Lower Township School District
Cape May, New Jersey

Technology Instructional Units Grades 1 & 2

TECHNOLOGY CURRICULUM INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 1

E-mail



Unit Overview	
Content Area: Technology	
Unit Title: E-mail	**Unit: 1**
Target Course/Grade Level: 1-2	**Timeline: on going**
Unit Summary Students will be introduced to e-mail and communicating over distances. They will discuss email etiquette.	

Learning Targets	
Standards	
8.1	**Educational 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
8.2	**Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications (8.1.2.A)
- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge (8.1.2.B)
- Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems (8.1.2.C)
- Effective use of digital tools assists in gathering and managing information (8.2.2.E)
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.A)
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving (9.1.B)
- Effective communication skills convey intended meaning to others and assist in preventing misunderstanding (9.1.D)
- Digital media are 21st century tools used for local and global communications. There are ethical and unethical uses of communication and media (9.1.E)

CPI #	Cumulative Progress Indicator (CPI) -
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the web to inform solutions to problems and the decision-making process.

9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
9.1.4.E.4	Explain why some uses of media are unethical.

Unit Essential Questions	**Unit Understandings**
• What is e-mail? • How can I use e-mail to contact other students? • Why do I have a password?	• Digital tools allow for communication anytime and anywhere • Technology can have positive and negative impact on users.

Unit Learning Targets (Outcomes) – *Students will ...*

- Log on to e-mail
- Compose send and receive e-mail
- Contact students in other classes to share information
- Identify different parts of an email (address, subject, body etc.)

Integration of Technology:

Technology Resources: Age appropriate email or simulated e-mail site like http://www.kidscapism.com/, http://www.epals.com

Opportunities for Differentiation: Deliver instruction in a variety of modalities, flexibility with timelines, Keyboard labeled with uppercase and lowercase letters, Settings in programs

Teacher Notes:

Primary interdisciplinary connections: Language Arts/ Writing

21st century themes: Critical Thinking, Creativity and Innovation, Problem Solving, Life and Career Skills, and Collaboration

Evidence of Learning

Summative Assessment

- Sent e-mail

Equipment needed: Computer for each student, LCD projector

Teacher Instructional Resources:

Formative Assessments

- Teacher Observation
- Questioning
- Discussion
- Admit/Exit Slips

ACTIVITIES	**MATERIALS**
• Compose, send and receive e-mail to other students	• Email or simulated e-mail
• Share information with other students about a project or area of study	• Email or simulated e-mail

Unit 2

Internet Use

Unit Overview	
Content Area: Technology	
Unit Title: Internet Use	**Unit: 2**
Target Course/Grade Level: 1-2	**Timeline: on going**
Unit Summary Students will be introduced to the Internet, explore safe Internet sites, learn new skills, review previously learned skills and play learning games.	

Learning Targets	
Standards	
8.1	**Educational 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
8.2	**Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications (8.1.2.A)
- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge (8.1.2.B)
- Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems (8.1.2.C)
- Information accessed through the u se of digital tools assists in generating solutions and making decisions. (8.1.2.F)
- Technology products and systems impact every aspect of the world in which we live (8.2.2.A)
- Effective use of digital tools assists in gathering and managing information (8.2.2.E)
- Technological products and system are created through the application and appropriate use of technological resources (8.2.2.F)
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.A)
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving (9.1.B)
- Effective communication skills convey intended meaning to others and assist in preventing misunderstanding (9.1.D)
- Digital media are 21st century tools used for local and global communications. There are ethical and unethical uses of communication and media (9.1.E)

CPI #	Cumulative Progress Indicator (CPI) –
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages
8.1.2.A.4	Create a document with text using a word processing program.
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
8.1.2.F.1	Use mapping tools to plan and choose alternate routes to and from various locations.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
8.2.2.F.1	Identify the resources needed to create technological products and systems.
R.I.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
9.1.4.E.4	Explain why some uses of media are unethical.

Unit Essential Questions	**Unit Understandings**
• What is the Internet? • What is a web browser? • How can I use the Internet to learn? • Why do I need a password	• Safe Internet use • Information can be spread quickly due to technology • What personal information should be and shouldn't be shared

Unit Learning Targets (Outcomes) –
Students will ...

- Navigate through a website
- Successfully sign on to a website
- Use basic technology vocabulary.
- Use basic features of an operating system (accessing programs)
- Use basic computer icons.
- Recall facts and details about a story read or listened to.

Integration of Technology:

Technology Resources: Web browser

Opportunities for Differentiation: Deliver instruction in a variety of modalities, flexibility with timelines, Keyboard labeled with uppercase and lowercase letters, Settings in programs

Teacher Notes:

Primary interdisciplinary connections: Language Arts/ Writing, Reading

21st century themes: Critical Thinking, Creativity and Innovation, Problem Solving, Life and Career Skills, and

Collaboration	
Evidence of Learning	
Summative Assessment • Website navigation success • Accelerated Reader test scores **Equipment needed:** Computer for each student, LCD projector, Internet connection **Teacher Instructional Resources:**	
Formative Assessments	
• Teacher observation • Computer performance • Class projects • Participation • Classroom Discussion	
ACTIVITIES FIRST GRADE ①	**MATERIALS** ①
Study spelling words on-line	http://www.spellingcity.com
BookFlix	http://bkflix.grolier.com/
Starfall	http://starfall.com
Crawford the Cat	http://crawfordthecat.com/video/index_001.html
ACTIVITIES SECOND GRADE ②	**MATERIALS** ②
Use an on-line app to locate school on a map and choose alternate routes to various locations	Internet map site like Google Earth
Accelerated Reader Program	Internet Reading program
Research topic related to area of study on World Book	On-line Encyclopedia
Discuss topic or problems that face kids and share thoughts or possible solutions with other students	http://www.timeforkids.com/
Discuss Internet safety and the importance of keeping personal in formation safe	http://netsmartzkids.org
Websites pertaining to classroom studies	http://www.braillebug.org/helen_keller_bio.asp
Use program like Google Maps to find the school and determine two ways to reach it from another district school.	Google Maps
Keep a running log with other classes of observations made using an eagle cam.	Website like http://alcoa.com/eaglecam

Unit 3

Keyboarding

Unit Overview	
Content Area: Technology	
Unit Title: Keyboarding	**Unit: 3**
Target Course/Grade Level: 1-2	**Timeline: on going**
Unit Summary Students will be introduced to the computer lab and computer procedures. Students will learn how to log in to a program and perform grade appropriate typing.	

Learning Targets	
Standards	
8.1	**Educational 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
8.2	**Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
• The use of technology and digital tools requires knowledge and appropriate use of operations and related applications (8.1.2.A) • The designed world is the product of a design process that provides the means to convert resources into products and systems (8.1.2.G) • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.A) • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving (9.1.B) • Effective communication skills convey intended meaning to others and assist in preventing misunderstanding (9.1.D) • Digital media are 21st century tools used for local and global communications. There are ethical and unethical uses of communication and media (9.1.E)	
CPI #	**Cumulative Progress Indicator (CPI) –**
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.2.2.G.2	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
9.1.4.E.4	Explain why some uses of media are unethical.

Unit Learning Targets (Outcomes) –
Students will ...

- Log on to a typing program
- Use basic technology vocabulary
- Locate and use home row keys
- Use correct punctuation and capitalization
- Use basic features of an operating system (accessing programs, save work, selecting a printer).
- Input text, using appropriate keyboarding techniques.

Integration of Technology:

Technology Resources: Age appropriate software program ie. Type to learn JR or Read, Write and Type,

Opportunities for Differentiation: Deliver instruction in a variety of modalities, flexibility with timelines, Keyboard labeled with uppercase and lowercase letters, Settings in programs

Teacher Notes:

Primary interdisciplinary connections: Language Arts/ Writing

21st century themes: Critical Thinking, Creativity and Innovation, Problem Solving, Life and Career Skills, and Collaboration

Evidence of Learning

Summative Assessment

- Oral identification of home row and other important keys
- Final Project

Equipment needed: Computer for each student, LCD projector

Teacher Instructional Resources:

Formative Assessments

- Progress through the keyboarding program
- Teacher Observation
- Discussion
- Questioning
- Assignments

ACTIVITIES FOR FIRST GRADE ①	MATERIALS ①
Read, Write and Type	Software program
Keyboard Safety	Software program

ACTIVITIES FOR SECOND GRADE ②	MATERIALS ②
Type To Learn Jr	Software Program
Keyboard Safety	Software program

Unit 4

Presentation Software

Unit Overview	
Content Area: Technology	
Unit Title: Presentation Software	**Unit: 4**
Target Course/Grade Level: 1-2	**Timeline: on going**
Unit Summary Students will be introduced to a presentation software program like Power Point or Max Show.	

Learning Targets	
Standards	
8.1	**Educational 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
8.2	**Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications (8.1.2.A)
- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge (8.1.2.B)
- Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors (8.1.2.D)
- Technology products and systems impact every aspect of the worlds in which we live (8.2.2.A)
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.A)
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving (9.1.B)
- Effective communication skills convey intended meaning to others and assist in preventing misunderstanding (9.1.D)
- Digital media are 21st century tools used for local and global communications. There are ethical and unethical uses of communication and media (9.1.E)

CPI #	Cumulative Progress Indicator (CPI) –
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
9.1.4.E.4	Explain why some uses of media are unethical.

Unit Essential Questions	**Unit Understandings**
• How can I use Technology to share ideas? • How can I use graphics to enhance my ideas? • Can I use someone's graphic?	• Technology use can have positive and negative impact on both users and those affected by their use

Unit Learning Targets (Outcomes) –
Students will ...

- Open presentation software program
- Create grade appropriate multimedia presentation using appropriate software.
- Add graphics
- Save and open document
- Cite pictures that are not the user's original work
- Use a drawing program to illustrate slides.

Integration of Technology:

Technology Resources: Age appropriate software program ie. MaxShw, Power Point

Opportunities for Differentiation: Deliver instruction in a variety of modalities, flexibility with timelines, Keyboard labeled with uppercase and lowercase letters, Settings in programs

Teacher Notes:

Primary interdisciplinary connections: Language Arts/ Writing, Reading

21st century themes: Critical Thinking, Creativity and Innovation, Problem Solving, Live and Career Skills, and Collaboration

Evidence of Learning

Summative Assessment

- Completed Project

Equipment needed: Computer for each student, LCD projector

Teacher Instructional Resources:

Formative Assessments

- Teacher Observations
- Discussion
- Questioning
- Projects
- Practice Presentations

ACTIVITIES FIRST GRADE ①	**MATERIALS** ①
Create a slide show to tell about your family	Software program
ACTIVITIES SECOND GRADE ②	**MATERIALS** ①
Create a slide show to tell about something learned in science.	Software program
Create a slide show to tell how to do something. (Make a sandwich, Do a cartwheel etc.)	Software program

Unit 5

Software Applications

Unit Overview	
Content Area: Technology	
Unit Title: Software Applications	**Unit: 5**
Target Course/Grade Level: 1-2	**Timeline: on going**
Unit Summary Students will be introduced to various software applications, discuss the difference of the Internet and a software program, and play learning games.	

Learning Targets	
Standards	
8.1	**Educational 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
8.2	**Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
• The use of technology and digital tools requires knowledge and appropriate use of operations and related applications (8.1.2.A) • The design process is a systematic approach to solving problems (8.2.2.B) • The designed world is the product of a design process that provides the means to convert resources into products and systems (8.2.2.G) • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.A) • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving (9.1.B) • Effective communication skills convey intended meaning to others and assist in preventing misunderstanding (9.1.D) • Digital media are 21st century tools used for local and global communications. There are ethical and unethical uses of communication and media (9.1.E)	
CPI #	**Cumulative Progress Indicator (CPI) –**
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.2.2.B.1	Brainstorm and devise a plan to repair a broken toy or tool using the design process.
8.2.2.G.1	Describe how the parts of a common toy or tool interact and work as part of a system.
Geometry 2.G.1	Recognize and draw shapes having specified attributes.
Measurement & Data 2.MD	Measure and estimate lengths in standard units.
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.1.3.B	Decode regularly spelled one syllable word
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
9.1.4.E.4	Explain why some uses of media are unethical.

Unit Essential Questions	**Unit Understandings**
• What is a software program? • How are software programs and Internet sites different?	• The difference between software programs and Internet games

Unit Learning Targets (Outcomes) –
Students will ...

- Use basic technology vocabulary.
- Use basic features of an operating system (e.g., accessing programs,
- Input and access text and data, using appropriate keyboarding techniques or other input devices.
- Use basic computer icons.
- Comprehend simple sentences and match them with picture or sounds.
- Sort and classify objects.
- Explore geometry and units of measurement.
- Develop meaning of multiplication and division.

Integration of Technology:

Technology Resources: Age appropriate software program ie. Learn About Weather, Learn About Simple Machines, Math Missions, Math Blaster JR, Reading Blaster 2000,

Opportunities for Differentiation: Deliver instruction in a variety of modalities, flexibility with timelines, Keyboard labeled with uppercase and lowercase letters, Settings in programs

Teacher Notes:

Primary interdisciplinary connections: Language Arts/ Writing, Reading, math, science

21st century themes: Critical Thinking, Creativity and Innovation, Problem Solving, Life and Career Skills, and Collaboration

Evidence of Learning

Summative Assessment

- Advancement through games and activities

Equipment needed: Computer for each student, LCD projector	
Teacher Instructional Resources:	
Formative Assessments	
• Teacher Observations • Discussions • Questioning • Assignments • Exit/Admit Slips	
ACTIVITIES FIRST GRADE ①	**MATERIALS** ①
Math Blaster JR or Millie's Math House	Age appropriate math software program
Learn About Weather	Age appropriate science software program
Word Munchers Deluxe	Age appropriate reading software program
ACTIVITIES SECOND GRADE ②	**MATERIALS** ②
Math Mission or Treasure Math Storm	Age appropriate math software program
Reading Blaster 2000	Age appropriate reading software program
Learn About Simple Machines	Age appropriate science software program

Unit 6

Word Processing

Unit Overview	
Content Area: Technology	
Unit Title: Word Processing	**Unit: 6**
Target Course/Grade Level: 1-2	**Timeline: on going**
Unit Summary Students will be introduced to a word-processing program and create a basic document with text and graphics.	
Learning Targets	
Standards	
8.1	**Educational 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
8.2	**Technology Education, Engineering, and Design** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
• The use of technology and digital tools requires knowledge and appropriate use of operations and related applications (8.1.2.A) • The use of digital tools and media-rich resources enhances creativity and the construction of knowledge (8.1.2.B) • Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors (8.1.2.D) • Effective use of digital tools assists in gathering and managing information (8.1.2.D) • Technology products and systems impact every aspect of the world in which we live (8.2.2.A) • The design process is a systematic approach to solving problems (8.2.2.B) • Information-literacy skills, research data analysis, and prediction provide the basis for the ffective design of technology systems (8.2.2.D)	
CPI #	**Cumulative Progress Indicator (CPI) –**
8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
8.1.2.A.2	Use technology terms in daily practice.
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages
8.1.2.A.4	Create a document with text using a word processing program.
8.1.2.A.5	Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.

8.2.2.B.2	Investigate the influence of a specific technology on the individual, family, community, and environment.
8.2.2.D.1	Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.4.A.4	Use data accessed on the web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
9.1.4.E.3	Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.
9.1.4.E.4	Explain why some uses of media are unethical.

Unit Essential Questions	**Unit Understandings**
• What is a word processing program? • How can you share information? • How can you correct a mistake? • How do you draw on a computer	• How to use the keyboard • Word processing programs can be used to share information • Word processing programs allow users to make changes and corrections easier

Unit Learning Targets (Outcomes) –
Students will ...

- Open a word processing program
- Save and open files
- Utilize special function keys (shift, backspace, delete, etc.)
- Make simple corrections without deleting all information
- Enhance writing by using different font styles, sizes and colors
- Share information using
- Create original artwork using drawing program

Integration of Technology:

Technology Resources: Age appropriate software program ie. Word, MaxWrite, MaxCount, Story Book Weaver

Opportunities for Differentiation: Deliver instruction in a variety of modalities, flexibility with timelines, Keyboard labeled with uppercase and lowercase letters, Settings in programs

Teacher Notes:

Primary interdisciplinary connections: Language Arts/ Writing, Math

21st century themes:

Evidence of Learning

Summative Assessment

- Final Projects

Equipment needed: Computer for each student, LCD projector

Teacher Instructional Resources:

Formative Assessments	
• Teacher observation • Discussions • Questioning • Conferencing/Reviews • Projects	
ACTIVITIES FIRST GRADE ①	**MATERIALS ①**
Write name in different fonts, sizes and colors	Word processing program
Write about something learned or read in a subject area and draw a picture to illustrate it	Word processing program with drawing ability ie MaxWrite
Create a picture and write a story	Word processing program like Storybook Weaver
ACTIVITIES SECOND GRADE ②	**MATERIALS ②**
Research a topic and write about it. Add a picture and site the source.	Word processing program
Survey the number of second graders with computers, graph it using MaxCount. Discuss what students could do if they didn't have a computer but needed to use one.	Word processing program with graphing ability ie Max Count
Write about a favorite day or holiday illustrate or add a picture.	Word processing program
• Participate in a project that combines artwork and reading and writing skills like Monster Exchange with other classes in school or on-line • Explain Spell Check and how to make corrections. • Choose a problem that affects children on a website like Time for Kids. Suggest solutions and survey students.	Word processing program http://monsterexchange.org Word processing document students have written and Word processing program. Word processing program.