June Gr. 2

Content Area: **Technology**
Course(s):
Time Period: **June**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will work on coding puzzles to finish the year.

Enduring Understandings

Coding skills help us to learn and have fun.

Essential Questions

What have we learned about coding?

Instructional Strategies & Learning Activities

Objective: CODING: code.org
The student will be able to continue to learn the basic concepts of coding using kid-friendly visual programming tools and begin to create showcase projects for STEM Expo.

Differentiation:
Self-paced, choose STEM Expo .'showcase' activities

Assessment:
Observe students progress.

Objective: Online Activities - www.abcya.com :Fuzz Family Factory (coding puzzles)
The student will be able to explore grade-level order of operation puzzles to create Fuzz Family members, designed to reinforce skills in a kid-friendly environment for end-of-year schedule.

Differentiation:
Student choices from activity menu

Assessment:
Students will self-assess each activity completed

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL	Technology Literacy
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.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Digital tools have a purpose.
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.

Technology and Design Integration

CS.CS	Computing Systems
CS.K-2.8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
CS.K-2.8.1.2.AP.2	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
CS.K-2.8.1.2.AP.3	Create programs with sequences and simple loops to accomplish tasks.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
CS.K-2.8.1.2.AP.6	Debug errors in an algorithm or program that includes sequences and simple loops.
CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.
CS.K-2.AP	Algorithms & Programming
	Computers follow precise sequences of steps that automate tasks.
	Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).
	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

People work together to develop programs for a purpose, such as expressing ideas or addressing problems. The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).

Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.

Interdisciplinary Connections

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.2.4	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.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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

When differeniation applies, it is listed in the sections above.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made pre and post assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for

helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

projects

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final projects

See assessment listed above.

Instructional Materials

Materials as need for projects.

Standards

See Standards Above.