Grade 2 Technology Unit 1: Google Suite

Content Area: **Technology**
Course(s): **Technology Grade 2**
Time Period: **MP1**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
CS.K-2.8.1.2.DA.3	Identify and describe patterns in data visualizations.
CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.

Rationale and Transfer Goals

During the first marking period, students will have the opportunity to review and sharpen their word processing and typing skills. The ability to use a computer will be a necessary skill for students as they progress through school and the hope is that this unit will help word processing become second nature to them. Students will conduct their own questionnaire to create a data chart to be analyzed and discussed.

Enduring Understandings

Word processing programs can allow students to quickly and neatly complete written projects with various options to display their finished work.

Technology can be used to collect and display data.

Essential Questions

How can computers help us work faster and neater?

How can you display and interpret data?

Content - What will students know?

- The definition and use of passwords.
- Creation and saving of a word processing document.
- Formatting a word processing document.
- How to create a chart in Google.

Skills - What will students be able to do?

- Access a pebblego account and play a game appropriate for second graders.
- Open a new document and save their progress.
- Change font, font size, and font color and add a picture to their document.
- Gather data from their classmates to create a data chart online.

Activities - How will we teach the content and skills?

- Whole class demonstration of sequence to follow to sign in to pebblego account, discussion of passwords and why they are necessary.
- Whole class demonstration with smartboard, allowing students to create their own patterns of color in their completed partner letter document, demonstrating how to print a document.
- Whole class creation of an anti-drug poster for red ribbon week, demonstrating how to add a pre-selected picture to their document.
- Show different data charts
- using a presentation and discussing what is being interpreted.
- Students create a questionnaire and give to classmates.
- Students input data into Google and create a chart.

Evidence/Assessments - How will we know what students have learned?

- Teacher observation of students' ability to log in.
- Printed copy of their partner letter activity with proper colors and decorations.
- Printed copy of poster with properly formatted picture and correct capitalization and punctuation.
- Students will discuss and interpret what their data charts showed.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Review of keyboarding skills.	Use correct spelling, spacing, and punctuation to create their document.	Typing about what they hope to learn about in second grade.
Adding pictures to a word processing document	Creating a word processing document	Whole class creation of an anti-drug poster for red ribbon week, demonstrating how to add a pre-selected picture to their document.

Key Resources

Google Tools

NCES Create a Graph

21st Century Life and Careers

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

Interdisciplinary Connections/Companion Standards

Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Health: Limits to screen time and healthy relationships with technology, online technologies

SCI.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.