Unit 2

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

Unit 2 Overview (Trimester 2)

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.

Unit 2 Essential Questions

- How can I store data to make it easy to use?
- How can I use digital tools to present original ideas?

Unit 2 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.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Unit 2 Learning Goals

Learning Goals	Targets
• I can tell an original story using multiple digital tools and resources.	• I can create a
• I can create original works as a means of personal or group expression.	• I can create a
• I can apply digital tools to gather, evaluate, and use information.	• I can apply d
• I can use digital tools and online resources to explore a problem or issue.	• I can use dig

- I can enter information into a spreadsheet and sort the information.
- I can identify the structure and components of a database.

- I can enter in
- I can identify

FOUNDATIONAL LEARNING GOALS

Learning Goals

- I can use digital tools to access, manage, evaluate, and synthesize information in order to solve proble collaborate with others in order to create and communicate knowledge.

- 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 2 Targets

- I can apply digital tools to gather, evaluate, and use information.

- I can identify the structure and components of a database.
- I can plan how to solve a problem.
- I can use digital tools and online resources to explore and learn.
- I can create an original story using multiple digital tools and resources.
- I can create an original work to express my ideas.
- I can enter information into a spreadsheet and filter the information.
- I can enter information into a spreadsheet and sort the information.
- I can use digital tools.

Unit 2 Learning Plan

	Class Standard Description	Targets
Week 10	• 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.	• I can create an original story multiple digital tools and res • I can create an original work express my ideas. • I can apply digital tools to g evaluate, and use informatio • I can use digital tools and or resources to explore and lea

Week 11	• 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.	• I can create an original story multiple digital tools and res • I can create an original work express my ideas. • I can apply digital tools to ga evaluate, and use informatio • I can use digital tools and or resources to explore and lea

Week 12	• 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.	• I can create an original story multiple digital tools and res • I can create an original work express my ideas. • I can apply digital tools to g evaluate, and use informatio • I can use digital tools and or resources to explore and lea

Week 13	• 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.	• I can create an original story multiple digital tools and res • I can create an original work express my ideas. • I can apply digital tools to g evaluate, and use informatio • I can use digital tools and or resources to explore and lea

Week 14	• 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.	• I can create an original story multiple digital tools and res • I can create an original work express my ideas. • I can apply digital tools to ga evaluate, and use informatio • I can use digital tools and or resources to explore and lea

Week 15	• 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.	• I can enter information into a spreadsheet and sort the info • I can identify the structure a components of a database. • I can enter information into a spreadsheet and filter the inf

Week 16	• 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.	• I can enter information into spreadsheet and sort the info • I can identify the structure a components of a database. • I can enter information into spreadsheet and filter the inf
Week 17	• 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.	• I can enter information into spreadsheet and sort the info • I can identify the structure a components of a database. • I can enter information into spreadsheet and filter the inf

Week 18	• 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.	• I can enter information into spreadsheet and sort the info • I can identify the structure a components of a database. • I can enter information into spreadsheet and filter the inf
Week 19	• 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.	• I can enter information into spreadsheet and sort the info • I can identify the structure a components of a database. • I can enter information into spreadsheet and filter the inf

Week 20	• 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.	• I can use digital tools to acc manage, evaluate and synthe information in order to solve problems and collaborate wi in order to create and comm knowledge.

Unit 2 Assessments

- Keyboarding Assessment: Online Test
- Navigation Skills: Teacher Observation
- Original Creation: Document Assesssment using Rubric
- Spreadsheet Assessment: Document Assessment using Rubric
- Vocabulary: Online Assessment

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.
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

21st Century Themes

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

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

- ICT (Information, Communications, and Technology) Literacy
- Information Literacy
- Media Literacy

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