

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

GRADE 2– Unit 3

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 this unit, Second-Grade students will begin to apply their digital skills to problem-solving.

Through various tasks using several different digital tools, the students will learn to evaluate problems and work out solutions through questioning and research.

Basic foundational skills and Digital Citizenship will also be included in both instruction and practice.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

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-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

- I can identify a problem and determine questions to guide an investigation.
- I can use critical thinking skills to plan and conduct research.
- I can use geographic mapping tools appropriately.
- I can compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- I can use digital tools.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 21	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> • I can identify a problem and determine what questions need to be asked in order to solve the problem. • I can make a plan and follow it to conduct research. 	<ul style="list-style-type: none"> ○ This is the first of three classes. ○ Students will learn how to identify a problem through a class discussion. Once a problem is identified, the students will be asked to think about the problem and list questions that can help them solve the problem. Through the discussion, the teacher will guide the students into thinking about the problem itself, and developing

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			<p>questions, rather than giving a solution.</p> <ul style="list-style-type: none"> ○ After students can identify a problem and list questions to help solve the problem, the teacher will introduce an online search engine to the students. Students will use keywords to find answers to the list of questions they have developed. ○ Through discussion and teacher modeling techniques the students will be gradually led to use the search engine on their own. ○ The students will complete a short problem-based inquiry project as an assessment for these lessons. Details of the project will be available to students in the blended learning platform the students use for their assignments.
Week 22	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can identify a problem and determine what questions need to be asked in order to solve the problem. ● I can make a plan and follow it to conduct research. 	<ul style="list-style-type: none"> ○ This is the second of three classes. ○ Students will learn how to identify a problem through a class discussion. Once a problem is identified, the students will be asked to think about the problem and list questions that can help them solve the problem. Through the discussion, the teacher will guide the students into thinking about the problem itself, and developing

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			<p>questions, rather than giving a solution.</p> <ul style="list-style-type: none"> ○ After students can identify a problem and list questions to help solve the problem, the teacher will introduce an online search engine to the students. Students will use keywords to find answers to the list of questions they have developed. ○ Through discussion and teacher modeling techniques the students will be gradually led to use the search engine on their own. ○ The students will complete a short problem-based inquiry project as an assessment for these lessons. Details of the project will be available to students in the blended learning platform the students use for their assignments.
Week 23	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can identify a problem and determine what questions need to be asked in order to solve the problem. ● I can make a plan and follow it to conduct research. 	<ul style="list-style-type: none"> ○ This is the third of three classes. ○ Students will learn how to identify a problem through a class discussion. Once a problem is identified, the students will be asked to think about the problem and list questions that can help them solve the problem. Through the discussion, the teacher will guide the students into thinking about the problem itself, and developing

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			<p>questions, rather than giving a solution.</p> <ul style="list-style-type: none"> ○ After students can identify a problem and list questions to help solve the problem, the teacher will introduce an online search engine to the students. Students will use keywords to find answers to the list of questions they have developed. ○ Through discussion and teacher modeling techniques the students will be gradually led to use the search engine on their own. ○ The students will complete a short problem-based inquiry project as an assessment for these lessons. Details of the project will be available to students in the blended learning platform the students use for their assignments.
Week 24	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can use a mapping tool appropriately. 	<p>The teacher will teach/review (as necessary) basic information about maps and geography. Next, the teacher will introduce a digital mapping tool. The teacher will explain the purpose of the mapping tool and model its use. After the introduction, the students will access the mapping tool on their own PC's and then explore the tool. As the students explore independently, the teacher will work with</p>

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			<p>students to ensure that each is using the tool appropriately and efficiently.</p> <p>The teacher will explain a project that the students will complete using the mapping tool. The teacher will give the directions and also inform the students that the materials needed for the project will be available in the blended learning platform used for assignments in class.</p>
Week 25	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can use a mapping tool appropriately. 	<p>The teacher will teach/review (as necessary) basic information about maps and geography. Next, the teacher will introduce a digital mapping tool. The teacher will explain the purpose of the mapping tool and model its use. After the introduction, the students will access the mapping tool on their own PC's and then explore the tool. As the students explore independently, the teacher will work with students to ensure that each is using the tool appropriately and efficiently.</p> <p>The teacher will explain a project that the students will complete using the mapping tool. The teacher will give the directions and also inform the students that the materials needed for the project will be available in the blended learning platform used for assignments in class.</p>
Week 26	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can use a mapping tool appropriately. 	<p>The teacher will teach/review (as necessary) basic information about maps and geography. Next, the teacher will introduce a digital mapping tool. The teacher will explain the</p>

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			<p>purpose of the mapping tool and model its use. After the introduction, the students will access the mapping tool on their own PC's and then explore the tool. As the students explore independently, the teacher will work with students to ensure that each is using the tool appropriately and efficiently.</p> <p>The teacher will explain a project that the students will complete using the mapping tool. The teacher will give the directions and also inform the students that the materials needed for the project will be available in the blended learning platform used for assignments in class.</p>
Week 27	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can compare two digital applications and explain the advantages and disadvantages of using each. 	<p>This is the first of three classes.</p> <p>A review of all programs/apps used in class throughout the year will be reviewed and discussed. A list of the digital programs/apps will be made.</p> <p>The students will make their own list in a table format. The columns of the table will include digital program/app name, the purpose of digital program/app, and the advantages and disadvantages of each.</p> <p>Once the table is complete, each student will choose two digital programs/apps and compare and contrast them.</p> <p>The students will then write a composition comparing the digital apps in a word</p>

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			processing program. The essay and the table will be used as assessment.
Week 28	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can compare two digital applications and explain the advantages and disadvantages of using each. 	<p>This is the second of three classes.</p> <p>A review of all programs/apps used in class throughout the year will be reviewed and discussed. A list of the digital programs/apps will be made.</p> <p>The students will make their own list in a table format. The columns of the table will include digital program/app name, the purpose of digital program/app, and the advantages and disadvantages of each.</p> <p>Once the table is complete, each student will choose two digital programs/apps and compare and contrast them.</p> <p>The students will then write a composition comparing the digital apps in a word processing program. The essay and the table will be used as assessment.</p>
Week 29	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none"> ● I can compare two digital applications and explain the advantages and disadvantages of using each. 	<p>This is the third of three classes.</p> <p>A review of all programs/apps used in class throughout the year will be reviewed and discussed. A list of the digital programs/apps will be made.</p> <p>The students will make their own list in a table format. The columns of the table will include digital program/app name, the purpose of</p>

Swedesboro-Woolwich School District's Technology Curriculum Guidance Document

			<p>digital program/app, and the advantages and disadvantages of each.</p> <p>Once the table is complete, each student will choose two digital programs/apps and compare and contrast them.</p> <p>The students will then write a composition comparing the digital apps in a word processing program. The essay and the table will be used as assessment.</p>
Week 30	CS.K-2.8.1.2.NI.1 CS.K-2.8.2.2.ITH.2 CS.K-2.8.2.2.ITH.3 CS.K-2.8.2.2.ITH.5	<ul style="list-style-type: none">• I can use digital tools to access, manage, evaluate and synthesize information in order to solve problems and collaborate with others in order to create and communicate knowledge.	<p>During this class, students will discuss what they have learned in the previous classes. They will be directed by the teacher to think about the tools they have used, and how they can use them in the future.</p> <p>Being a good Digital Citizen will also be included in this lesson.</p>

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

[ELA Enduring Understanding Statements](#)