

COURSE: Information & Communication
Technology Literacy

LEVEL: Grade 2

UNIT/FOCUS: Technological Creativity and Innovation

Stage 1 - Desired Results

Related NJSLS standard(s):

1. 8.1.2.A.1
2. 8.1.2.A.2
3. 8.1.2.A.3
4. 8.1.2.A.4
5. 8.1.2.A.5
6. 8.1.2.B.1

Transfer

Students will be able to independently use their learning to...

- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Technology is constantly changing and requires continuous learning of new skills.
- Selection of technology should be based on personal and /or career needs assessment.
- A tool is only as good as the person using it.
- Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.

Essential Questions (EQs)

Students will keep considering...

- In a world of constant change, what skills should we learn?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?
- How can digital tools be used for creating original and innovative works, ideas, and solutions?

Grade Level Benchmarks

Knowledge

Students will know...

- Names of basic computer hardware and peripheral devices
 - Mouse, Keyboard, Monitor/screen, Printer, Speakers, Hard Drive, Software, CD/DVD Drive
- Basic technology vocabulary
 - Log in, Log out, Cursor, Internet, Busy Icon, Scroll bar, Software, Hardware, (IP) Address, Back, Window(s), Open, Close, File, Folder, Network, Save, Menu, Save As, USB Port, Portable Storage Device (USB)
- The purpose and function of menus.
- Data can be stored in a variety of ways.
- Names of basic computer applications
 - Word, Kidspiration, PowerPoint, Internet Explorer, Chrome, Microsoft Encarta, Excel
- Basic computer icons
 - Print, Save, Word, Cut, Copy, Paste, Internet Explorer, Chrome, My Computer, Users Drive

Skills

Students will be able to...

- Identify the basic features of a digital device and explain its purpose.
- Create a document using a word processing application.
- Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 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.
- Illustrate and communicate original ideas and stories using multiple digital tools and resources.

COURSE: Information & Communication
Technology Literacy

LEVEL: Grade 2

UNIT/FOCUS: Living and Communicating in a Digital World

Stage 1 - Desired Results

Related NJSLs standard(s):

1. 8.1.2.C.1
2. 8.1.2.D.1

Transfer

Students will be able to independently use their learning to...

- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Digital tools allow for communication and collaboration anytime/anyplace worldwide.
- Technology use can have positive or negative impact on both users and those affected by their use.
- Technology creates international cooperation and competition.

Essential Questions (EQs)

Students will keep considering...

- How has the use of digital tools improved opportunities for communication and collaboration?
- What are an individual's responsibilities for using technology?
- What constitutes misuse and how can it best be prevented?

Grade Level Benchmarks

Knowledge

Students will know...

- Electronic tools can be used to communicate.
- Print and non-print materials have authors.

Skills

Students will be able to...

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- Develop an understanding of ownership of print and nonprint information.

COURSE: Information & Communication
Technology Literacy

LEVEL: Grade 2

UNIT/FOCUS: Technology as a Tool

Stage 1 - Desired Results

Related NJSLS standard(s):

1. 8.1.2.E.1
2. 8.1.2.F.1

Transfer

Students will be able to independently use their learning to...

- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Information is spread worldwide within seconds due to technological advancements and has an immediate impact.
- Selection of technology should be based on personal and/or career needs assessment.
- Information uploaded to the Internet or sent through email cannot be retrieved or completely erased.

Essential Questions (EQs)

Students will keep considering...

- Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?
- How does the use of technology become part of a problem solving approach?

Grade Level Benchmarks

Knowledge

Students will know...

- The Internet contains information that can help people or help to solve problems.
- Electronic mapping tools work in a variety of ways and can be found in many places.

Skills

Students will be able to...

- Use digital tools and online resources to explore a problem or issue.
- Use geographic mapping tools to plan and solve problems.