



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# Computers Grade 2

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## ***Grade 2 Computers***

### ***Course Description***

Grade 2 Computers will build off the skills and knowledge the students have attained during the previous year's course. Keyboarding will continue to be a major focus of this class. Students will be exposed to more features of Word and Publisher through curriculum based projects. Internet research will allow students to gain real world experience navigating and finding information on a specific topic. At the end of Grade 2 Computers students will be expected to be able to navigate to websites independently, feel confident using the basic functions in Word, be able to create a simple project using Publisher, and keyboard with increased speed and efficiency.

### ***Suggested Course Sequence:***

Unit 1: *Computer Basics* (13 weeks)

Unit 2: *Word Processing and More* (13 weeks)

Unit 3: *Internet Research and Intro to Publisher* (13 weeks)

***Pre-Requisite:*** Grade 1 Computers

**Unit Overview**

**Content Area:** Computers Grade 2

**Unit Title:** Computer Basics (Unit 1)

**Target Course/Grade Level:** Grade 2

**Unit Summary:**

This is the students' second year of computer class and will build upon the foundations from 1st grade. The primary focus during the first trimester will be improving keyboarding skills, reviewing computer basics including vocabulary, and a continuation with word processing. It will also include an introduction to opening and navigating the Internet.

**21<sup>st</sup> century themes:**

Technology Skills, creativity and innovation, information and communication technologies literacy

**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 to create and communicate knowledge.

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 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 developmentally appropriate virtual environments
8.1.4.A.2	Create a document with text formatting and graphics using word processing (Word)
8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources

**Unit Essential Questions**

- How can we keyboarding and word processing skills help us to make creative projects using?

**Unit Enduring Understandings**

- The effective use of computer programs in developing and creating documents within school and everyday projects.

**Unit Learning Targets**

Students will...

- Consistently use the home row when keyboarding
- Practice proper posture at the computer
- Find and open files and save to a specified folder
- Insert Clip Art, Word Art, and pictures to a Word document
- Highlight text to move, delete, or edit
- Use undo button or Ctrl + Z keys
- Type Multiple sentences with space after period
- Navigate the Internet through URLs, hyperlinks and search engines

**Evidence of Learning**

**Summative Assessment (X days)**

Word Project

**Equipment Needed:** Keyboarding Program, Microsoft Word, Faronics Insight, Internet Access, Projector

**Teacher Resources:** Discovery Education Streaming, Type to Learn Jr, Microsoft Word direction sheet, Midland Park Public Schools classroom website

**Formative Assessments**

- Teacher Observation •
- Skills checklist •
- Projects •

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Review and Computer 2 Intro	2 periods
2	Keyboarding Review and Practice	2 periods
3	Microsoft Word review	1 period
4	Formatting and Inserting objects in Word	2 periods
5	Word Project	4 periods
6	Internet review and new websites	2 periods

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/8/8.pdf>

**Unit Overview**

<b>Content Area:</b>	Computers Grade 2
<b>Unit Title:</b>	Word Processing and More (Unit 2)
<b>Target Course/Grade Level:</b>	Grade 2
<b>Unit Summary:</b> During the second trimester the students will continue to explore and learn how to effectively use the Internet. A brief research project will be completed as a way to introduce search engines and WorldBook online. Time will also be taken for lessons on note-taking, paraphrasing, and putting information into their own words. The students will then use this information to create a project using Microsoft Word. Keyboarding practice will continue throughout the trimester as well.	
<b>21<sup>st</sup> century themes:</b>	Technology skills, creativity and innovation, information and communication technologies literacy, information literacy, communication and collaboration

**Learning Targets**

<b>Standards</b>	
<b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>8.1.2.A.1</b>	Identify the basic features of a computer and explain how to use them effectively
<b>8.1.2.A.2</b>	Use technology terms in daily practice
<b>8.1.2.A.3</b>	Discuss common uses of computer applications and hardware and identify their advantages and disadvantages
<b>8.1.2.A.4</b>	Create a document with text using a word processing program
<b>8.1.2.A.5</b>	Demonstrate the ability to navigate in developmentally appropriate virtual environments
<b>8.1.4.A.2</b>	Create a document with text formatting and graphics using word processing (Word)
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
<b>8.1.2.D.1</b>	Model legal and ethical behaviors when using both print and non-print information by citing resources
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How can we effectively use the Internet to research a topic?</li> </ul>	<ul style="list-style-type: none"> <li>Researching using the Internet is not as easy as it seems</li> <li>You must read carefully when on a website and take your time</li> <li>Taking notes from a website is an important skill</li> </ul>

**Unit Learning Targets**

Students will...

- Practice computer etiquette and Internet Safety
- Navigate the Internet through URLs, hyperlinks and search engines
- Use the Internet as a research tool
- Use a search engine to find a relevant website
- Take notes from an assigned website
- Use key words when using a search engine
- Find a relevant website using a search engine
- Use notes on a topic to create a project in Microsoft Word
- Save and print work independently

**Evidence of Learning**

**Summative Assessment (X days)**

Projects

**Equipment Needed:** Keyboarding Program, Microsoft Word, Faronics Insight, Internet Access, Projector

**Teacher Resources:** Discovery Education Streaming, Microsoft Word, Direction sheets for research, graphic organizer for note-taking, WorldBook Online, Midland Park Public Schools website

**Formative Assessments**

- Teacher observation
- Computer skills checklist
- Computer generated projects

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Intro to Internet Research	2 periods
2	World Book Online	2 periods
3	Search engines and keywords	2 periods
4	Note-taking and plagiarism	2 periods
5	Research project in word	5 periods

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/8/8.pdf>

**Unit Overview**

<b>Content Area:</b>	Computers Grade 2
<b>Unit Title:</b>	Internet Research and Intro to Publisher (Unit 3)
<b>Target Course/Grade Level:</b>	Grade 2

**Unit Summary:**  
 In the third trimester, students will continue to practice their Internet research skills. This is a hard skill for students and time must be given to really practice it. Students will use search engines as well as assigned websites to read and take notes on their topic. Once research is completed, they will be introduced to Publisher as a program to use for projects. They will learn the basics of Publisher and create a project using it. They will also learn to use a mapping website or program to help find directions from one place to another. Keyboarding practice continues as well.

<b>21<sup>st</sup> century themes:</b>	Technology Skills
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**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 to create and communicate knowledge.

<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>8.1.2.A.1</b>	Identify the basic features of a computer and explain how to use them effectively
<b>8.1.2.A.2</b>	Use technology terms in daily practice
<b>8.1.2.A.3</b>	Discuss common uses of computer applications and hardware and identify their advantages and disadvantages
<b>8.1.2.A.4</b>	Create a document with text using a word processing program
<b>8.1.2.A.5</b>	Demonstrate the ability to navigate in developmentally appropriate virtual environments
<b>8.1.4.A.2</b>	Create a document with text formatting and graphics using word processing (Word)
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (Publisher)
<b>8.1.2.C.1</b>	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using electronic tools
<b>8.1.2.D.1</b>	Model Legal and ethical behaviors when using both print and non-print information by citing resources
<b>8.1.2.E.1</b>	Explore a problem/issue affecting children using digital tools and online resources and discuss possible solutions
<b>8.1.2.F.1</b>	Use mapping tools to plan and choose alternate routes to and from various locations

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do we choose what computer program would be best for a project?</li> <li>What are some of the dangers you may face on-line?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>There are many computer programs to choose from</li> <li>It is important to take your time and explore each program before using it</li> <li>The Internet has many benefits but you must also be very careful when using it</li> </ul>
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**Unit Learning Targets**

Students will...

- Navigate the Internet through URLs, hyperlinks and search engines
- Practice computer etiquette and Internet Safety
- Review Midland Park's Acceptable Use Policy
- Understand to use appropriate language and behavior when using electronic communications
- Access specific teacher-directed websites
- Research an assigned topic using Internet sites
- Use keywords when using a search engine to find a relevant site
- Create a document using Publisher
- Manipulate, edit, and format text boxes
- Use a mapping website to find their way to different locations

**Evidence of Learning**

**Summative Assessment (X days)**

Projects

**Equipment Needed:** Keyboarding Program, Microsoft Word, Microsoft Publisher, Faronics Insight, Internet Access, Projector

**Teacher Resources:** Discovery Education Streaming, World Book Online, Microsoft Publisher, Publisher direction sheets, Google Maps  
Midland Park Public Schools class website

**Formative Assessments**

- Teacher observations
- Computer skills checklist
- Computer Generated projects

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Internet Safety and Acceptable Use	3 periods
2	Internet Research and Search Engine Practice	2 periods
3	Note-taking and paraphrasing	2 periods
4	Intro to Publisher	1 period
5	Publisher Project	3 periods
6	Intro to Online Maps and following directions	2 periods

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/8/8.pdf>