Unit 1

Content Area: **Technology**
Course(s): **Technology 2**
Time Period: **September**
Length: **1 Trimester**
Status: **Published**

Unit 1 Overview

During Unit 1, students in Second-Grade will review foundational technology skills and build upon them to increase their ability to navigate in virtual environments. Students will practice keyboarding to gain appropriate accuracy and speed for their level, understand the importance of using usernames and password for accessing programs, and develop written communication skills through document creation.

Students will understand how their Chromebooks work, and learn how to use them as an effective learning tool. In addition, students will learn and practice how to maintain their Chromebooks in good working order and how to troubleshoot common problems.

In addition, students will learn about and use a blended learning platform for their assignments. The students will be able to access the platform, and then complete assignments and turn them in through the learning platform. The teacher will use the learning platform to assess student work and communicate with students regarding their work and assignments.

Unit 1 Essential Questions

During the first unit second grade students will:

- Navigate in a virtual environment using their own personal Chromebook. All essential questions will be explored using individual, personal Chromebooks. Students will not share devices.
- Emphasis during the first trimester is on developing good technology habits, basic word processing, and digital skills including Digital Citizenship.

- For what purpose is a word processing program used?
- How do I navigate in a virtual environment?
- How to I use a word processing program?
- What skills do I need to be able to use digital tools successfully?

Unit 1 Priority Standards

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.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.AP.3	Create programs with sequences and simple loops to accomplish tasks.
8.2.2.ED.1	Communicate the function of a product or device.

Unit 1 Learning Goals

Learning Goals

- 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.

- I can create a document using a word processing application.

- I can demonstrate developmentally appropriate navigation skills in virtual environments.

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Unit 1 Targets

- I can create a document using a word processing application.
- I can demonstrate developmentally appropriate navigation skills in virtual environments.
- I can log on to my Chromebook properly.
- I can type with accuracy and speed appropriate to my skill level.
- I can use my keyboard to input information and data into a document.
- I can use my trackpad to click, drag and drop information.
- I can use my trackpad to select information, text or fields in a form.

Unit 1 Learning Plan

Class	Target	Learn
Week 1	• I can log on to my Chromebook properly. • I can shutdown my Chromebook properly. • I can use my trackpad to click, drag and drop information. • I can use my trackpad to select information, text or fields in a form. • I can use my keyboard to input information and data into a document. • I can type with accuracy and speed appropriate to my skill level.	Upon a the lab herself Throug what is Once e require compl Studen keyboa This cl The ro will be their C
Week 2	• I can log on to my Chromebook properly. • I can shutdown my Chromebook properly. • I can use my trackpad to click, drag and drop information. • I can use my trackpad to select information, text or fields in a form. • I can use my keyboard to input information and data into a document. • I can type with accuracy and speed appropriate to my skill level.	Today Classr Studen also ur platfor and di Next, s discuss and tha that ac practic
Week 3	• I can log on to my	This cl The ro will be

		Chromebook properly. • I can shutdown my Chromebook properly. • I can use my trackpad to click, drag and drop information. • I can use my trackpad to select information, text or fields in a form. • I can use my keyboard to input information and data into a document. • I can type with accuracy and speed appropriate to my skill level.	their C Today will ai Studen also ur platfor and di Next, s review practic accura practic Studen
Week 4		• I can create a document using a word processing application.	Studen progra will re Studen Style. Studen the lea their d During The te the ste
Week 5		• I can create a document using a word processing application.	Studen progra a font, docum Studen the lea their d One al compl
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Week 7	• I can create a document using a word processing application.	The as the dir The di respon The as
Week 8	• I can demonstrate developmentally appropriate navigation skills in virtual environments.	In toda teache Studen demon practic
Week 9	• I can demonstrate developmentally appropriate navigation skills in virtual environments.	In toda choosi Studen the ski

Unit 1 Assessments

Assessments for this unit will be conducted through teacher observation using rubrics and assessment of documents created using rubrics. A keyboarding assessment will be given through the keyboarding program used by students in class and will be evaluated by rubric.

- Access and Log on to Blended Learning Platform: Teacher Observation
- Create a Document Using a Word Processing Program: Document Review
- Keyboarding Assessment: Online Keyboarding Test
- Log On to Personal Chromebooks: Teacher Observation

- Vocabulary Assessment: Online Test through Blended Learning Platform

Technology

- Individual Student Chromebooks
- Promethean Board
- Teachner PC/Chromebook

Materials & Resources

- Internet Access
- Program Access: Keyboarding Practice
- Program Access: Student Learning Platform
- Program Access: Word Processing

Career Readiness, Life Literacies, & Key Skills

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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.5	Explain what a digital footprint is and how it is created.

21st Century Life & Careers

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

• Information Literacy

• Media Literacy

• ICT (Information, Communications, and Technology) Literacy

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- Information Literacy
- Media Literacy

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Interdisciplinary Connections

Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

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