct terminology in order to use technology properly.
- Technology may be used to enhance the acquisition of information.
- Selection of technology should be based on personal needs.
- It is important to be able to sift through massive amounts of information to locate what you need.
- Technology enables students to solve real world problems.

Essential Questions

Essential Questions are:

- How can the use of technology enhance understanding?
- In what ways can technology enhance expression and communication? In what ways might technology hinder it?
- What do you have to remember vs. what can you just look up?
- What makes information "true"?
- Is some information better than other information on the same topic? How do we judge?
- How can key words affect the number of results you get in a search?
- How do I use technology properly?
- How do I choose which technological tools to use and when it is appropriate to use them?
- What are my responsibilities as a user of information?
- In a world of constant technological changes, what skills should we learn?
- We must determine that not all information found in a book or online is accurate information.
- How can the computer be used a tool?
- How and when can technology enhance problem solving?

Exit Skills

By the end of 2nd Grade, Library Media Unit 3 - Introduction to Computers, the student should be able to:

- Demonstrates appropriate online behavior
- Participates responsibly and respectfully in an online community
- Collaborate in creating a digital citizenship pledge outlining social norms and interacting with the digital world
- Understand the importance of strong secure passwords
- Recognize the information that is private
- Use a variety of tools to find, gather and evaluate information

- Recognize the differences between types of sources
- Use information to gain understanding of a topic
- Evaluate information for appropriate needs
- Gather information from a variety of sources

New Jersey Student Learning Standards (NJSL)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 3 include:

I.A.1	Formulating questions about a personal interest or a curricular topic.
I.D.1	Continually seeking knowledge.
V.D.2	Recognizing capabilities and skills that can be developed, improved, and expanded.
V.D.3	Open-mindedly accepting feedback for positive and constructive growth.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.D.1	Personalizing their use of information and information technologies.
III.A.1	Demonstrating their desire to broaden and deepen understandings.
III.B.1	Using a variety of communication tools and resources.
III.B.2	Establishing connections with other learners to build on their own prior knowledge and create new knowledge

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 3 - Introduction to Computers include:

- Technology
- Language Arts
- Mathematics
- Social Studies
- Science and Scientific Inquiry

MA.2.OA.A	Represent and solve problems involving addition and subtraction.
MA.2.OA.B	Add and subtract within 20.
SCI.2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
2-ESS2-3.8	Obtaining, Evaluating, and Communicating Information

Learning Objectives

Effective Learning Objectives Used in Lesson Planning:

- **Distinguish** and **construct** safe, ethical, and responsible use of technological resources.
- **Formulate** an understanding of digital citizenship, safety on the Internet, the evaluation of digital information, cyberbullying, online privacy, etc.
- **Investigate** that Digital Citizens responsibly locate, evaluate, and ethically use information from a

variety of digital sources.

- **Design and generate** carefully crafted activities using the computer as a tool.

Suggested Activities & Best Practices

Suggested Activities & Best Practices for Unit 3 - Computers Applications include:

- Enlighten students through discussion about the Computer Rules, Responsibilities, and Internet Safety through a variety of videos, e-books, etc. at <http://www.netsmartzkids.org>
- Students will be able to identify and use components of the computer:
 - on/off keys
 - space bar
 - letters
 - shift key for capital letters
 - number keys
- Read *If You Give a Mouse a Cookie*, by **Laura Numeroff** and discuss the difference between the mouse in the story and both a computer mouse and laptop mouse pad. Demonstrate the various computer mouse.
- To acquaint the student with using a computer Mouse/Mouse pad; the following websites are helpful in learning these skills:
 - <http://mrststechnologyemporium.weebly.com/mouse-practice.html>
 - <http://tvokids.com/preschool/games/bees-and-honey>
- To familiarize the learner with navigating through a website the learner will practice using <http://www.starfall.com> or [abcya.com](http://www.abcya.com)
- Introduce the student to the computer keyboard's letters and numbers by navigating several virtual environments
 - **dance mat typing** <https://www.dancemattypingguide.com/dance-mat-typing-level-1/>
 - **abcya.com Keyboarding Zoo** http://www.abcya.com/keyboarding_practice.htm
 - **abcya.com Cup Stacking** http://www.abcya.com/cup_stack_typing_game.htm
 - **abcya.com Typing Rocket Junior** http://www.abcya.com/typing_rocket_junior.htm
 - Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>
- Participate in The Hour of Code during Computer Science Education Week(First week in December) <https://code.org/educate/curriculum/elementary-school>
- American Library Association - Great Technology and Mathematics Websites for Kids <http://gws.ala.org/category/mathematics-computers>

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 3 will include:

- Teacher observation checklist will be utilized to check that the student is acquiring the computer skills presented.
- Computer learning center activities will be observed and noted on the teacher observation checklist.
- Question Stems/Think, Pair, and Share will be utilized to check for understanding of the newly presented computer vocabulary.
- Students will type summaries from a read aloud story using the computer.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing, 2004.

Computer Projects Grades 2-4 Teacher Created Resources, Inc.

Useful websites to introduce Internet Safety, Computer Rules, and Responsibilities:

- <https://jr.brainpop.com/artsandtechnology/technology/internetsafety/>
- <https://vimeo.com/116587103> (14 minute Video on Internet Safety-from a police officer)
- <http://www.netsmartzkids.org>
- <https://kids.usa.gov/watch-videos/online-safety/index.shtml>

Familiarize students to using the computer through the following websites:

- <http://mrststechnologyemporium.weebly.com/mouse-practice.html>
- <http://tvokids.com/preschool/games/bees-and-honey>

- <http://www.starfall.com>
- <http://www.abcya.com>
- abcya.com **Find the Technology** http://www.abcya.com/computer_vocabulary.htm

Keyboarding:

- **dance mat typing** <https://www.dancemattypingguide.com/dance-mat-typing-level-1/>
- abcya.com **Keyboarding Zoo** http://www.abcya.com/keyboarding_practice.htm
- abcya.com **Cup Stacking** http://www.abcya.com/cup_stack_typing_game.htm
- abcya.com **Typing Rocket Junior** http://www.abcya.com/typing_rocket_junior.htm
- abcya.com **Jump Key** http://www.abcya.com/jump_key.htm
- abcya.com **Typing Rocket** http://www.abcya.com/typing_rocket.htm
- abcya.com **Keyboard Invasion** http://www.abcya.com/keyboard_invasion.htm
- abcya.com **Keyboarding Challenge** <http://www.abcya.com/keyboard.htm>
- abcya.com **Ghost Typing** http://www.abcya.com/ghost_typing.htm
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>
- American Library Association - Great Technology and Mathematics Websites for Kids <http://gws.ala.org/category/mathematics-computers>

Ancillary Resources

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

- Paint, calculator, Microsoft Word, PowerPoint, etc.

Utilization of the Smart TV to view the following websites:

- <https://jr.brainpop.com/artsandtechnology/technology/internetsafety/>

- <https://vimeo.com/116587103> (14 minute Video on Internet Safety-from a police officer)
- <http://www.netmartzkids.org>
- <https://kids.usa.gov/watch-videos/online-safety/index.shtml>

Familiarize students to using the computer mouse/mouse pad through the following websites:

- <http://mrststechnologyemporium.weebly.com/mouse-practice.html>
- <http://tvokids.com/preschool/games/bees-and-honey>
- <http://www.starfall.com>
- <http://www.abcya.com>

Keyboarding:

- **dance mat typing** <https://www.dancemattypingguide.com/dance-mat-typing-level-1/>
- abcya.com **Keyboarding Zoo** http://www.abcya.com/keyboarding_practice.htm
- abcya.com **Cup Stacking** http://www.abcya.com/cup_stack_typing_game.htm
- abcya.com **Typing Rocket Junior** http://www.abcya.com/typing_rocket_junior.htm
- abcya.com **Jump Key** http://www.abcya.com/jump_key.htm
- abcya.com **Typing Rocket** http://www.abcya.com/typing_rocket.htm
- abcya.com **Keyboard Invasion** http://www.abcya.com/keyboard_invasion.htm
- abcya.com **Keyboarding Challenge** <http://www.abcya.com/keyboard.htm>
- abcya.com **Ghost Typing** http://www.abcya.com/ghost_typing.htm
- Practice writing a story using Scholastic Story Starters website <http://www.scholastic.com/teachers/story-starters/>

Other helpful websites:

- American Library Association - Great Technology and Mathematics Websites for Kids <http://gws.ala.org/category/mathematics-computers>
- World Atlas Downloadable maps <http://www.worldatlas.com/>
- Math-Language Arts-Science-Social Studies Sheppards Software <http://sheppardsoftware.com/>
- Computer Coding Curriculum <https://code.org/educate/curriculum/elementary-school>

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

PFL.9.1.4.A.2	Identify potential sources of income.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
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.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into Unit 3 include:

- Communication and Collaboration
- Life and Career Skills

- Media Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into Unit 3 include:

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 3 include:

- The student will be provided visual presentations/short video clips of different parts of the computer.
- Student will utilize assisted technology to enhance learning through games and tournaments.
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.
- Students will utilize a multi-sensory approach to learning the keypad and keyboard through the use of instructional games like ABCYA, etc.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers

- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized by the Library Media Specialist in Unit 3 include:

- Provide modifications as dictated in the student's own IEP/504 plan
- Preferential seating will be utilized
- Secure attention of the student before giving instructions/directions
- Have students repeat directions to check for understanding
- For completing library assignments the students will work with an assigned partner

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

The **English Language** Learning adaptations that will be employed in Unit 3 include:

1. When presenting the Introduction to Computer lessons material will be presented through the use of videos, illustrations, pictures, and drawings to explain or clarify material.
2. Key aspects of Unit 3-Introduction to Computers will eliminate the nonessential information in order to accommodate the ELL learner.
3. Asking a peer tutors (and Google Translate) to help and assist the English Language Learner when they are required to complete a task will be beneficial to the ELL learner.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The Intervention Strategies for the "at risk" students for Unit 3 are listed below:

1. When presenting the Introduction to Computer lessons material will be presented through the use of videos, illustrations, pictures, and drawings to explain or clarify material.
2. Key aspects of Unit 3-Introduction to Computers will eliminate the nonessential information in order to accommodate the "at risk" learner.
3. Asking a peer tutors to help and assist the "at risk" student when they are required to complete a task will be beneficial.
 - allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be

determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 3 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Ten websites that provide challenging activities <https://educationaladvancement.org/ten-websites-gifted-kids/>
2. Write a story in Microsoft Word/Google Doc using Scholastic Story Starters <http://www.scholastic.com/teachers/story-starters/>
3. Utilize project-based learning for greater depth of knowledge on an issue that is appealing to the learner.
 - Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and

growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: