Unit 3

Content Area: **Technology**
Course(s): **Technology 1, Technology 2**
Time Period: **March**
Length: **Trimester 3**
Status: **Published**

Unit 3 Overview (Trimester 3)

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.

Unit 3 Essential Questions

- How are digital tools alike and how are they different?
- I can I solve problems through research?
- What do I need to know before I choose which digital tool to use?

Unit 3 Priority Standards

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ITH.2	Explain the purpose of a product and its value.
8.2.2.ITH.3	Identify how technology impacts or improves life.
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.

Unit 3 Learning Goals

Learning Goals

- I can use critical thinking conduct research.
- I can use geographic map
- I can identify a problem to guide an investigation.

- I can compare the comm
different digital applicatic
advantages and disadvant

FOUNDATIONAL LEARNING GOALS

Learning Goals

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

- 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 3 Targets

- I can make a plan and follow it to conduct research.
- I can use a mapping tool appropriately.
- I can compare two digital applications and explain the advantages and disadvantages of using each.
- I can identify a problem and determine what questions need to be asked in order to solve the problem.
- I can use digital tools.

Unit 3 Learning Plan

Class	Target	Learning Plan
Week 21	• I can identify a problem and determine what questions need to be asked in order to solve the problem.	This is the first

	• I can make a plan and follow it to conduct research.	Students will le problem is iden questions that c will guide the st questions, rathe
		After students c teacher will intr keywords to fin
		Through discus to use the searcl
		The students wi these lessons. D platform the stu
		Note: All class of the class per This is the seco
		Students will le problem is iden questions that c will guide the st questions, rathe
Week 22	• 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.	After students c teacher will intr keywords to fin
		Through discus to use the searcl
		The students wi

		these lessons. D platform the stu
		Note: All class of the class per
		This is the third
Week 23	• 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.	Students will le problem is iden questions that c will guide the st questions, rathe
		After students c teacher will intr keywords to fin
		Through discus to use the searcl
		The students wi these lessons. D platform the stu
		Note: All class of the class per
		This is the first
Week 24		The teacher wil geography. Nex explain the purp students will ac the students exp each is using th

Week 25	• I can use a mapping tool appropriately.	The teacher wil tool. The teache needed for the p assignments in **Note: All classe of the class per** This is the secc The teacher wil geography. Nex explain the purp students will ac the students exp each is using th The teacher wil tool. The teache needed for the p assignments in **Note: All classe of the class per** This is the third The teacher wil geography. Nex explain the purp students will ac the students exp each is using th The teacher wil tool. The teache needed for the p assignments in
Week 26	• I can use a mapping tool appropriately.	

			Note: All class **of the class per**
			This is the first
			A review of all discussed. A lis
Week 27	• TECH.8.1.2.A.3	• I can compare two digital applications and explain the advantages and disadvantages of using each.	The students wi include digital p advantages and
			Once the table i compare and co
			The students wi processing prog
			Note: All class **of the class per**
			This is the secc
			A review of all discussed. A lis
Week 28		• I can compare two digital applications and explain the advantages and disadvantages of using each.	The students wi include digital p advantages and
			Once the table i compare and co
			The students wi processing prog

		Note: All class **of the class per** This is the third
Week 29	• I can compare two digital applications and explain the advantages and disadvantages of using each.	A review of all discussed. A lis The students wi include digital p advantages and Once the table i compare and co
		The students wi processing prog **Note: All class** **of the class per**
Week 30	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.	During this cla They will be di they can use the Being a good D **Note: All class** **of the class per**

Unit 3 Assessments

- Comparative Composition: Document Assessment using Rubric
- Comparative Table: Document Assessment using Rubric
- Keyboarding Assessment: Online Test
- Search Engine Project: Document Assessment using Rubric

- Vocabulary: 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

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

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- Information Literacy
- Media Literacy

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.2	Explain the importance of respecting digital content of others.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
9.4.2.TL.5	Describe the difference between real and virtual experiences.

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