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
Students in Second-Grade will explore various digital tools during Trimester 2. The students will work with text, photos, and illustrations to create original stories. Spreadsheets and data will be introduced, and students will learn how to create simple spreadsheets with data they have collected. The students will also practice the foundational skills necessary to use digital tools successfully. Digital Citizenship and Internet Safety will also be emphasized as appropriate.

Standards Covered in Current Unit/Module
Related Standards and Learning Goals

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-2.8.2.2.ED.1   Communicate the function of a product or device.

CS.K-2.8.2.2.ED.2   Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

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 apply digital tools to gather, evaluate, and use information.
- I can create original works as a means of personal or group expression.
- I can enter information into a spreadsheet and filter the information.
- I can enter information into a spreadsheet and sort the information.
- I can identify the structure and components of a database.
- I can use digital tools and online resources to explore a problem or issue.
- I can use digital tools and online resources to explore a problem or issue.
- I can tell an original story using multiple digital tools and resources
- I can use digital tools.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
Week 11	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Illustrate and communicate original ideas and stories using multiple digital tools and resources. ● Create original works as a means of personal or group expression. ● Students apply digital tools to gather, evaluate, and use information. ● Use digital tools and online resources to explore a problem or issue.	This is the first of five classes where the students will be working on an original project. The students will be introduced to a presentation app or software. Students will learn to access and navigate the app. Once students understand and can access and navigate the app, they will begin to develop an original story. The story will include written expressions created by the students as well as illustrations or photos as appropriate. The illustrations will be created by the student and the photos will be taken by the student. The exact requirements of the project will be conveyed to the students by the teacher. The students will use digital tools such as photo editors, drawing apps, etc. to create their illustrations/photos. The internet will be used to gather information, such as checking spelling, or other facts required for the story. Once the students have completed the story, it will be published and shared with the other students in the class.
Week 12	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Illustrate and communicate original ideas and stories using multiple digital tools and resources. ● Create original works as a means of personal or group expression.	This is the second of five classes where the students will be working on an original project. The students will be introduced to a presentation app or software. Students will learn to access and

		● Students apply digital tools to gather, evaluate, and use information. ● Use digital tools and online resources to explore a problem or issue.	navigate the app. Once students understand and can access and navigate the app, they will begin to develop an original story. The story will include written expressions created by the students as well as illustrations or photos as appropriate. The illustrations will be created by the student and the photos will be taken by the student. The exact requirements of the project will be conveyed to the students by the teacher. The students will use digital tools such as photo editors, drawing apps, etc. to create their illustrations/photos. The internet will be used to gather information, such as checking spelling, or other facts required for the story. Once the students have completed the story, it will be published and shared with the other students in the class.
Week 13	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Illustrate and communicate original ideas and stories using multiple digital tools and resources. ● Create original works as a means of personal or group expression. ● Students apply digital tools to gather, evaluate, and use information. ● Use digital tools and online resources to explore a problem or issue.	This is the third of five classes where the students will be working on an original project. The students will be introduced to a presentation app or software. Students will learn to access and navigate the app. Once students understand and can access and navigate the app, they will begin to develop an original story.

			The story will include written expressions created by the students as well as illustrations or photos as appropriate. The illustrations will be created by the student and the photos will be taken by the student. The exact requirements of the project will be conveyed to the students by the teacher. The students will use digital tools such as photo editors, drawing apps, etc. to create their illustrations/photos. The internet will be used to gather information, such as checking spelling, or other facts required for the story. Once the students have completed the story, it will be published and shared with the other students in the class.
Week 14	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Illustrate and communicate original ideas and stories using multiple digital tools and resources. ● Create original works as a means of personal or group expression. ● Students apply digital tools to gather, evaluate, and use information. ● Use digital tools and online resources to explore a problem or issue.	This is the fourth of five classes where the students will be working on an original project. The students will be introduced to a presentation app or software. Students will learn to access and navigate the app. Once students understand and can access and navigate the app, they will begin to develop an original story. The story will include written expressions created by the students as well as illustrations or photos as appropriate. The illustrations will be created by the student and the photos will be taken by the

			student. The exact requirements of the project will be conveyed to the students by the teacher. The students will use digital tools such as photo editors, drawing apps, etc. to create their illustrations/photos. The internet will be used to gather information, such as checking spelling, or other facts required for the story. Once the students have completed the story, it will be published and shared with the other students in the class.
Week 15	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Enter information into a spreadsheet and sort the information. ● Identify the structure and components of a database. ● Enter information into a database or spreadsheet and filter the information.	This is the fifth of five classes where the students will be working on an original project. The students will be introduced to a presentation app or software. Students will learn to access and navigate the app. Once students understand and can access and navigate the app, they will begin to develop an original story. The story will include written expressions created by the students as well as illustrations or photos as appropriate. The illustrations will be created by the student and the photos will be taken by the student. The exact requirements of the project will be conveyed to the students by the teacher.

			The students will use digital tools such as photo editors, drawing apps, etc. to create their illustrations/photos.
			The internet will be used to gather information, such as checking spelling, or other facts required for the story.
			Once the students have completed the story, it will be published and shared with the other students in the class.
Week 16	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Enter information into a spreadsheet and sort the information. ● Identify the structure and components of a database. ● Enter information into a database or spreadsheet and filter the information.	This is the first of five classes where students learn about spreadsheets, databases, and working with data. The students will learn the definition of data, how it is represented, and how and why it is used. Various structures of data will be introduced to the students by the teacher. Once students have an understanding of the vocabulary and structure of data components, the teacher will introduce a spreadsheet application. Students will learn to navigate the spreadsheet and the basic tools associated with the spreadsheet. They will enter information and filter it.
Week 17	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Enter information into a spreadsheet and sort the information. ● Identify the structure and components of a database.	This is the second of five classes where students learn about spreadsheets, databases, and working with data. The students will learn the definition of data, how

		● Enter information into a database or spreadsheet and filter the information.	it is represented, and how and why it is used. Various structures of data will be introduced to the students by the teacher. Once students have an understanding of the vocabulary and structure of data components, the teacher will introduce a spreadsheet application. Students will learn to navigate the spreadsheet and the basic tools associated with the spreadsheet. They will enter information and filter it.
Week 18	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Enter information into a spreadsheet and sort the information. ● Identify the structure and components of a database. ● Enter information into a database or spreadsheet and filter the information.	This is the third of five classes where students learn about spreadsheets, databases, and working with data. The students will learn the definition of data, how it is represented, and how and why it is used. Various structures of data will be introduced to the students by the teacher. Once students have an understanding of the vocabulary and structure of data components, the teacher will introduce a spreadsheet application. Students will learn to navigate the spreadsheet and the basic tools associated with the spreadsheet. They will enter information and filter it.
Week 19	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● Enter information into a spreadsheet and sort the information. ● Identify the structure and components of a database.	This is the fourth of five classes where students learn about spreadsheets, databases, and working with data. The students will learn the definition of data, how

		● Enter information into a database or spreadsheet and filter the information.	it is represented, and how and why it is used. Various structures of data will be introduced to the students by the teacher. Once students have an understanding of the vocabulary and structure of data components, the teacher will introduce a spreadsheet application. Students will learn to navigate the spreadsheet and the basic tools associated with the spreadsheet. They will enter information and filter it.
Week 20	CS.K-2.8.1.2.CS.1 CS.K-2.8.2.2.ED.1 CS.K-2.8.2.2.ED.2 CS.K-2.8.2.2.ED.3	● All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	This is the fifth of five classes where students learn about spreadsheets, databases, and working with data. The students will learn the definition of data, how it is represented, and how and why it is used. Various structures of data will be introduced to the students by the teacher. Once students have an understanding of the vocabulary and structure of data components, the teacher will introduce a spreadsheet application. Students will learn to navigate the spreadsheet and the basic tools associated with the spreadsheet. They will enter information and filter it.

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements