Clinton-Glen Gardner School District

Curriculum Management System

Computer Technology

Grade 2

August 2015

BOE APPROVED August 25, 2015

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

New technologies are evolving at a rapid rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and develop familiarity with these ever-emerging technologies and have the ability to execute basic computer skills to choose, operate, and troubleshoot applications in school, at home, and later in the workplace.

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in a global society. As digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others. Doing so will enable students to function in our evolving society as informed, productive members of while broadening their understanding, use and application of state of the art technology. Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society. The curriculum assists students in accomplishing the following goals:

- Applying information-literacy skills to access, manage, and communicate information using a range of technological tools
- Integrating technology with content area learning
- Obtaining, comprehending, and manipulating information to attain goals
- Exploring and experiencing existing technology
- Demonstrating competency in using technology as a tool for learning

New Jersey State Department of Education
Core Curriculum Content Standards

A note about Technology Standards and Cumulative Progress Indicators:

In October of 2014, the NJDOE adopted the following technology standards:

8.1 Educational Technology ([Word](#) | [PDF](#)): 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.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming ([Word](#) | [PDF](#)): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

According to the International Society for Technology Education, "advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and learn". To this end, our current curriculum is undergoing a year long process of reflection and revision to ensure that the design process builds in our students the recognition that success is not merely identifying a problem but working through a process--- and that failure is not an end but rather a point for reevaluation. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies. Not all students will be programmers, but they should have an understanding of how computational thinking can build knowledge and control technology. For example, in grade 8, we are supplementing our current curriculum with Lego EV3 Design Engineering Projects that let students work with open-ended problem solving activities, in a context which makes it fun and engaging to learn using Science, Technology, Engineering and Mathematics.

The projects combine science and mathematics concepts with soft skills, such as creative thinking, problem solving, teamwork and communication skills, boosting 21st century learning skills. All projects follow a design engineering process as used by engineers in various industries. The design engineering process provides a structured flow through the activities. Students are guided through the process starting with a design brief which explains the challenge, using videos of robots in action to make real life connections, and includes a final project which can be shared and presented. It is our goal to adapt these learning activities for grades K-7 after our initial implementation in grade 8.

Grade 2

Computer Technology
Scope and Sequence

Quarter I

Topic: Computer Navigation	Topic: Word Processing

I. Using the computer network
   a. Logging onto the network
   b. Locating applications on the dock
   c. Locating folders on the network
	II. Entering text
	   a. Changing formats
	   b. Saving and retrieving

21st Century Skills (The ones that apply for this unit are in bold)

- Creativity & Innovation
- Critical Thinking & Problem Solving
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

- **Global Awareness**
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Assessment

District Benchmark

Differentiation

The technology classroom offers a one-to-one environment in which each student has access to a computer; therefore, students have their own "differentiation in a box." While each student has the same tools, those tools can be manipulated in ways that serve individual needs. Also, a one-to-one environment simplifies other aspects of differentiation, because students have ready access to differentiated content, tools for differentiated learning processes, and resources for creating differentiated products. The instructor will also use the following guidelines to inform the nature of differentiation:

- Choosing learning goals
- Making practical pedagogical decisions about the nature of the learning experience
- Selecting and sequencing activity types to combine to form the learning experience
- Selecting formative and summative assessment strategies that will reveal what and how well students are learning
- Selecting tools and resources that will best help students to benefit from the learning experience being planned.

This framework emphasizes that the selection of tools and resources should follow naturally from the specific needs of the student. This model increases the likelihood of seamless, successful technology instruction that meets the needs of all learners. For specific examples, http://www.learnnc.org/lp/editions/every-learner/67

Quarter II	

Topic: Multimedia
II. Putting graphics and text together
    a. Joining several pages
    b. Adding sounds and transitions
	Topic: Internet Navigation
	II. Locating information on an internet site
	    a. Getting to a site
	    b. Negotiating around the site

21st Century Skills (The ones that apply for this unit are in bold)
· **Creativity & Innovation**
· **Critical Thinking & Problem Solving**
· **Communication & Collaboration**
· Media Literacy
· Information Literacy
· Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)
· Global Awareness
· Financial, Economic, Business and Entrepreneurial Literacy
· Civic Literacy
· Health Literacy
· **Environmental Literacy**

Assessment
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Quarter III	

Topic: Mapping Tool
II. Using technology based systems for mapping
    a.   Find a location
    b.   Directions to and from a location
	Topic: Internet Collaboration
	II. Research a topic and share findings with other
	    a. Enter information on shared website

21st Century Skills (The ones that apply for this unit are in bold)
· **Creativity & Innovation**
· **Critical Thinking & Problem Solving**
· Communication & Collaboration
· Media Literacy
· Information Literacy
· Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)
· **Global Awareness**
· Financial, Economic, Business and Entrepreneurial Literacy
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Quarter IV	

Topic: Graphics
II. Create a variety of documents
    a. Signs
    b. Cards
    c. Certificates
	Topic: Internet Navigation
	II. Navigate multilevel websites.

21st Century Skills (The ones that apply for this unit are in bold)
- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)
- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Computer Navigation	
		Goal 1: The student will be able to navigate the network.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2 Sessions	1.1. Students will be able to use the mouse to navigate and decipher the need for single or double clicks. (8.1.2.A.4, 8.1.2.B.1, 8.1.2.B.2)

1.2.   Students will be able to log into the network with usernames and password. 8.1.2.A.4, 8.1.2.B.1)

1.3.   Students will be able to find necessary folders for saving and retrieving. (8.1.2.A.4, 8.1.2.B.1)

1.4.   Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)

1.5.   Explain the importance of understanding and following rules in family, classroom, and community settings. | **Essential Questions:** How does the network work?

Conceptual Understandings: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | **Learning Activities:** Session one: - Have the students already logged in and discuss the how the network is designed using vocabulary: Network, log in, dock, documents, click, double click -   Have students navigate to an activity that has activities for practicing moving the mouse and clicking. Session two: -   Handout usernames and password for logging into the network. -   Discuss the importance of privacy -   Navigate around showing the students' personally document folder -   Practice logging off and on again several time.

Assessment Models: - Teacher observation as students input the correct location and get to the appropriate part of the network. - If students are successful getting to an activity on the website this shows proper navigation skills. - Many of the activities on the websites contain multiple levels and scores. Students |

| | (9.1.4.F.3) | | have been successful if they continue to advance through these levels and achieve higher scores.

Additional Resources:
Mouse skill games:

http://www.pbclibrary.org/mousing/gopher.htm
http://www.pbclibrary.org/mousing/games/redbugs/redbugs.htm |

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Word Processing	
		Goal 2: The student will be able to enter text into a word processing program.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5 Sessions	2.1. Students will be able to enter text into a word processing program using correct capitalization, spacing and punctuation.

2.2.   Students will be able to change the format of the text.

2.3.   Students will be able to save and retrieve a document.

2.4.   Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)

2.5.   Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

2.6.   Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at | **Essential Questions:** How do we get information into the computer?

Conceptual Understandings: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | **Learning Activities:** Using a simple Word Processing Program such as Kid Pix: Session One: Students will enter text as a title for a story Students should use capitals letter They should also have their names on the page Save the document in their folder Sessions Two-Four: Retrieve the previous work Add a simple graphic to it Add another page and work on the story. The typing should be punctuated and spaced properly. Save each piece of the story.

Assessment Models: -   Students will show success in saving and retrieving documents by being able to continue working with them from week to week. -   Successful document printouts will contain text that is properly formatted with capital letters and |

	home, in school, and during play). (9.1.4.C.1) 2.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 2.8. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 2.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 2.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		punctuation. Pictures should be clear and easy to interpret. - These projects can be displayed as printed pieces or saved digitally and show as a slide show. **Additional Resources:**

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Multimedia	
		Goal 3: The student will be able to create a multimedia presentation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2 Sessions	3.1. Students will be able to combine several documents into one presentation. (8.1.2.B.1)

3.2.   Students will be able add sounds and transtions. (8.1.2.B.1)

3.3.   Students will be able to present their stories to the class.

3.4.   Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)

3.5.   Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

3.6.   Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at | **Essential Questions:** How can stories come to life?

Conceptual Understandings: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. | **Learning Activities:** Using a simple Word Processing Program such as Kid Pix: Session One - Using documents previously saved: Have the students import their individual pages to their stories -   Demonstrate how to add transitions and sounds -   Save the project Session Two -   Load the previous project -   Complete the addition of sounds and transitions -   Save these as a slide show.

Assessment Models: - Students will present these slide shows to share with classmates. They will contain the appropriate, text, graphics, sounds and transitions. - Slide shows can be stored in an intra school network for others to review. |

	home, in school, and during play). (9.1.4.C.1)		
	3.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)		
	3.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)		
	3.9. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)		
	3.10. Demonstrate effective communication using digital media during classroom activities. (9.1.4.E.2)		
	3.11. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Internet Navigation	
		Goal 4: The student will be able to locate an Internet site and navigate around it.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	4.1. The student will be able to navigate to a link and click to get to a site on the internet. (8.1.2.C.1, 8.1.2.A.5)

4.2.   Once at a site, students will be able to follow directions to find necessary information, and use the back and forward arrows to navigate between pages. (8.1.2.C.1, 8.1.2.A.5)

4.3.   Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)

4.4.   Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. | **Essential Questions:** How do I use the internet?

Conceptual Understandings: The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. | **Learning Activities:** Demonstrate how to launch into the internet using an internet browser. Demonstrate how to use pre-organized links to get into the desired internet site. Once there describe and show students how the back and forward arrows work. Give the students time to explore the internet site.

Assessment Models: Navigation to a website is successful if the students get there and are able to interact with it. Success with the selected activity will be presented by scores increasing, levels increasing or success in getting to the end of the pattern or activity.

Additional Resources: Math and Logic problem solving site: http://nlvm.usu.edu/en/nav/vlibrary.html Dr, Seuss Activities for around March 2nd http://www.seussville.com/ St. Patrick's Day activities around March |

	(9.1.4.B.1) 4.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 4.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 4.7. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 4.8. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3) 4.9. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 4.10. Explain the importance of understanding and following rules in community settings.		17[th]lhttp://www.primarygames.com/holidays/st.patricksday/games.htm

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Mapping Tool	
		Goal 5: The student will be able to use an online mapping tool.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	5.1. The students will be able to use an online mapping tool to find a location. (8.1.2.F.1)

5.2.   The students will be able to use an online mapping tool to get directions from one place to another. (8.1.2.F.1)

5.3.   Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)

5.4.   Evaluate available resources that can assist in solving problems. (9.1.4.A.2)

5.5.   Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)

5.6.   Apply critical thinking and problem-solving skills | **Essential Questions:** What can we use online maps for?

Conceptual Understandings: Information accessed through the use of digital tools assists in generating solutions and making decisions. | **Learning Activities:** Session One ·   Demonstrate as a group how to access a mapping application. ·   Demonstrate how to get around the program using scan, zoom, and rotate tools. ·   Practice finding locations o   Type in the "fly to" box –(or the equivalent there of depending on the program) o   Give the students a list on place to find Session Two ·   Demonstrate how to get directions from one place to another ·   Let the students find ways to get to these locations o   Give the students a print out of the addresses they need to use so they have the correct spelling.

Assessment Models: Students will present to the teacher in screen that they have located the desired map location with the details desired. They may present it to each other as well it they work with partners. |

	in classroom and family settings. (9.1.4.A.5) 5.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 5.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 5.9. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 5.10. Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. (9.1.4.E.3) 5.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		**Additional Resources:** Google Earth Mapquest

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Internet Collaboration	
		Goal 6: The student will be able to research information on a problem and share with others.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	6.1. Students will pick a problem that effects children and find information on it using online resources. (8.1.2.E.1)

6.2.   Students will share that information with students from another school. (8.1.2.E.1)

6.3.   Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)

6.4.   Evaluate available resources that can assist in solving problems. (9.1.4.A.2)

6.5.   Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)

6.6.   Apply critical thinking and problem-solving skills | **Essential Questions:** How can the internet be used to solve problems?

Conceptual Understandings: Effective use of digital tools assists in gathering and managing information. | **Learning Activities:** Earth Day research Session One: ·   Discuss with students what Earth Day is and what it means to protect the earth. ·   Discuss the difference between a local problem and a global problem. ·   Brainstorm Ideas of how kids as individuals can take better care of the earth. ·   Investigate websites with Earth Day resources to find more ideas and solutions to relevant problems Session Two and three: ·   Find a blog or wiki (or other sharing location) Where comments can be discussed. Discuss with the class how this type of an environment can help solve problems As a group construct an entry for a blog.

Assessment Models: Responses will be as a class. Students are successfully involved if they participate in discussions and are |

	in classroom and family settings. (9.1.4.A.5)		share their personal ideas.
			Additional Resources: Earth day activity resource site www.planetpals.com
	6.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)		
	6.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)		
	6.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)		
	6.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)		
	6.11. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)		
	6.12. Explain the meaning of productivity and accountability, and describe situations in		

	which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) 6.13. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 6.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Graphics	
		Goal 7: The student will be able to use a graphics program to create a variety of documents.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5 Sessions	7.1. Students will be able to add pictures and text together in an attractive manner to relate an idea. (8.1.2.B.1)

7.2.   Students will be able to save and retreive a document.

7.3.   Students will be able to use the Internet to copy a picture into a sign, citing the sources from where it was found. (8.1.2.D.1)

7.4.   Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)

7.5.   Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)

7.6.   Express | **Essential Questions:** How can I choose the best graphics and text together to create a document for a specific purpose?

Conceptual Understandings: The use of digital tools ad media-rich resources enhances creativity and the construction of knowledge.

Technology advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. | **Learning Activities:** Using a graphics program (The PrintShop): -Create a sign with text and pictures promoting taking care of the environment and our natural resources. Containing -   An attractive headline -   Text box -   Several appropriate and related pictures Create a sign using an image from the Internet containing -   A picture -   A text box with the citation from where the picture was taken -   A text box describing the picture Create a greeting card for a holiday or event -   Select a style of card to create -   Add graphics and text in the appropriate fields to create an attractive greeting card Create a certificate -   Select a layout for a certificate -   Design a topic for the subject area -   Add appropriate text to complete the |

needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 7.7. Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1) 7.8. Explain why some uses of media are unethical. (9.1.4.E.4) 7.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2) 7.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		document. **Assessment Models:** -Printouts will contain the desired topics of text and graphics. They will coincide with the subject area and will be neatly placed and text correctly spelled, punctuated and spaced. - Printouts will be neat and easy to interpret. **Additional Resources:**

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 2 Computer Technology	Topic: Internet Navigation	
		Goal 8: The student will be able to use a reliable Internet site to find useable information.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3 Sessions	8.1. Students will be able to use the Internet to navigate and choose reliable sites to find specific information. (8.1.2.E.1)

8.2. Students will be able to use this information to fill out a given chart.

8.3. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)

8.4. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)

8.5. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)

8.6. Practice collaborative skills in groups, and explain how these skills assist in completing | **Essential Questions:** How do I find reliable information about specific topics?

Conceptual Understandings: Effective use of digital tools assists in gathering and managing information. | **Learning Activities:** Collaborate with the classroom teacher here lends itself to a variety of activities. Find out a subject taught in another area of the curriculum and use that as the starting point for the lesson. - For each topic find a variety of reliable and weak websites for the students to compare. List reasons why they have chosen each. - Have an activity sheet ready so students can focus in on appropriate information or facts rather than getting overwhelmed with the abundance of printed text. - Have a way for students to organize and present their information.

Assessment Models: Students will show success in a variety of ways depending on the activity. Activity Sheets can show that they students has found appropriate information and is able to interpret it. Presentation and sharing with others may be use to display success in locating and interpreting information.

Additional Resources: |

| | tasks in different settings (at home, in school, and during play). (9.1.4.C.1)

8.7.   Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)

8.8.   Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)

8.9.   Explain how digital media are used in daily life in a variety of settings. (9.1.4.E.1)

8.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3) | | Resources will vary depending on the subject area desired.

www.enchantedlearning.com contains good grade level appropriate material on a variety of levels. |