



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Course: Digital Literacy

Grade Level: 2

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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&

Mrs. Colleen Kurdyla

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Digital Literacy
Second Grade

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade(s)

<i>PACING GUIDE</i>

Unit	Title	Pacing*
1	Delving Deeper into Technology	30 weeks
2	Further Development of Digital Citizenship	10 weeks

*Class meets once per week for 30 minutes

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize the Think-Pair-Share structure. ● Check for understanding frequently. ● Have students restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls, or email messages). ● Provide study sheets and teacher outlines before assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● There is no penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide students with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining the agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize the Think-Pair-Share structure. ● Check for understanding frequently. ● Have students restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines before assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase the number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have students repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow students to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

	<ul style="list-style-type: none">● Give students a copy of the class notes.● Provide written and oral instructions.● Differentiate reading levels of texts (e.g., Newsela).● Shorten assignments.● Read directions aloud to students.● Give oral clues or prompts.● Record or type assignments.● Adapt worksheets/packets.● Create alternate assignments.● Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.● Allow students to resubmit assignments.● Use small group instruction.● Simplify language.● Provide scaffolded vocabulary and vocabulary lists.● Demonstrate concepts possibly through the use of visuals.● Use manipulatives.● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide students with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Assist in note-taking● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow students to answer orally, and give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read the question to the student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Digital Literacy

Unit Title: Delving Deeper into Technology

Target Course/Grade Level: 2nd Grade

Unit Summary: The students will use digital tools that apply to word processing such as creating, maintaining, and saving files within various software programs. The students will demonstrate innovative ideas and narratives using digital tools and media-rich resources. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. The students will understand and implement the proper legal and ethical performances.

Approximate Length of Unit: 30 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

8.1 Computer Science Standards:

8.1.2.CS.1: Select and operate computing devices that perform various tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

ISTE Standards:

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Interdisciplinary Connections and Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recount of experiences when appropriate to clarify ideas, thoughts, and feelings.

Mathematical Practices

MP1 Make sense of problems and persevere in solving them.

Unit Understandings:

Students will understand that...

- There are functions that the computer helps you perform
- Right-clicking and left-clicking enable different activities
- They need to log in and out of the computer
- The Internet hosts websites that we can use to retrieve information
- They have to have a username and password to log into the computer
- They can search online for information

Unit Essential Questions:

- How can I use electronic tools to solve problems?
- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I use digital tools to enhance creativity and knowledge?

Knowledge and Skills

Students will know...

- Know how to name the parts of a computer
- Know how to log in to various programs online
- Read or listen to passages/ books online at their level.
- Know how to input information using the keyboard
- Know how to use the dictionary
- Know how to navigate to a shared presentation
- Hold mouse properly
- Know how to left-click
- Log in using the shared username and password
- Know how to log off the computer
- Know how to navigate to a website by clicking on a shortcut
- Know how to navigate on a website
- How to use shortcut keys
- How to search online for information

Students will be able to...

- Identify the hardware of the desktop computer (monitor, keyboard, mouse, etc.) along with volume control, power on/off, and headphone port
- Identify the menu bar, hard drive icon, folder, etc.
- Manipulate and control a mouse to open and close windows, websites, folders, and programs on the computer Login to online resources.
- Retrieve a file from a learning management system (e.g., Google Classroom)
- Edit a slide on a shared slide presentation
- Demonstrate that they understand how to find a specific slide in a presentation
- Utilize personalized learning resources to progress along a learning path and self-assess progress
- Manage personal account credentials
- Read or listen to passages/ books online at their level.
- Demonstrate keyboarding skills
- Highlight text in a document
- Create bullets in a document/presentation
- Copy/paste into a document/presentation
- Create an online assessment
- Create a document
- Create individual or short sets of slides for sharing
- Demonstrate the ability to navigate in developmentally appropriate virtual environments.
- Define and utilize computer science vocabulary (algorithm, event, debug, etc.)
- Form an algorithm
- Create an event
- Debug an issue found to make the code run

Knowledge and Skills:

Students will know...

- Know how to log in to various programs online
- Read or listen to passages/ books online at their level.
- Know how to input information using the keyboard
- Know how to use a mouse or trackpad
- Know how to left-click
- Log in using their username and password
- Know how to log out of the computer
- Know how to navigate to a website by clicking on an icon
- Know how to navigate on a website
- Know how to search online for information
- know how to describe and define common technology vocabulary terms
- Know how to navigate a web browser using the icons

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment:**
 - Students will create a document with graphics within the document
 - Students will create a slide presentation with graphics and sound included in the presentation
 - Students will demonstrate the ability to navigate in developmentally appropriate virtual environments.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Practice logging into the computer using a student-specific username and password.
- Read the parts of the computer e-book and drag and drop labels to identify the computer parts. (k5Tech.net)
- Identify if a website is functional using links. (k5Tech.net)
- Using mouse skills to sort items. (Google Slides)
- Drag and drop items from one section of the screen to another (k5Tech.net)
- Type words or sentences (k5Tech.net)
- Complete a keyboard puzzle by dragging and dropping the missing keys (Typetastic.com)
- Type responses to questions and problems (Google Classroom/Google Slides or Docs)
- Copy and paste to create a fall scene/snowman (Google Slides)
- Add Google images to Google Slides
- Use the home row position to type (typing.com)
- Build a Jack o Lantern/Snowman (Google Slides)
- Create a bulleted list (Google Docs)
- Making an alphabet book using the Britannica
- Create a document (Google Docs)
- Create a slide presentation (Google Slides)
- Utilize personalized learning resources (i-Ready)
- Google Docs/Vocabulary
- Create an online assessment (Edpuzzle)
- Practice math skill multiplication (Kahoot)
- Practice math skill-area/perimeter (Blooket)
- Epic Books
- Create and follow a code using Kodable
- Write code code.org
- Read a story on Flip.com to share with the class
- Using internet browser components and keyboard key
- Create a book with (Book Creator)
- Use Google Drawings to enhance images

RESOURCES

Teacher Resources:

- k5tech.net; Typetastic.com; Google Slides; Google Docs; i-Ready; Edpuzzle; Kahoot; Blooket; EpicBooks; Kodable; Code.org; Flip.com;

Equipment Needed:

- Computers with Google Docs, Google Slides, and Google Classroom

UNIT OVERVIEW

Content Area: Digital Literacy

Technology Unit Title: Further Development of Digital Citizenship

Target Course/Grade Level: Second Grade

Unit Summary: Enhancing students' knowledge of digital citizenry, The students will learn how to practice ethical behavior in different scenarios. The students will engage in an assortment of developmentally appropriate media-rich activities to connect with other students whether in the school or countries utilizing electronic tools. The students will investigate, brainstorm, and design a common tool that works with part of a system and the importance of safety issues. The students will recognize appropriate applications to design technological products. Analyze the impact of technology on our daily lives. The students will express how technology tools and resources are practical for everyday life.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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ISTE Standards:

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

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9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Interdisciplinary Connections and Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

W.WR.2.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book)

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.UM.2.5. Add drawings or other visual displays to descriptions as desired to provide additional detail

Unit Understandings:

Students will understand that...

- They create a digital footprint every time they log into a computer.
- They have to responsibly use technology.
- Understand that they must practice safety both on and offline.
- Understand to stay safe they should only stay on teacher-approved sites.
- Understand the five rules of Internet safety.
- Understand why it is important to keep personal information private when going online.
- Understand why passwords are important when using digital devices.
- Understand why it is important not to share their passwords.
- Understand the concept of personal information and its economic value, and introduce them to ways to manage and protect their personal information on the websites and apps

Unit Essential Questions:

- What are my responsibilities for using technology?
- How is being a citizen of the Internet the same/different as being a citizen of my hometown?
What are the implications of digital citizenship in the world today?
- What constitutes misuse and how can it best be prevented?

Knowledge and Skills:

Students will know...

- What information can they share?
- What information they should not share when online.
- How to use the internet for an online class trip
- How to keep their device safe.
- How to put their device away safely.
- How to advocate and practice safe, legal, and responsible use of information and technology

Students will be able to...

- Practice responsible use of technology using the five rules of Internet safety.
- Identify what a digital footprint is
- To explain etiquette and netiquette
- To generate netiquette rules for classroom use

- To display proper etiquette and netiquette in the classroom and online
- Be able to identify personal information.
- Be able to create a slide presentation.
- Be able to create a document.
- Use the Internet to research a topic and create a document/presentation using the information.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Assessment:** (brief description of assessment)
 - Students will explain proper etiquette and netiquette through their actions monitored during class
 - Students will collaboratively use the Internet to research a topic and create a document/presentation using the information.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Follow the Digital Citizen video
- Video Online Class Trip
- Going Places Safely Handout
- Cyber Five Game
- Bad Guy Patrol Game
- Meet the Arms of Digital Citizenship (Common Sense Media)
- The Guts of Digital Citizenship (Common Sense Media)
- Meet the Feet of a Digital Citizen (Common Sense Media)
- Meet the Heart of a Digital Citizen (Common Sense Media)
- Meet the Legs of a Digital Citizen (Common Sense Media)
- We the Digital Citizen (Common Sense Media)
- Device Free Citizen (Common Sense Media)
- That's Private (Common Sense Media)
- Digital Trails (Common Sense Media)
- Who Is This in Your Online Community (Common Sense Media)
- Let's Give it Credit (Common Sense Media)
- Put a STOP to online meanness (Common Sense Media)
- [http://mediasmarts.ca/sites/mediasmarts/files/games/data-defenders/ game](http://mediasmarts.ca/sites/mediasmarts/files/games/data-defenders/game)
- Password Video or Safety smart video Information Sheet [MediaSmarts](#)

RESOURCES

Teacher Resources:

- [Homepage | Common Sense Education](#) NetSmartz resources for Digital Citizenship Information Sheet [MediaSmarts](#)

Equipment Needed:

- Computers with Google Docs, Google Slides, and Google Classroom