

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

GRADE 1– Unit 2/Module 2 Word Processing and Writing

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In Unit 2, students will learn to:

During the Second Trimester, First-Grade Students will continue to use their Chromebooks to explore the basic uses of it, and how to use it properly.

The main focus will be on word processing and how to use a word processing program. In conjunction with this, students will learn and practice proper keyboarding skills.

Students will learn how to use additional tools that are available in word processing programs as well as the purpose of those tools.

Students will explore the following:

- Tables
- Lists

Standards Covered in Current Unit/Module

Priority Standards

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.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.2	Explain the functions of common software and hardware components of computing systems.
CS.K-2.8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

- I can use digital tools.
- I can create a document using a word processing application.
- I can illustrate and communicate original ideas and stories using a digital tool.
- I can list and demonstrate the steps to an everyday task.
- I can understand and describe how technology impacts or improves life.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 11	<ul style="list-style-type: none"> CS.K-2.8.1.2.AP.5 CS.K-2.8.1.2.CS.1 CS.K-2.8.1.2.CS.2 CS.K-2.8.1.2.DA.2 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> I can format a document according to my teacher's directions. (MLA Style-modified for first- grade students) <p>REVIEW:</p> <ul style="list-style-type: none"> I can open a word processing application. I can explain how and why a word processing application would be used. I can enter information into a word processing application. 	<p>This class will begin with a discussion of writing and the author's purpose. Students will learn through the discussion that a document's format is dependent upon the purpose of the document. (Language Arts Tie-In) In addition, naming documents will also be discussed.</p> <p>After the discussion, students will open a word processing program. Students will be instructed to name the document according to the teacher's instructions.</p> <p>Next, students will follow the teacher's directions to format the document in MLA style, with one exception; the students will not insert page numbers at this time. Inserting page numbers will be taught later when students can create documents of more than one page.</p> <p>Once the document is formatted students will type one sentence. (Sentences will be discussed at this time. The discussion will include the requirements of a sentence: begin with a capital</p>

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			<p>letter, end with a punctuation mark, and contain a complete thought.</p> <p>Note: All classes will include keyboarding practice</p>
Week 12	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can format a document according to my teacher's directions. (MLA Style-modified for first- grade students) <p>REVIEW:</p> <ul style="list-style-type: none"> • I can open a word processing application. • I can explain how and why a word processing application would be used. • I can enter information into a word processing application. 	<p>This lesson will begin with a review of the lesson for Week 11.</p> <p>Students will review:</p> <ul style="list-style-type: none"> • Author's Purpose • How to correctly write (type) a sentence • How to correctly format a document for writing in school <p>Next, with the teacher's assistance, all students will open a document, name it according to the teacher's directions, and then format it in the MLA style.</p> <p>After the document is formatted, students will discuss how to answer a question by restating the question in the response. For example: "How old are you?" Answer- "I am seven years old." The students will practice answering the questions verbally. When students are comfortable with that, they will begin to respond to the questions by typing the responses in the previously formatted document.</p> <p>Some students will take longer to understand the concept of restating the question in the</p>

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			response. During this time, the teacher will work with the students either individually or in groups until all students can respond to the questions appropriately and correctly by typing the responses into the document.
Week 13	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>Building upon the previous lesson (Week 11) students will:</p> <p>Review</p> <ul style="list-style-type: none"> • Author's Purpose • How to correctly write (type) a sentence • How to correctly format a document for writing in school • How to respond to a question by restating the question in the response <p>The teacher and students will proceed in a similar manner as in Week 11. Once students are able to answer questions appropriately and correctly by typing the responses in the word processing document, the teacher will discuss adding details to the responses.</p>
Week 14	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>During this class, students will review previous lessons. After the review, students will learn how to insert a graphic into a word processing document. Students will begin with clip art images. Students will also learn how to search for a particular type of image.</p>

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Week 15	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can communicate original ideas through storytelling with a digital tool. 	<p>During this class, students will be assessed. Students will open and format a word processing document in MLA style. Next, students will respond to a question (prompt) by restating the question and then adding at least two details. Students will respond by writing complete sentences. The students will also search for and then insert a clip art graphic into the document.</p>
Week 16	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can give an example of how technology improves life and describe how it improves life. 	<p>Technology integration: Students will be introduced to an app, Padlet, for today's discussion. The Padlet app allows students to make comments or answer a question, similar to using a whiteboard or sticky notes.</p> <p>During today's class students will discuss what technology is and how it helps improve one's life.</p> <p>First, the teacher will begin the class with the questions: "What is technology?" The students will be asked to respond, using Padlet, and through the discussion, the students will formulate a definition of technology. The students will be guided to create the definition of technology as "Any tool created by humans to make life easier."</p>

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			<p>Once students determine the definition correctly, the teacher will show a short video illustrating the definition.</p> <p>The video is contained in a playlist, but can also be accessed at:</p> <p>https://youtu.be/Giiz81_uzK8</p>
Week 17	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can give an example of how technology improves life and describe how it improves life. 	<p>Today the students will learn how to insert a table into a word processing document.</p> <p>This class will include discussion of tables, the purpose of using tables and how to determine the number of rows and columns needed for a table.</p> <p>Students will be creating a very simple table. The table creation will be used to help reinforce the concept of technology and how it makes life easier. The table will give an example of technology, and how that technology makes life easier.</p>

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Week 18	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can give an example of how technology improves life and describe how it improves life. 	<p>Today the students will continue to learn how to insert a table into a word processing document. The students will also complete their document and submit it for assessment and evaluation.</p> <p>REVIEW:</p> <p>This class will include discussion of tables, the purpose of using tables and how to determine the number of rows and columns needed for a table.</p> <p>Students will be creating a very simple table. The table creation will be used to help reinforce the concept of technology and how it makes life easier. The table will give an example of technology, and how that technology makes life easier.</p>
Week 19	<ul style="list-style-type: none"> • CS.K-2.8.1.2.AP.5 • CS.K-2.8.1.2.CS.1 • CS.K-2.8.1.2.CS.2 • CS.K-2.8.1.2.DA.2 • CS.K-2.8.2.2.ED.1 • CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> • I can list and demonstrate the steps to an everyday task. 	<p>Students will be asked to describe the steps in a process, such as how to make a peanut butter and jelly sandwich. The focus will be for students to understand that when giving directions, each and every step is important and must be given so that a task can be completed successfully.</p>

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			Students will use a word processing program to create a list of steps for an everyday task. Next, they will learn how to format the list using bullets, numbers, and other tools in the word processing program.
Week 20	<ul style="list-style-type: none"> CS.K-2.8.1.2.AP.5 CS.K-2.8.1.2.CS.1 CS.K-2.8.1.2.CS.2 CS.K-2.8.1.2.DA.2 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.3 	<ul style="list-style-type: none"> I can list and demonstrate the steps to an everyday task. 	<p>Today's class is a continuation of the previous class.</p> <p>Students will be asked to describe the steps in a process, such as how to make a peanut butter and jelly sandwich. The focus will be for students to understand that when giving directions, each and every step is important and must be given so that a task can be completed successfully.</p> <p>Students will use a word processing program to create a list of steps for an everyday task. Next, they will learn how to format the list using bullets, numbers, and other tools in the word processing program.</p>

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)