

## EasyTech Pacing Calendar - 2nd Grade

The Pacing Calendar provides a suggested order of assignments and timing for utilizing the EasyTech curriculum in your classroom. For planning purposes, each week contains approximately 90 minutes of curriculum delivered through whole group, independent or guided practice implementation models.

Prior to beginning the school year, it is recommended that you create student technology portfolios (digital or print) to provide students a way to share their learning. The portfolio may include EasyTech certificates, reports, and Application Exercise entries and work products. Pictures are a great way to show your students the learning process and can be used at the end of the year for a class slideshow or a technology showcase.

Digital Literacy Concept	Month 1	Curriculum Title	Implementation Model	Type	Time (in minutes)
Online Safety	Week 1	<a href="#">Working Online</a>	Whole Group	Discussion	30
		<a href="#">Working Online Reflection</a>	Independent	Application Exercise	5
		<a href="#">Following Computer Rules</a>	Independent	Application Exercise	20
	Week 2	<a href="#">Lab Rules Sign</a>	Independent	Application Exercise	30
		<a href="#">Lab Rules Sign (Presentations)</a>	Whole Group		
	Week 3	<a href="#">Open Communication</a>	Whole Group	Discussion	30
		<a href="#">Open Communication Reflection</a>	Independent	Application Exercise	5
		<a href="#">Netiquette and Cyberbullying</a>	Whole Group	Discussion	30
		<a href="#">Netiquette and Cyberbullying Reflection</a>	Independent	Application Exercise	5
	Week 4	<a href="#">Hardware Fundamentals: Printer</a>	Independent	Lesson	9
<a href="#">Hardware Fundamentals: Scanner</a>		Independent	Lesson	6	
<a href="#">Computer Fundamentals: Data Storage</a>		Independent	Lesson	7	

*Tips & Suggestions - These lessons are spiraled from previous years to help set a firm foundation for safe, appropriate, responsible and effective technology use throughout the year. Take this opportunity to differentiate or extend using the lesson plans or as you see is needed for your students. Encourage students to be as creative and detailed as possible in creating their lab rules sign.*

Digital Literacy Concept	Month 2	Curriculum Title	Implementation Model	Type	Time (in minutes)
Hardware Fundamentals	Week 1	<a href="#">Data Storage Match</a>	Independent	Application Exercise	30
		<a href="#">Computer Parts Memory</a>	Guided Practice	Application Exercise	25
	Week 2	<a href="#">Hardware Fundamentals: Network Basics</a>	Whole Group	Lesson	12
		<a href="#">Hardware Fundamentals: Network Basics</a>	Independent	Lesson	12
<a href="#">Software Fundamentals: Desktop</a>		Whole Group	Lesson	12	
<a href="#">Software Fundamentals: Desktop</a>		Independent	Lesson	12	
Software Fundamentals	Week 3	<a href="#">Software Fundamentals: Windows and Controls</a>	Whole Group	Lesson	12
		<a href="#">Software Fundamentals: Windows and Controls</a>	Independent	Lesson	12
	Week 4	<a href="#">Software Fundamentals: Toolbars and Menus</a>	Whole Group	Lesson	12
		<a href="#">Software Fundamentals: Toolbars and Menus</a>	Independent	Lesson	12
Keyboarding		<a href="#">Software Fundamentals: Software and File Formats</a>	Whole Group	Lesson	12
		<a href="#">Software Fundamentals: Software and File Formats</a>	Independent	Lesson	12
		<a href="#">Touch Keyboarding</a>	Whole Group	Discussion	30
		<a href="#">Touch Keyboarding Reflection</a>	Independent	Application Exercise	5

*Tips & Suggestions - The hardware and software fundamentals help students become much more familiar with how to navigate many software interfaces and online platforms. If you haven't established 'tech buddies' in your classroom, now is a good time. Have them assist students who have less than 90% mastery on any lesson.*

Digital Literacy Concept	Month 3	Curriculum Title	Implementation Model	Type	Time (in minutes)
Keyboarding	Week 1	<a href="#">Keyboarding: Home Row</a>	Whole Group	Lesson	13
		<a href="#">Keyboarding: Home Row</a>	Independent	Lesson	13
		<a href="#">Keyboarding: Upper Row</a>	Whole Group	Lesson	14
		<a href="#">Keyboarding: Upper Row</a>	Independent	Lesson	14
	Week 2	<a href="#">Keyboarding: Lower Row</a>	Whole Group	Lesson	13
		<a href="#">Keyboarding: Lower Row</a>	Independent	Lesson	13
		<a href="#">Keyboarding: Number Row</a>	Whole Group	Lesson	12
		<a href="#">Keyboarding: Number Row</a>	Independent	Lesson	12
	Week 3	<a href="#">Keyboarding: Shift Key</a>	Whole Group	Lesson	11
		<a href="#">Keyboarding: Shift Key</a>	Independent	Lesson	11
	Week 4	<a href="#">Keyboarding: Drill 1</a>	Independent	Lesson	12
		<a href="#">Keyboarding: Drill 1 (Challenge)</a>	Independent	Lesson	12

*Tips & Suggestions - To enrich, extend, or differentiate during the keyboarding unit, utilize interactive online keyboarding games to keep students engaged in practice. Another option is to have your students apply their progressing skills by typing spelling words at a computer work station. Integrating math and new technology skills can be a fun way to get students creating story problems.*

Digital Literacy Concept	Month 4	Curriculum Title	Implementation Model	Type	Time (in minutes)
Word Processing	Week 1	<a href="#">Word Processing: Basic Document Creation</a>	Independent	Lesson	12
		<a href="#">Word Processing: Formatting Text</a>	Independent	Lesson	15
		<a href="#">Word Problems</a>	Independent	Application Exercise	30
	Week 2	<a href="#">Word Problems (Presentations)</a>	Whole Group		
		<a href="#">Correcting Words</a>	Independent	Application Exercise	20
	Week 3	<a href="#">Ride Across America</a>	Independent	Application Exercise	30
		<a href="#">Group Story</a>	Small Groups	Application Exercise	30
	Week 4	<a href="#">Group Story (Presentations)</a>	Whole Group		

*Tips & Suggestions - Provide your students with opportunities to publish their classroom work and include copies in the student technology portfolios. Students can enhance their writing with digital or hand drawn illustrations.*

Digital Literacy Concept	Month 5	Curriculum Title	Implementation Model	Type	Time (in minutes)
Visual Mapping	Week 1	<a href="#">Visual Mapping: Groups and Labels</a>	Independent	Lesson	12
		<a href="#">Visual Mapping: Attributes and Linking</a>	Independent	Lesson	12
		<a href="#">Designing a Visual Map</a>	Independent	Application Exercise	30
	Week 2	<a href="#">Reading Visual Maps</a>	Independent	Application Exercise	60
		<a href="#">Water Cycle</a>	Independent	Application Exercise	30
Internet Usage	Week 3	<a href="#">Visual Mapping: Idea Webs</a>	Independent	Lesson	12
		<a href="#">Visual Mapping: Formats and Outlines</a>	Independent	Lesson	12
		<a href="#">Safe Site Strategies</a>	Whole Group	Discussion	30
		<a href="#">Safe Site Strategies Reflection</a>	Independent	Application Exercise	5
	Week 4	<a href="#">Internet Usage: Online Information Basics</a>	Independent	Lesson	15
		<a href="#">Internet Usage: Browsing and URLs</a>	Independent	Lesson	15

*Tips & Suggestions - To assist with visual mapping, make sure you have proper software or online resources for your students. Provide opportunities for students to use their visual mapping skills during core classes. Ex. Create an idea web about the characters in a book or a topic in science. Internet Usage skills will provide students with a solid foundation for conducting research and using information found on the Internet.*

Digital Literacy Concept	Month 6	Curriculum Title	Implementation Model	Type	Time (in minutes)
Internet Usage	Week 1	<a href="#">Internet Usage: Safe and Effective Online Searches</a>	Whole Group	Lesson	15
		<a href="#">Internet Usage: Safe and Effective Online Searches</a>	Independent	Lesson	15
		<a href="#">Internet Usage: Research, Resources, and Ethics</a>	Whole Group	Lesson	15
		<a href="#">Internet Usage: Research, Resources, and Ethics</a>	Independent	Lesson	15
	Week 2	<a href="#">Share It Through Trading Cards</a>	Independent	Application Exercise	60
Computational Thinking	Week 3	<a href="#">Share It Through Trading Cards (Presentations)</a>	Whole Group		
		<a href="#">Computational Thinking: Directions</a>	Whole Group	Lesson	15
		<a href="#">Computational Thinking: Directions</a>	Independent	Lesson	15
	Week 4	<a href="#">A New Student in Class</a>	Guided Practice	Application Exercise	20
		<a href="#">A New Student in Class (Presentations)</a>	Whole Group		
		<a href="#">Patterns and Directions Unit Quiz</a>	Whole Group	Quiz	10

*Tips & Suggestions - Talk with your students about how computational thinking might help them plan for and complete tasks every day. Discuss with students how their Internet Usage skills and Computational Thinking skills might work together. Remember to use your 'tech buddies' to assist with students who have less than 90% mastery on any lesson.*

Digital Literacy Concept	Month 7	Curriculum Title	Implementation Model	Type	Time (in minutes)
Databases	Week 1	<a href="#">Finding Information</a>	Whole Group	Discussion	30
		<a href="#">Finding Information Reflection</a>	Independent	Application Exercise	5
	Week 2	<a href="#">Databases: Classifying Data</a>	Whole Group	Lesson	8
		<a href="#">Databases: Classifying Data</a>	Independent	Lesson	8
		<a href="#">Databases: Data Classification Journal</a>	Small Group	Application Exercise	30
Week 3		<a href="#">Databases: Using Databases to Store and Organize Data</a>	Independent	Lesson	9
		<a href="#">Spreadsheets: Parts</a>	Whole Group	Lesson	9
	Spreadsheets	<a href="#">Spreadsheets: Parts</a>	Independent	Lesson	9
		<a href="#">Spreadsheets: Navigating Cells, Rows, and Columns</a>	Whole Group	Lesson	10
		<a href="#">Spreadsheets: Navigating Cells, Rows, and Columns</a>	Independent	Lesson	10
<a href="#">Family Spreadsheet</a>		Whole Group	Application Exercise	30	
Week 4		<a href="#">Family Spreadsheet (Continued)</a>	Independent	Application Exercise	
	<a href="#">Spreadsheets: Cell Formatting</a>	Whole Group	Lesson	12	
	<a href="#">Spreadsheets: Cell Formatting</a>	Independent	Lesson	12	

*Tips & Suggestions - Have students practice creating spreadsheets and databases by entering data based on content being studied in core curriculum classes, physical education class or other to show how the data is represented. Remember to add student created items to their portfolios.*

Digital Literacy Concept	Month 8	Curriculum Title	Implementation Model	Type	Time (in minutes)
Spreadsheets	Week 1	<a href="#">Spreadsheets: Columns and Rows</a>	Whole Group	Lesson	10
		<a href="#">Spreadsheets: Columns and Rows</a>	Independent	Lesson	10
		<a href="#">Class Pets Spreadsheet</a>	Guided Practice	Application Exercise	35
Online Safety	Week 2	<a href="#">Class Pets Spreadsheet (Presentations)</a>	Whole Group		
	Week 3	<a href="#">Acts of Kindness</a>	Guided Practice	Application Exercise	60
	Week 4	<a href="#">Online Safety: Cyberbullying</a>	Independent	Lesson	15
		<a href="#">Netiquette and Cyber Bullying (Review)</a>	Whole Group	Discussion	30

*Tips & Suggestions - Remind students that spreadsheets are a good way to keep track of information over time. Continue to use your 'tech buddies' to assist with students who have less than 90% mastery on any lesson.*

Digital Literacy Concept	Month 9	Curriculum Title	Implementation Model	Type	Time (in minutes)
Online Safety	Week 1	<a href="#">Safe Site Strategies (Review)</a>	Whole Group	Discussion	30
	Week 2	<a href="#">Open Communication (Review)</a>	Whole Group	Discussion	30
	Week 3	<a href="#">Summer Online Safety Poster</a>	Small Group	Application Exercise	45
		<a href="#">Summer Online Safety Poster (Presentations)</a>	Whole Group	Application Exercise	
	Week 4	<a href="#">Technology Showcase (Optional)</a>	Whole Group		

*Tips & Suggestions - Online safety is important to revisit at the end of the year to remind students that they need to be smart when online whether at home or at school. Provide parents with resources to help them keep their students safe online. See the Parent Online Safety Guide linked below. Provide students and parents with ideas for continuing to practice their digital literacy skills during the summer.*

[Parent Online Safety Guide](#)