

**GRADE LEVEL: Second Grade**

**SUBJECT: Library and Computer Science**

**DATE: 2019-2020**

**MONTH/GRADING PERIOD: Quarter 1**

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>• Using Software</li> </ul>	<p><b>K-2.DI.3</b> Recognize that software is created to control computer operations.</p>	<ul style="list-style-type: none"> <li>• Identify the purpose of various software.</li> <li>• Compare and contrast hardware and software.</li> <li>• Use web browser.</li> <li>• Use Type to Learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Hardware and Software assessment</li> <li>• End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Compass</li> <li>• Google Chrome</li> <li>• Hardware</li> <li>• Internet</li> <li>• Software</li> <li>• Web Browser</li> </ul>	<p>CRITICAL</p>
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>• Device Components</li> <li>• Keyboarding</li> </ul>	<p><b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.</p>	<ul style="list-style-type: none"> <li>• Identify the parts of a computer.</li> <li>• Turn on, log on, and log off computer independently.</li> <li>• Demonstrate how to use a mouse.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• Mousercise website activity</li> <li>• Dance Mat Typing website activity</li> <li>• Login assessment</li> <li>• Verbal identification</li> <li>• End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Arrow</li> <li>• Capital letters</li> <li>• Click</li> <li>• Control Alt Delete</li> <li>• CPU</li> <li>• Cursor</li> <li>• Desktop</li> <li>• Desktop computer</li> <li>• Device</li> <li>• Epson Board</li> <li>• Final challenge</li> <li>• Goal</li> <li>• Headphones</li> <li>• Home row</li> <li>• Key</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<b>(CONTINUED)</b> <ul style="list-style-type: none"> <li>• Device Components</li> <li>• Keyboarding</li> </ul>	<b>(CONTINUED)</b> <p><b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.</p>	<b>(CONTINUED)</b> <ul style="list-style-type: none"> <li>• Identify and use the home row.</li> <li>• Use a keyboarding program such as Type to Learn.</li> </ul>	<b>(CONTINUED)</b> <ul style="list-style-type: none"> <li>• Keyboarding program                             <ul style="list-style-type: none"> <li>– Type to Learn Lesson A and B</li> </ul> </li> </ul>	<b>(CONTINUED)</b> <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Laptop</li> <li>• Launch</li> <li>• Left mouse button</li> <li>• Lesson</li> <li>• Log in</li> <li>• Log in screen</li> <li>• Log off</li> <li>• lowercase</li> <li>• Main menu</li> <li>• Monitor</li> <li>• Mouse</li> <li>• Options</li> <li>• Right mouse click</li> <li>• Password</li> <li>• Posture</li> <li>• Punctuation</li> <li>• Scroll bar</li> <li>• Shut down</li> <li>• Start button</li> <li>• Technology</li> <li>• Technique</li> <li>• Username</li> <li>• Website</li> <li>• WPM-words per minute</li> </ul>	<b>(CONTINUED)</b> <p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>Digital Citizenship</li> <li>Online Community</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>Explain what it means to go online and use the internet.</li> <li>Explain what it means to be a digital citizen.</li> <li>Identify members of the online community.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>My Online Community worksheet</li> <li>End of quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>Digital citizenship</li> <li>Internet</li> <li>Online</li> <li>Online community</li> <li>Responsibility</li> <li>Technology</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Cyberbullying</li> <li>Online Safety</li> <li>Social and Ethical Behaviors</li> </ul>	<b>K-2.IC.2</b> Identify positive and negative social and ethical behaviors for using technology.	<ul style="list-style-type: none"> <li>Compare and contrast the difference between personal and private information.</li> <li>Identify ways to be safe online.</li> <li>Identify examples of cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Keep it Private worksheet</li> <li>End of quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Cyberbullying</li> <li>Online community</li> <li>Balance</li> <li>Online safety</li> <li>Personal information</li> <li>Private information</li> <li>Respect</li> <li>Username</li> <li>Password</li> </ul>	CRITICAL

GRADE LEVEL: Second Grade

SUBJECT: Library and Computer Science

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b> <ul style="list-style-type: none"> <li>Algorithmic Problem Solving</li> </ul>	<b>K-2.DI.1</b> Use technology resources to solve age-appropriate problems and communicate thoughts, ideas, or stories in a step-by-step manner.	<ul style="list-style-type: none"> <li>Create a basic algorithm using a single command.</li> <li>Convert movements into symbolic instructions.</li> <li>Explore and articulate the results of various instructions or commands on computer coding programs.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Move the Flurbs 2 worksheet</li> <li>Coding games               <ul style="list-style-type: none"> <li>Make a Flappy Game</li> <li>Moana Wayfinding with Code</li> <li>Star War: Building a Galaxy with Code</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Algorithm</li> <li>Arrow</li> <li>Blocks</li> <li>Blockly</li> <li>Code</li> <li>Coding</li> <li>Computer Science</li> <li>Direction</li> <li>Drag</li> <li>Drop</li> <li>Image</li> <li>Map</li> <li>Program</li> <li>Step</li> <li>Task</li> <li>Work space</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Algorithm</li> <li>Arranging</li> <li>Sorting</li> </ul>	<b>K-2.DI.2</b> Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.	<ul style="list-style-type: none"> <li>Identify how everyday activities relate to the concept of algorithms.</li> <li>Sort a variety of information without using a computer.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Plant a Seed activity</li> <li>Real Life Algorithms worksheet</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Algorithm</li> <li>Base</li> <li>Data</li> <li>Steps</li> <li>Task</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>• Software               <ul style="list-style-type: none"> <li>– Blockly-Based Software</li> <li>– Microsoft Word</li> </ul> </li> </ul>	<b>K-2.DI.3</b> Recognize that software is created to control computer operations.	<ul style="list-style-type: none"> <li>• Use blockly-based software to write a short coding program to complete a task.</li> <li>• Use Microsoft Word to adjust font for color, size, bold, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Maze: Debugging activity</li> <li>• Microsoft Word activity</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Blockly</li> <li>• Blocks</li> <li>• Bold</li> <li>• Cardinal direction (N,S,E,W)</li> <li>• Code</li> <li>• Computer operations</li> <li>• Debugging</li> <li>• Font</li> <li>• Highlight</li> <li>• Microsoft Word</li> <li>• Punctuation</li> <li>• Run</li> <li>• Shift</li> <li>• Size</li> <li>• Toolbar</li> <li>• Workspace</li> </ul>	CRITICAL
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>• Input Devices</li> <li>• Keyboarding</li> <li>• Drag and Drop</li> </ul>	<b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.	<ul style="list-style-type: none"> <li>• Use a keyboarding program such as Type to Learn to increase proficiency and key identification.</li> <li>• Identify the location and function of the space bar and shift key.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Completion of Jigsaw: Learn to Drag and Drop</li> <li>• End of Quarter assessment</li> <li>• Keyboarding program               <ul style="list-style-type: none"> <li>– Completion of 2 lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shift key</li> <li>• Spacebar</li> <li>• Workspace</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Sequencing</li> <li>Concept Mapping</li> </ul>	<b>K-2.PA.3</b> Arrange information using concept mapping tools and a set of statements that accomplish a simple task.	<ul style="list-style-type: none"> <li>Use a blockly-based tool to accomplish a task.</li> <li>Given a task, sequence the information in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Maze: Sequence activity</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Blockly</li> <li>Blocks</li> <li>Cardinal direction (N,S,E,W)</li> <li>Code</li> <li>Concept mapping</li> <li>Program</li> <li>Run</li> <li>Sequence</li> <li>Task</li> <li>Workspace</li> </ul>	IMPORTANT
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>Digital Citizenship</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>Demonstrate digital citizenship while completing an online field trip.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Completion of online fieldtrip</li> </ul>	<ul style="list-style-type: none"> <li>Digital citizenship</li> <li>Internet</li> <li>Online</li> <li>Online community</li> <li>Responsibility</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Online Safety</li> </ul>	<b>K-2.IC.2</b> Identify positive and negative social and ethical behaviors for using technology.	<ul style="list-style-type: none"> <li>Compare how staying safe online is similar to staying safe in the real world.</li> <li>Identify rules for traveling safely on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Going Places Safely worksheet</li> <li>Follow the Digital Trail worksheet</li> <li>Teacher observation</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Digital footprint</li> <li>Internet</li> <li>Online safety</li> <li>Permanent</li> <li>Trail</li> <li>Website</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>ENGLISH/LANGUAGE ARTS</b>					
<b>READING: NONFICTION</b>					
<ul style="list-style-type: none"> <li>Facts</li> </ul>	<b>2.RN.4.1</b> Describe how an author uses facts to support specific points in a text.	<ul style="list-style-type: none"> <li>Identify facts and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Fact and Opinion Flip Book activity</li> <li>Fact and Opinion worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Facts</li> <li>Opinions</li> </ul>	ADDITIONAL
<b>READING: VOCABULARY</b>					
<ul style="list-style-type: none"> <li>Reference Materials</li> <li>Vocabulary</li> </ul>	<b>2.RV.2.5</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> <li>Use print and online dictionaries to look up meanings of words.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>ABC Order activity</li> <li>Print Dictionary activity</li> <li>Guide Word activity</li> <li>Online Dictionary worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Definition</li> <li>Dictionary</li> <li>Entry word</li> <li>Glossary</li> <li>Guide words</li> <li>Online</li> <li>Meanings</li> <li>Parts of speech</li> <li>Reference</li> <li>Website</li> </ul>	ADDITIONAL
<b>MEDIA LITERACY</b>					
<ul style="list-style-type: none"> <li>Media Literacy</li> </ul>	<b>2.ML.2.1</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation, interpretation of events, and transmission of culture.	<ul style="list-style-type: none"> <li>Classify various media as a source of information or entertainment.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Entertainment</li> <li>Information</li> <li>Media</li> <li>Media literacy</li> <li>Source</li> </ul>	ADDITIONAL

GRADE LEVEL: Second Grade

SUBJECT: Library and Computer Science

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>• Technology Resources <ul style="list-style-type: none"> <li>– Microsoft Word</li> </ul> </li> </ul>	<b>K-2.DI.1</b> Use technology resources to solve age-appropriate problems and communicate thoughts, ideas, or stories in a step-by-step manner.	<ul style="list-style-type: none"> <li>• Communicate ideas using a word processing software to type a list.</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Word Individual Activity</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Bullet list</li> <li>• Microsoft Word</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Software <ul style="list-style-type: none"> <li>– Microsoft Word</li> </ul> </li> </ul>	<b>K-2.DI.3</b> Recognize that software is created to control computer operations.	<ul style="list-style-type: none"> <li>• Use Microsoft Word to create a document with a list.</li> <li>• Save a document.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Microsoft Word Individual Activity</li> <li>• Persuasive Writing Microsoft Word Group Activity</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Bold</li> <li>• Bullet list</li> <li>• Center</li> <li>• Clip art</li> <li>• Document</li> <li>• Font</li> <li>• Font size</li> <li>• Heading</li> <li>• Insert</li> <li>• Microsoft Word</li> <li>• Save</li> <li>• Save as</li> <li>• Search</li> <li>• Text</li> <li>• Word processing</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>• Keyboarding</li> </ul>	<p><b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.</p>	<ul style="list-style-type: none"> <li>• Demonstrate keyboard awareness.</li> <li>• Use a keyboarding program such as Type to Learn to increase proficiency and key identification.</li> <li>• Demonstrate typing ability using Microsoft Word.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• End of Quarter assessment</li> <li>• Keyboarding program               <ul style="list-style-type: none"> <li>– Completion of 2 lessons</li> </ul> </li> <li>• Microsoft Word Individual Activity</li> <li>• Persuasive Writing Microsoft Word Group Activity</li> </ul>		CRITICAL
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>• Online Research</li> <li>• Search Engines</li> <li>• Multimedia Resources               <ul style="list-style-type: none"> <li>– Google Earth</li> </ul> </li> </ul>	<p><b>K-2.PA.1</b> Use technology and developmentally appropriate multimedia resources to conduct age-appropriate research and support learning across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Use online resources to find information.</li> <li>• Demonstrate how to search for a specified letter of the alphabet on a children’s directory site.</li> <li>• Use Google Earth to locate places in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• NASA ABC Searching activity</li> <li>• ABC Searching worksheet</li> <li>• President research project</li> <li>• Search Engine activity</li> <li>• Google Earth worksheet</li> <li>• Teacher observation</li> <li>• End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Address</li> <li>• Location</li> <li>• Research</li> <li>• Researcher</li> <li>• Search</li> <li>• Search engine</li> <li>• Google Earth</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>NETWORKING AND COMMUNICATION (NC)</b>					
<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>	<b>K-2.NC.1</b> Use technology to work cooperatively and collaboratively with peers, teachers, and others.	<ul style="list-style-type: none"> <li>• Collaborate with a group to write and type a persuasive essay in Microsoft Word.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Persuasive Writing Word Group Activity</li> <li>• Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Cooperate</li> <li>• Persuade</li> </ul>	ADDITIONAL
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>• Digital Citizenship</li> <li>• Intellectual Property</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>• List reasons why credit is important to an artist.</li> <li>• Give proper credit on personal work.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher observation</li> <li>• “My Creative Work worksheet”</li> <li>• End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Credit</li> <li>• Intellectual property</li> <li>• Original</li> <li>• Publish</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Cyberbullying</li> </ul>	<b>K-2.IC.2</b> Identify positive and negative social and ethical behaviors for using technology.	<ul style="list-style-type: none"> <li>• Analyze online behaviors that could be considered cyberbullying.</li> <li>• Explain how to deal with a cyberbullying situation.</li> <li>• Describe the importance of engaging a trusted adult when experiencing cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• “Screen the Mean worksheet”</li> <li>• End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Cyberbully</li> <li>• Online</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>ENGLISH/ LANGUAGE ARTS</b>					
<b>READING: NON FICTION</b>					
<ul style="list-style-type: none"> <li>Text Features</li> </ul>	<b>2.RN.3.1</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	<ul style="list-style-type: none"> <li>Identify various types of text features.</li> <li>Use text features to locate information in non-fiction and reference books.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Table of Contents worksheet</li> <li>Index worksheet</li> <li>Text Features booklet</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Bold</li> <li>Diagram</li> <li>Italic</li> <li>Index</li> <li>Glossary</li> <li>Table of contents</li> <li>Text features</li> </ul>	ADDITIONAL
<b>WRITING</b>					
<p><b><i>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</i></b></p> <ul style="list-style-type: none"> <li>Short Research</li> </ul>	<b>2.W.5</b> With support, conduct short research on a topic.	<ul style="list-style-type: none"> <li>Locate information on a short research topic.</li> <li>Scan and read information online to answer questions on a specific research topic.</li> <li>Paraphrase research information found online.</li> </ul>	<ul style="list-style-type: none"> <li>President research project</li> <li>NASA ABC Searching activity</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Researcher</li> <li>Search</li> <li>Search engine</li> </ul>	ADDITIONAL
<b>MEDIA LITERACY</b>					
<ul style="list-style-type: none"> <li>Media Literacy</li> </ul>	<b>2.ML.2.1</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation, interpretation of events, and transmission of culture.	<ul style="list-style-type: none"> <li>Define information, entertainment, and persuasion.</li> <li>Classify media as a source for information or entertainment.</li> <li>Identify marketing techniques used on commercial websites.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Media Literacy Sort activity</li> <li>Media Smarts online activity</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Advertising</li> <li>Author's purpose</li> <li>Entertainment</li> <li>Information</li> <li>Logo</li> <li>Marketing</li> <li>Media</li> <li>Media literacy</li> <li>Persuade</li> <li>Slogan</li> </ul>	IMPORANT



GRADE LEVEL: Second Grade

SUBJECT: Library and Computer Science

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>DATA AND INFORMATION (DI)</b>					
<ul style="list-style-type: none"> <li>• Arranging</li> <li>• Sorting</li> </ul>	<b>K-2.DI.2</b> Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer.	<ul style="list-style-type: none"> <li>• Demonstrate how to arrange items in a useful order.</li> <li>• Sort books into fiction and nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Fiction Book Puzzle activity</li> <li>• Book Sort activity</li> <li>• End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Fiction</li> <li>• Non-fiction</li> <li>• Sort</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Software</li> <li>• PowerPoint</li> </ul>	<b>K-2.DI.3</b> Recognize that software is created to control computer operations.	<ul style="list-style-type: none"> <li>• Communicate ideas using electronic presentation software to create a multimedia slideshow.</li> <li>• Adjust the layout, titles and text of a slide to communicate information effectively.</li> <li>• Create transitions between slides in a PowerPoint presentation.</li> <li>• Insert clip art and sounds into their PowerPoint presentation.</li> <li>• Present PowerPoint presentation to class.</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia PowerPoint group activity</li> <li>• PowerPoint group presentation</li> <li>• PowerPoint grading rubric</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Clip art</li> <li>• Content</li> <li>• Effect</li> <li>• Fade</li> <li>• Layout</li> <li>• PowerPoint</li> <li>• Presentation</li> <li>• Section</li> <li>• Slide</li> <li>• Slide show</li> <li>• Software</li> <li>• Sound</li> <li>• Subtitle</li> <li>• Text</li> <li>• Title</li> <li>• Transition</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>COMPUTING DEVICES AND SYSTEMS (CD)</b>					
<ul style="list-style-type: none"> <li>Keyboarding</li> </ul>	<b>K-2.CD.1</b> Use standard input and output devices to operate computers and other technologies.	<ul style="list-style-type: none"> <li>Use a keyboarding program such as Type to Learn to increase proficiency, key identification, accuracy, speed, and smooth typing cadence.</li> <li>Apply typing skills to complete PowerPoint presentation.</li> <li>Demonstrate typing ability on Unit 2 online assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Keyboarding program <ul style="list-style-type: none"> <li>Completion of 2 lessons</li> </ul> </li> <li>Multimedia PowerPoint group activity</li> <li>Common Sense Media online unit 2 assessment</li> </ul>	<ul style="list-style-type: none"> <li>Cadence</li> </ul>	CRITICAL
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>Research</li> <li>Keyword Search</li> </ul>	<b>K-2.PA.1</b> Use technology and developmentally appropriate multimedia resources to conduct age-appropriate research and support learning across the curriculum.	<ul style="list-style-type: none"> <li>Demonstrate how to complete a keyword search.</li> <li>Apply chosen keywords to find information on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Using Keywords activity</li> <li>Teacher observation</li> <li>Common Sense Media online unit 2 assessment</li> </ul>	<ul style="list-style-type: none"> <li>Keywords</li> <li>Research</li> <li>Search</li> <li>Search Term</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>PowerPoint Presentation</li> </ul>	<b>K-2.PA.2</b> Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	<ul style="list-style-type: none"> <li>Collaborate with a group to create a multimedia PowerPoint presentation including transitions, titles, clip art and sound.</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia PowerPoint group activity</li> <li>PowerPoint presentation</li> <li>PowerPoint grading rubric</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate</li> <li>Multimedia</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PROGRAMS AND ALGORITHMS (PA)</b>					
<ul style="list-style-type: none"> <li>• Concept Mapping Tools</li> <li>• Sequencing</li> </ul>	<b>K-2.PA.3</b> Arrange information using concept mapping tools and a set of statements that accomplish a simple task.	<ul style="list-style-type: none"> <li>• Use blockly-based programming to complete an artist's drawing.</li> <li>• Given a task, sequence the information in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>• Artist Sequence activity</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Draw block</li> <li>• Jump block</li> <li>• Sequence</li> </ul>	IMPORTANT
<b>NETWORKING AND COMMUNICATION (NC)</b>					
<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>	<b>K-2.NC.1</b> Use technology to work cooperatively and collaboratively with peers, teachers, and others.	<ul style="list-style-type: none"> <li>• Collaborate with a group to create a multimedia PowerPoint presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Animal Habitat Multimedia PowerPoint group activity</li> <li>• PowerPoint group presentations</li> <li>• PowerPoint grading rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Cooperate</li> <li>• Inform</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Electronic Communication</li> </ul>	<b>K-2.NC.2</b> Gather information and communicate electronically with others with support from teachers, family members, or student partners.	<ul style="list-style-type: none"> <li>• Communicate with teacher and other classmates using Padlet.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Padlet activity</li> </ul>	<ul style="list-style-type: none"> <li>• Padlet</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>IMPACT AND CULTURE (IC)</b>					
<ul style="list-style-type: none"> <li>Digital Citizenship</li> <li>Intellectual Property</li> </ul>	<b>K-2.IC.1</b> Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology.	<ul style="list-style-type: none"> <li>Demonstrate digital citizenship when completing online research.</li> <li>Demonstrate digital citizenship by citing sources for multimedia PowerPoint group activity.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Teacher observation</li> <li>Sites I Like activity</li> <li>Using Keywords activity</li> <li>Multimedia PowerPoint group activity</li> <li>Common Sense Media online unit 2 assessment</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Citing</li> <li>Credit</li> <li>Intellectual property</li> <li>Link</li> <li>Rate</li> <li>Source</li> <li>Subject</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Online Safety</li> <li>Social and Ethical Behaviors</li> </ul>	<b>K-2.IC.2</b> Identify positive and negative social and ethical behaviors for using technology.	<ul style="list-style-type: none"> <li>Locate and learn to recognize websites that are safe to visit.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Staying Safe online activity and worksheet</li> <li>Things for Sale activity</li> <li>Common Sense Media online unit 2 assessment</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Caution</li> <li>Right</li> <li>Safe</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>ENGLISH/LANGUAGE ARTS</b>					
<b>WRITING</b>					
<p><b><i>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</i></b></p> <ul style="list-style-type: none"> <li>Short Research</li> </ul>	<p><b>2.W.5</b> With support, conduct short research on a topic.</p>	<ul style="list-style-type: none"> <li>Locate information on a short research topic.</li> <li>Scan and read information in books and search online to answer questions on a specific research topic.</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia PowerPoint group activity</li> <li>Using Keywords activity</li> <li>PowerPoint presentation</li> <li>PowerPoint grading rubric</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Keyword</li> <li>Keyword search</li> <li>Research</li> <li>Researcher</li> <li>Search</li> <li>Search engine</li> </ul>	ADDITIONAL
<b>MEDIA LITERACY</b>					
<ul style="list-style-type: none"> <li>Media Literacy</li> <li>Information</li> <li>Entertainment</li> <li>Persuasion</li> </ul>	<p><b>2.ML.2.1</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>	<ul style="list-style-type: none"> <li>Classify media as a source for information or entertainment.</li> <li>Identify marketing techniques used on commercial websites.</li> <li>Identify that the main purpose of product sites is to encourage viewers to buy the product.</li> <li>Identify and explore different features of an informational website.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Things for Sale activity</li> <li>Sites I Like activity</li> <li>Teacher observation</li> <li>Common Sense Media online unit 2 assessment</li> <li>End of Quarter assessment</li> </ul>	<ul style="list-style-type: none"> <li>Advertise</li> <li>Product</li> <li>Purpose</li> <li>Subject</li> </ul>	IMPORTANT