

Quinton Township School District
Technology
Grade First
Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Unit 1 - Literature	Pacing:	8 weeks
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Unit Summary: Literature Response

Objectives:

- Students will be able to listen and discuss various stories.
- Students will be able to discuss and identify main characters and plots.
- Students will be able to identify book type.

Essential Question: How do readers talk about and respond to books in a variety of ways?

Common Core State Standards/Learning Targets:

- 1.L.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- 1.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- 1.RF.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RI.1 - Ask and answer questions about key details in a text.
- 1.RI.2 - Identify the main topic and retell key details of a text.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Oral and written communication, public speaking and presenting, listening

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Reader Response	Week 1 - Pre-assessment, SmartBoard activity, read short book, model reader response.	Week 1 - Pre-assessment activity (Identify main character, plot and book type), Fiction read aloud, SmartBoard, Smart Notebook	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Reader Response	Week 2 - SmartBoard activity, read short book, model reader response.	Week 2 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 3 - Reader Response	Week 3 - SmartBoard activity, read short book, reader response.	Week 3 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 4 - Reader Response	Week 4 - SmartBoard activity, read short book, reader response activity.	Week 4 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 5 - Reader Response	Week 5 - SmartBoard activity, read short book, reader response activity.	Week 5 - Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 6 - Reader Response	Week 6 - SmartBoard activity, read short book, reader response activity.	Week 6 - Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 7 - Reader Response	Week 7 - Post-Assessment	Week 7 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 8 - Reader Response	Week 8 - Wrap up	Week 8 - Nonfiction read aloud	

Formative Assessment Plan		Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric		Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying Nonfiction/Fiction books and parts of a book Pre-assessment activity/Post-assessment activity

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

<ul style="list-style-type: none"> • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback 	<ul style="list-style-type: none"> • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>and utilize teachable moments.</p> <ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			
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Quinton Township School District
Technology
Grade First

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Unit 2 - Introduction to Computers	Pacing:	10 weeks
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Unit Summary: Basic Computer Skills and Functions

Objectives:

- Students will be able to identify basic features of a computer.
- Students will be able to discuss basic features of a computer.
- Students will be able to identify computer lab rules.
- Students will be able to identify proper care of computer equipment.
- Students will be able to identify and use input devices such as disk drive, mouse, keyboard & CD drive.
- Students will be able to identify and use output devices such as monitor and printer.

Essential Questions:

- Why is it important to follow the rules in the computer lab?
- How do we behave in the computer lab?
- Why do we use computers?
- What is correct computer terminology?
- How do you properly operate a computer?
- How do you correctly use a mouse?
- How do you open and close programs to do activities on computers?

Common Core State Standards/Learning Targets:

- 8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

- 8.1.2.A.2 - Create a document using a word processing application.
- 8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.5 - Enter information into a spreadsheet and sort the information.
- 8.1.2.D.1 - Develop an understanding of ownership of print and nonprint information.
- 8.2.2.A.1 - Define products produced as a result of technology or of nature.
- 8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.
- 8.2.2.B.1 - Identify how technology impacts or improves life.
- 8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.
- 8.2.2.E.5 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Oral and written communication, public speaking and presenting, listening

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduction to Computers.	Week 1 - Review rules and expectations for using the computer lab. Introduce 1-2 words for the computer lab alphabet. (Continue to introduce 1-2 new words per week.) Pre-test	Week 1 - SmartBoard, Smart Notebook, Posters with computer lab rules. Pre-test (Computer Parts and Functions)	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Internet Safety; Introduction to Computers.	Week 2 - Review and discuss Internet Safety, class discussion. (Continue to	Week 2 - SmartBoard activity (such as abcy.com, The Cyber Five)	

Week 3 - Computer Awareness	introduce 1-2 new words/wk.) Week 3 - Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions. (Continue to introduce 1-2 new words/wk.)	Week 3 - Click and Drag activity, (such as www.abcya.com or www.ixl.com)	
Week 4 - Computer Awareness	Week 4 - Mouse Operations, practice manipulating mouse. Single click to select, Double click to open a program. (Continue to introduce 1-2 new words/wk.)	Week 4 - Click and Drag activity, (such as www.abcya.com or www.ixl.com)	
Week 5 - Mac Basic Operations	Week 5 - Mac Operations, Open/Close a window, Minimize and Maximize a window. (Continue to introduce 1-2 new words/wk.)	Week 5 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)	
Week 6 - Mac Basic Operations	Week 6 - Mac Operations, Open/Close a window, Minimize and Maximize a window. (Continue to introduce 1-2 new words/wk.)	Week 6 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)	
Week 7 - Online Usage	Week 7 - Introduce proper care of computer lab equipment. (Continue to introduce 1-2 new words/wk.)	Week 7 - Model proper care of computer lab equipment and discuss	

Week 8 - Computer Usage	Week 8 - Mouse Operations, practice manipulating mouse. Single click to select, Double click to open a program. (Continue to introduce 1-2 new words/wk.)	Week 8 - Click and Drag activity, (such as www.abcyza.com or www.ixl.com)	
Week 9 - Keyboard Usage	Week 9 - Keyboard Basics, Layout of keyboard. (Continue to introduce 1-2 new words/wk.)	Week 9 - laminated, color-coded keyboards for student's to review.	
Week 10 - Computer Usage	Week 10 - Review SmartBoard activity on computer parts. Computer parts and functions. Post-Test	Week 10 - Post-Test (Computer Parts and Functions)	

Formative Assessment Plan		Summative Assessment Plan	
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric		Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying computer parts and their function. Pre-assessment activity/Post-assessment activity	

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>instructional practices.</p> <ul style="list-style-type: none">● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
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Quinton Township School District
Technology
Grade First

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Unit 3 - Online Usage	Pacing:	8 weeks
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Unit Summary: Basic Computer Skills and Functions

Objectives:

- Students will be able to use the internet to use a specific site.
- Students will be able to post a simple blog to the internet.

Essential Questions:

- What is the correct computer terminology?
- How do you properly operate a computer?
- How do we use a computer to go online?
- Why do we use computers to gather information online?

Common Core State Standards/Learning Targets:

- 8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.
- 8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.
- 8.2.2.D.4 - Identify the resources needed to create technological products or systems.
- 8.2.2.E.5 - Use appropriate terms in conversation (e.g., vocabulary words: input, output, operating system, debug, algorithm).

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Oral and written communication, public speaking and presenting, listening

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Students to using the Internet	Week 1 - Review rules and expectations for using the computer lab. Pre-test. Review vocabulary words (input, output, operating system, debug, and algorithm)	Week 1 - Pre-test, vocabulary words, SmartBoard	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Input & Output	Week 2 - Reinforce Input and Output devices.	Week 2 - Vocabulary words, SmartBoard, Input/Output devices game (such as abcya.com)	
Week 3 - Input & Output	Week 3 - Reinforce Input and Output devices.	Week 3 - Vocabulary words, SmartBoard, Input/Output devices game (such as abcya.com)	
Week 4 - Operating System	Week 4 - Reinforce operating system.	Week 4 - Vocabulary words, SmartBoard, Operating System activity.	
Week 5 - Operating System	Week 5 - Reinforce operating system.	Week 5 - Vocabulary words, SmartBoard, Operating System activity.	

Week 6 - Debug and Algorithm	Week 6 - Reinforce debug and algorithm.	Week 6 - Vocabulary words, SmartBoard, debug activity, algorithm activity (such as <u>Tinker.com</u>)	
Week 7 - Debug and Algorithm	Week 7 - Reinforce debug and algorithm.	Week 7 - Vocabulary words, SmartBoard, debug activity, algorithm activity (such as <u>Tinker.com</u>)	
Week 8 - Review and Post-test	Week 8 - Post-test	Week 8 - Vocabulary words, SmartBoard, Post-test.	

Formative Assessment Plan		Summative Assessment Plan	
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric		Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying vocabulary terms and concepts Pre-assessment activity/Post-assessment activity	

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study

<ul style="list-style-type: none"> plan Utilize effective amount of wait time Hold high expectations Communicate directions clearly and concisely and repeat, reword, modify as necessary. Utilize open-ended questioning techniques Utilize scaffolding to support instruction. Chunk tasks into smaller components Provide step by step instructions Model and use visuals as often as possible Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. Create rubrics/allow students to assist with task, so that all are aware of expectations. Create modified assessments. Allow students to utilize online books, when 	<ul style="list-style-type: none"> Hold high expectations Provide English/Spanish Dictionary for use Place with Spanish speaking teacher/paraprofessional as available Learn/Utilize/Display some words in the students' native language Invite student to after school tutoring sessions Basic Skills Instruction Utilize formative assessments to drive instruction Translate printed communications for parents in native language Hold conferences with translator present Utilize additional NJDOE resources/recommendations Review Special Education listing for additional recommendations Establish a consistent and daily routine 	<ul style="list-style-type: none"> intervention resources Provide after school tutoring services Basic Skills Instruction Hold high expectations Utilize Go Math! RTI strategies Fountas and Pinnell Phonics Hold parent conferences fall and spring Make modifications to instructional plans based on I and RS Plan. Develop a record system to encourage good behavior and completion of work. Establish a consistent and daily routine. 	<ul style="list-style-type: none"> of major ideas and problems through Compacting. Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. Encourage exposure to, selection and use of appropriate and specialized resources. Promote self-initiated and self-directed learning and growth. Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>available, to listen to oral recorded reading.</p> <ul style="list-style-type: none"> • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Quinton Township School District
Technology
Grade First

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 4 - Keyboarding	Pacing:	8 weeks
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Unit Summary: Basic Computer Skills and Functions

Objectives:

- Students will be able to demonstrate proper finger positioning for keyboarding.
- Students will be able to locate specific keys on the keyboard.
- Students will be able to use a paint program to draw a picture and write a sentence.

Essential Questions:

- What are the proper keys to type a sentence? Why is this important?
- What is correct computer terminology?
- How do you properly operate a computer?
- How do you correctly use a mouse?
- How do you open and close programs to do activities on computers?

Common Core State Standards/Learning Targets:

- 8.1.2.A.1 -Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 -Create a document using a word processing application.
- 8.1.2.A.4 -Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.5 -Enter information into a spreadsheet and sort the information.
- 8.1.2.B.1 -Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Oral and written communication, public speaking and presenting, listening

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Keyboard layout	Week 1 - Keyboard layout, similarities and differences to other devices we see or use.	Week 1 - Laminated Keyboards, blank keyboard sheets (to color in), Keyboard activity (such as <u>Keyboard for Kids</u> by F. Ragonese)	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Home Row	Week 2 - Home Row Keys	Week 2 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as <u>Home Row</u> by Barb Borden)	
Week 3 - Home Row	Week 3 - Home Row Keys	Week 3 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as <u>Home Row</u> by Barb Borden)	
Week 4 - Special Keys	Week 4 - Special Keys (shift, space bar, enter/return, delete, backspace, tab, caps lock)	Week 4 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (Such as <u>Keyboard Kid</u> by Kindernotes)	
Week 5 - Special Keys	Week 5 - Special Keys (shift, space bar, enter/return, delete, backspace, tab, caps lock)	Week 5 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (Such as <u>How to Capitalize</u> by Barb Borden)	

Week 6 - Numbers on the Keyboard	Week 6 - Number Keys	Week 6 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as <u>Keyboard Challenge</u> on ABCya.com)	
Week 7 - Numbers on the Keyboard	Week 7 - Number Keys	Week 7 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as <u>Keyboarding</u> on ABCya.com)	
Week 8 - Whole Keyboard Layout	Week 8 - Home Row, Special Keys, and Number Keys	Week 8 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song, reinforce with activities and songs from previous lessons.	

Formative Assessment Plan		Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric		Final Assessment/Benchmark/Project: Assessment on Keyboard- Identifying layout of keyboard Pre-assessment activity/Post-assessment activity

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"> ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 			
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