

Grade 2 Technology Unit 2: Internet Usage, Safety, Etiquette, and Research

Content Area: **Technology**
Course(s): **Technology Grade 2**
Time Period: **MP2**
Length: **7 days**
Status: **Published**

NJSLS - Computer Science and Design Thinking

- | | |
|-------------------|---|
| CS.K-2.8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. |
| CS.K-2.8.1.2.NI.2 | Describe how the Internet enables individuals to connect with others worldwide. |

Rationale and Transfer Goals

In this unit students will learn about basic responsible internet usage. They will learn how the internet works at a grade appropriate level, how to navigate a website, the types of information they can gather from websites, and the basics of internet research. They will also be able to take information they have researched and organize it into a research paragraph. Finally, they will be able to navigate websites safely and will learn steps they can take to keep themselves safe while on the internet. All of this is necessary for them to learn as all items are likely to be important to their growth as students.

Enduring Understandings

The internet is a great tool once you know how to use it wisely and safely.

Essential Questions

How can I communicate and keep myself safe on the internet?

How can the internet affect my academic development?

Content - What will students know?

- The process of how a website's content gets onto their computer.
- Navigation of a website.
- How to use a search engine for research.
- Organization of research into a report.
- How to stay safe while online.

Skills - What will students be able to do?

- Explain how networks function, as well as how computers communicate using the internet.
- Explain and use various functions of a browser, including the navigation bar, address bar, refresh and back.
- Use a search engine designed for students to find information on a topic.
- Use information gleaned from the internet to create a research report on their findings.
- Explain how to use websites without sacrificing their safety.

Activities - How will we teach the content and skills?

- Smartboard presentation of introduction to the internet, KWL chart, watching brainpop movies on the internet.
- Smartboard presentation, class guided virtual tour of the national aquarium website.
- Smartboard presentation on how search engines work, class exploration of kidzsearch.org, research information on an animal to find three pieces of information on the animal.
- Class collaboration on a strong opening and closing for their research paragraph, create a word processing document to write the final copy.
- Class discussion of what they already know about staying safe online, watch brainpop videos about online safety and discuss safety tips.

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

- Evaluate brainpop internet quiz.

- Students will search the aqua.org website to find which animals have a video to view on their page.
- Evaluation of written research on their animal.
- Completion of final research report.
- Evaluation of brainpop internet safety quiz.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Organization of research into a report	Creating a word processing document	Class collaboration on a strong opening and closing for their research paragraph, create a word processing document to write the final copy.

Key Resources

www.brainpop.com (internet and internet safety)

www.aqua.org

Google Docs

<https://www.kidzsearch.com/>

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.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
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.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Interdisciplinary Connections/Companion Standards

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

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.