Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Computer Literacy- Grade 2

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Description:

Mission Statement: The mission of the elementary computer education program is to empower students to become life-long learners and effective users of information, ideas, and technology. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge across the curriculum.

Goals & Expectations:

Grade 2: Building on grade 1 goals and expectations, students are introduced to using developmentally appropriate digital resources to solve problems individually and collaboratively. Keyboarding Software, Word Processing Software, Drawing Software, and online resources will be used to solve problems individually and collaboratively. Students will also be introduced to cyber safety, cyber security, and cyber ethics when using existing and emerging technologies. Students will attain proficiencies in NJCCCS 8.1.2A-F.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
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DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Computer Literacy- Grade 2

I. CLASSWORK REQUIREMENTS

A. Remain on Task

B. Demonstrate respect for and understanding of technology and equipment

C. Understand Basic Computer Vocabulary

D. Demonstrate Lesson Objectives

II. ATTITUDE & BEHAVIOR

A. Maintain the proper attitude and behavior to be a successful learner.

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

B. SKILLS

C. APPRECIATION OF CONCEPTS

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

A. Teacher observation

B. Performance Assessment

C. Class Participation

MAJOR UNITS OF STUDY

Course Title: Computer Literacy- Grade 2

I. **Computer Basics:** Introduce students to the parts of a computer and proper operating techniques.

II. **Keyboarding:** Become familiar with the keyboard, special functions of keys common to all computers, and proper keyboarding techniques in order to use the computer efficiently.

III. **Word Processing:** Introduce word processing programs to enhance the writing process.

IV. **Internet Use and Research/Cyber Safety:** Use the internet efficiently, effectively, ethically, and safely.

SCOPE & SEQUENCE

Grade 2

1. **Computer Basics**
   a. Identify parts of a computer (hardware & software)
   b. Open folders and applications
   c. Use of ‘save’ and ‘save as’

2. **Keyboarding**
   a. Become familiar with key location, space bar, enter/return, shift keys, backspace, and delete
   b. Use two hands to keyboard, dividing into left and right zones
   c. Become familiar with the home row keys
   d. Use proper keyboarding posture

3. **Word Processing/Multimedia**
   a. Type first and last name
   b. Insert a space between words
   c. Cursor placement using mouse and/or arrow keys
   d. Use RETURN/ENTER key to create a new line
   e. Type a simple sentence
   f. Select and highlight with a mouse
   g. Use ‘undo’ and ‘redo’
   h. Know and use various text features
   i. Create audio recordings of stories, poems

4. **Internet Use and Research/CyberSafety**
   a. Click on web browser icon to access internet
   b. Click on a hyperlink to open a webpage
   c. Become aware of cyber safety

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 2

Unit #: **UNIT 1 OVERVIEW** **Unit Title:** **Computer Basics**

Unit Description and Objectives:

The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. Students will identify the basic features of a computer and explain how to use them effectively. Students will explain common uses of computer applications and hardware and identify their advantages and disadvantages. Students will engage in daily class discussions using technological terminology. Students will create a document with text using a word processing program. Students will navigate virtual environments that are developmentally appropriate.

Essential Questions and Enduring Understandings:

Essential Questions:	**Enduring Understandings/Generalizations** **Students will understand that:**	**Guiding Questions**
1. What are the computer parts and their uses?	1. The computer has basic parts and with specific uses.	1.1 What are the parts of the computer and their functions?
2. How can a word processor help you create a document?	2. Word Processors can become a useful tool in creating documents.	2.1 How can you create a document using a word processor?
3. What are the advantages and disadvantages of the applications and hardware?	3. Both software and hardware have advantages and disadvantages.	3.1 What are the advantages and disadvantages of the each hardware part of the computer? 3.2 Where are the advantages and disadvantages of using software?
4. What are the basic technology terms?	4. That there is basic computer vocabulary.	4.1 What are the names of the computer hardware parts? 4.2 What terms help us navigate software?
5. How do you navigate software?	5. Virtual Environments can be navigated when age appropriate.	5.1 How do we navigate a virtual environment?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Technological Terminology

Sub-Concept/Topics:

Use of Computer Software, such as word processer

Sub-Concept/Topics:

Creating a Document

Theme:

Computer Basics

Conceptual Lens:

Computer Use and Terms

Sub-Concept/Topics:

Sub-Concept/Topics:

Input Devices

(Keyboard and mouse skills)

Sub-Concept/Topics:

Parts of a Computer (hardware and software)

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 2
Unit Number/Title: **Unit 1: Computer Basics**
Conceptual Lens: **Computer Use and Terms**
Appropriate Time Allocation (# of Days)**:** 6-8 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
8.1.2.A.1	8.1.2.A.4		
8.1.2.A.2	8.1.2.A.5		
8.1.2.A.3	8.2.2.A.1		

Topics/Concepts Incl. time / # days per topic)	**Critical Content (Students Will Know:)**	**Skill Objectives (Students Will Be Able To:)**	**Instructional/Learning Activities & Interdisciplinary Connections**	**Instructional Resources**	**Technology & 21st C Skills Integration (Specify)**	**NJCCCS w/ CPI Reference**	**Evaluation/ Assessment:**
1. Familiarity of keyboard and mouse functions 2. Proper posture when seated at the computer 3. Parts of the computer 4. Proper use and care of a computer 5. Basic computer terminology 6. Use and navigation of software environments 7. Opening browsers and websites	1. Functions of the mouse such as: "click," "double click," "click and drag," and "drag and drop" 2. Locate, identify and use letter, number and punctuation keys 3. Locate and use special keys, such as Enter/Return, shift, space bar, number row 4. Proper posture is important when seated at the computer. 5. Identify parts of the computer, including monitor, keyboard, CPU, mouse, printer, CD/DVD drive 6. Computer terminology such as "desktop,""open", "window", "web browser", "icon", "folder" 7. Basic computer part names and their uses 8. Uses of software and hardware 9. Basic computer vocabulary 10. How to navigate appropriate websites	1. Be able to name basic computer parts and their functions 2. Use proper posture when seated at a computer 3. Recognize advantages/disadvantages of computer hardware and software 4. Use correct computer terminology 5. Navigate appropriate websites	1. Correctly label or identify computer parts by use of label cards, matching worksheets, on line hardware games. 2. Understand computer vocabulary as it is discussed in class and used 3. Distinguish between single and double clicking and left and right clicking, use the scroll bar, log in to a program, and exiting.	**Websites (such as ABCya.com, FunBrain.com, Accelerated Reader, Tumblebooks, Discoverykids.com) Flashcards Bingo/Matching Games, Worksheets, Chart** LCD Projector DVDs PowerPoint Presentations Computers: • Internet Research • Age appropriate software • Relevant websites for simulations, games, and challenging learning • Activities Smart Board Net-Op Internet Research and online simulations Video Streaming	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.2.A 1 8.1.2.A 2 8.1.2.A 3 8.1.2.A.4 8.1.2.A 5 8.2.2.A.1	Classwork Quizzes Project Rubric Observation of group cooperation and interaction Participation in class discussions <u>Common Benchmark-Unit 1 Assessments:</u> 1. Students identify basic features of a computer system by correctly matching computer parts to key words. 2. Technology Learning Activity/Rubric: Students will use the word processor to write a short story.

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 2

Unit #: **UNIT 2 OVERVIEW** **Unit Title:** Keyboarding

Unit Description and Objectives:

Knowing how to keyboard is a critical life skill. Proper finger placement and the ability to memorize the location of all keyboard keys will be a valuable life skill for school, college, and career. Students will build upon prior keyboarding knowledge and improve typing speed and accuracy.

Essential Questions and Enduring Understandings:

Essential Questions:	**Enduring Understandings/Generalizations** **Students will understand that:**	**Guiding Questions**
1. Why is proper finger placement on the keyboard important?	1. Proper finger placement is important for accurate keyboarding.	1.1 How does knowing home row keys and proper fingering technique improve keyboarding speed and accuracy?
How is proper keyboarding prepare you for college and career?	2. Typing speed and accuracy is a critical life skill.	2.1 For what life tasks do you need to know keyboarding?
3. How does key memorization improve your words per minute fluency and speed?	3. Memorization of key locations aids typing speed.	3.1 How does memorizing the keys help you type faster and more accurately?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Home Row

Sub-Concept/Topics:

Words Per Minute (WPM) and Accuracy

Sub-Concept/Topics:

Uploading a Digital Picture

Theme:

Keyboarding

Conceptual Lens:

Using a keyboard

Sub-Concept/Topics:

Sub-Concept/Topics:

Sub-Concept/Topics:

Proper Posture and Technique

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 2
Unit Number/Title: Unit 2: Keyboarding
Conceptual Lens: Using a keyboard
Appropriate Time Allocation (# of Days)**:** ongoing

Primary Core Content Standards referenced With Cumulative Progress Indicators			
8.1.2.B.1			

Topics/Concepts (Incl. time / # days per topic)	**Critical Content (Students Will Know:)**	**Skill Objectives (Students Will Be Able To:)**	**Instructional/Learning Activities & Interdisciplinary Connections**	**Instructional Resources**	**Technology & 21st C Skills Integration (Specify)**	**NJCCCS w/ CPI Reference**	**Evaluation/ Assessment:**
1. Identify key locations 2. Locate and understand use of special keys such as space bar, enter/return, backspace, shift keys, caps lock, delete 3. Proper finger placement on home keys 4. Proper keyboarding posture	1. Correct keyboarding techniques 2. How to make use of special keys 3. How to use home key finger placement	1. Follow lessons in keyboarding program 2. Correctly place hands on home keys and spacebar 3. Use special keys correctly 4. Demonstrate correct posture while keyboarding	1. Use of tutorial software such as Type to Learn 2. Memorize the home row keys. 3. Use of internet games to reinforce keyboarding (such as Keyboard Climber, Dance Mat Typing, ABCya, etc.)	**Type to Learn Software** LCD Projector PowerPoint Presentations Computers: • Age appropriate software • Relevant websites • Activities Smart Board Net-Op Video Streaming	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.2.B.1	Classwork Quizzes Rubric for Writing Activity Project Rubric Observation of group cooperation and interaction Participation in class discussions <u>Common Benchmark-Unit 2 Assessment:</u> Student show timely progression in activities and lessons in structured keyboarding software such as Type to Learn, Type to Learn, Jr. and/or Kid Keys.

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 2

Unit #: **UNIT 3 OVERVIEW** **Unit Title:** **Word Processing/Multimedia**

Unit Description and Objectives:

Software and web-based programs will allow students to create documents and presentations that support the learning process and foster collaboration and creativity. Student will engage in a variety of developmentally appropriate learning activities that allow them to learn the tools they need to create word documents and presentations.

Essential Questions and Enduring Understandings:

Essential Questions:	**Enduring Understandings/Generalizations** **Students will understand that:**	**Guiding Questions**
1. How do computers help students to create documents and presentations?	1. Computers can be used to create documents and presentations.	1.1 How do you use the computer to create documents and presentations?
2. How do students use the computer to create original work?	2. Computers can help communicate thoughts and ideas and share knowledge with others.	2.1 How can the computer help you to express yourself functionally and creatively.

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Word Processing

Sub-Concept/Topics:

Insertion and Formatting of Graphics

Sub-Concept/Topics:

Saving and Retrieving Work

Theme:

Word Processing/Multimedia

Conceptual Lens:

Using the computer to communicate and solve a problem

Sub-Concept/Topics:

Printing and Presentation

Sub-Concept/Topics:

Font Formatting

Sub-Concept/Topics:

Editing Skills

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 2
Unit Number/Title: Unit 3: Word Processing/Multimedia
Conceptual Lens: Using the computer to aid the writing process
Appropriate Time Allocation (# of Days)**:** 6-8 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators
8.1.2.A.4
8.1.2.B.1
8.1.2.C.1

Topics/Concepts (Incl. time / # days per topic)	**Critical Content (Students Will Know:)**	**Skill Objectives (Students Will Be Able To:)**	**Instructional/Learning Activities & Interdisciplinary Connections**	**Instructional Resources**	**Technology & 21st C Skills Integration (Specify)**	**NJCCCS w/ CPI Reference**	**Evaluation/ Assessment:**
1. Identify word processing terms 2. Use a template to complete a word processing document 3. Change the font size/style/color 4. Place pictures and graphics in document from a clip art source 5. Apply correct editing and proofreading skills 6. Retrieve, save, and print a document 7. Create an audio recording	1. Word processing terms 2. How to populate a word processing template 3. Use the toolbar to change font, size, and color of text 4. Apply graphics from a clip art source 5. Employ spell check and editing skills 6. Process of retrieving, saving, and printing work 7. How to use a computer microphone to create an audio recording	1. Type first and last name 2. Insert space between words 3. Place cursor using mouse and/or arrow keys 4. Type a simple sentence 5. Use the enter key to create a new line 6. Select or highlight text with a mouse 7. Use undo or redo.	1. Sample projects (may include All About Me, poems, stories, acrostics, or creative stories) 2. Templates to be populated by students 3. Students will create an audio recording (using Microsoft recorder or websites such as Little Bird Tales, Audacity, PowerPoint, KidPix, etc.)	Software such as Microsoft Word, KidPix and MaxWrite, Recording software Websites such as: -Little Bird Tales -Storybird LCD Projector PowerPoint Presentations Computers Smart Board Net-Op Video Streaming	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.2.A 4 8.1.2.B.1 8.1.2.C.1	**Formative Assessments:** Classwork Quizzes Project Rubric Observation of group cooperation and interaction Participation in class discussions Common Benchmark-Unit 3 Assessment: Students will create a word processing document, typing their first and last names with proper capitalization and typing upper and lower case letters, beginning sentences with upper case letters and ending punctuation.

UNIT OVERVIEW

Course Title: Computer Literacy- Grade 2

Unit #: **UNIT 4 OVERVIEW** **Unit Title:** **Internet Use and Research/Cyber Safety**

Unit Description and Objectives:

Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. Students will model appropriate conduct and behaviors when using classroom technology and online resources.

Essential Questions and Enduring Understandings:

Essential Questions:	**Enduring Understandings/Generalizations** **Students will understand that:**	**Guiding Questions**
1. How can students safely and ethically use the internet responsibly?	1. Legal and ethical behaviors are important in using the internet.	1.1 How can you use the internet safely? 1.2 What behaviors are followed for internet use?
2. How do you ethically use information from an internet source?	2. Resources need to be cited when using information obtained from the internet.	2.1 When is it ethical to use information from the internet?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Surfswell Island program

Sub-Concept/Topics:

Understanding Private Information

Sub-Concept/Topics:

Strangers on the Internet

Theme:

Internet Use and Research/Cyber Safety

Conceptual Lens:

Understand Safety and Ethics on the Internet

Sub-Concept/Topics:

Website Evaluation: Accuracy and Bias of Informaton

Sub-Concept/Topics:

Netiquette

Sub-Concept/Topics:

Cyberbullying

CURRICULUM UNIT PLAN

Course Title/Grade: Computer Literacy- Grade 2
Unit Number/Title: **Unit 4: Internet Use and Research/Cyber Safety**
Conceptual Lens: Understand Safety and Ethics on the Internet
Appropriate Time Allocation (# of Days)**:** 4-6 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
8.1.2.D.1			
8.1.2.E.1			

Topics/Concepts (Incl. time / # days per topic)	**Critical Content (Students Will Know:)**	**Skill Objectives (Students Will Be Able To:)**	**Instructional/Learning Activities & Interdisciplinary Connections**	**Instructional Resources**	**Technology & 21st C Skills Integration (Specify)**	**NJCCCS w/ CPI Reference**	**Evaluation/ Assessment:**
1. Safety and ethics on the internet 2. Use and misuse of the internet 3. Use of web browsers 4. Navigation in a virtual or online environment	1. How to stay safe on line by not sharing private information and not communicating with strangers 2. That ethics are important on line 3. Click on a web browser icon to access the internet	1. Discuss and understand that the internet can be a dangerous tool and learn internet safety 2. Recognize ownership of what they do on line and be ethical in internet use 3. Click on a web browser icon to access the internet 4. Click on a link to open a web page	1. Navigate and discuss age appropriate web sites such as Surfswell Island, CyberSmart! http://cybersmartcurriculum.org/safetysecurity/lessons/2-3/whats_private/ 2. Demonstrate ethical behavior in all activities.	**Websites (such as McGruff.org, Surfswell Island, CyberSmart!)** **Age Appropriate Videos** **Interactive Online Reading (such as Tumblebooks)** LCD Projector DVDs PowerPoint Presentations Computers: • Age appropriate software • Relevant websites for simulations, games, and challenging learning • Activities Smart Board Net-Op Online simulations Video Streaming	Integration of 21st century skills will enhance higher order thinking in daily curricular activities as documented in lesson plans, which include: Creativity and innovation Critical thinking and problem solving Communication and collaboration Information, media and technology skills Life and career skills • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	8.1.2.D.1 8.1.2.E.1	Classwork Quizzes Rubric for Writing Activity Project Rubric Observation of group cooperation and interaction Participation in class discussions Common Benchmark-Unit 4 Assessment: Technology Learning Activity/Rubric: **"Cyber Safety Poster"**- Students will identify and demonstrate safe web-surfing behaviors, such as staying safe on line by not sharing private information and not communicating with strangers.

UNIT OVERVIEW

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
• Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities.	• Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students.	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Act out questions using gestures with hands, arms, and the whole body. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.	• Use concrete examples to introduce concepts. • Make learning activities consistent. • Use repetition and drills spread over time. • Provide work folders for daily assignments. • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Encourage students to function independently. • Give students extra time to both ask and answer questions while giving hints to answers. • Give simple directions and read them over with students. • Shorten the number of items on exercises, tests, and quizzes. • Provide more hands-on activities.

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Computer Literacy **Grade:** 2

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21st Century Career & Life Skills
Computer Basics			RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, SL.1.1, SL.1.2., SL.1.3.					8.1.2.A 1 8.1.2.A 2 8.1.2.A 3 8.1.2.A.4 8.1.2.A 5 8.2.2.A.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.4 9.1.4.A.5 9.1.4.B.1
Keyboarding			RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RI.2.8, RI.2.9, SL.1.1, SL.1.2., SL.1.3.					8.1.2.B.1	9.1.4.E.1
Word Processing/Multimeia			RI.2.4, RI.2.5, RI.2.6, SL.1.1, SL.1.2., SL.1.3.					8.1.2.A 4 8.1.2.B.1 8.1.2.C.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.4 9.1.4.A.5 9.1.4.B.1 9.1.4.E.2 9.1.4.E.3 9.1.4.E.4
Internet Use/ Cyber Safety			RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RI.2.8, RI.2.9, SL.1.1, SL.1.2.,					8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.1.2.F.1	9.1.4.A.1 9.1.4.A.2 9.1.4.A.3 9.1.4.A.4 9.1.4.A.5 9.1.4.B.1 9.1.4.E.1 9.1.4.E.2 9.1.4.E.3 9.1.4.E.4

***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.