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

Unit Title: Unit 1 - Literature Pacing:	Marking Period:	
Un	1	
Unit 1 - Literature Pacing:	Unit Title:	
Pacing:	Unit 1 - Literature	
	Pacing:	

## 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.
- using frequently occurring conjunctions to signal simple relationships (e.g., because). 1.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including
- 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> <li>SmartBoard Applications</li> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> </ul>
Week 2 - Reader Response	Week 2 - SmartBoard activity, read short book, model reader response.	Week 2 - Fiction read aloud, SmartBoard, Smart Notebook	<ul> <li>Microsoft Applications</li> <li>KidPix or similar drawing/creativity</li> <li>program</li> </ul>
Week 3 - Reader Response	Week 3 - SmartBoard activity, read short book, reader response.	Week 3 - Fiction read aloud, SmartBoard, Smart Notebook	Web Resources
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	9
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 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
• RTI	• RTI	RTI Tiered Interventions	Organize the curriculum to
<ul> <li>Modify and accommodate as</li> </ul>	<ul> <li>Speech/Language Therapy</li> </ul>	following RTI framework	include more elaborate,
listed in student's IEP or 504	Rosetta Stone	Support instruction with RTI	complex, and in-depth study
plan	<ul> <li>Hold high expectations</li> </ul>	intervention resources	of major ideas and problems
<ul> <li>Utilize effective amount of</li> </ul>	<ul> <li>Provide English/Spanish</li> </ul>	Provide after school tutoring	through Compacting.
wait time	Dictionary for use	services	<ul> <li>Allow for the development</li> </ul>
<ul> <li>Hold high expectations</li> </ul>	<ul> <li>Place with Spanish speaking</li> </ul>	Basic Skills Instruction	and application of productive
Communicate directions	teacher/paraprofessional as	<ul> <li>Hold high expectations</li> </ul>	thinking skills to enable
clearly and concisely and	available	Utilize Go Math! RTI	students to re-conceptualize
repeat, reword, modify as	<ul> <li>Learn/Utilize/Display some</li> </ul>	strategies	existing knowledge and/or
necessary.	words in the students' native	<ul> <li>Fountas and Pinnell Phonics</li> </ul>	generate new knowledge.
Utilize open-ended	language	<ul> <li>Hold parent conferences fall</li> </ul>	<ul> <li>Enable students to explore</li> </ul>
questioning techniques	<ul> <li>Invite student to after school</li> </ul>	and spring	continually changing
Utilize scaffolding to support	tutoring sessions	<ul> <li>Make modifications to</li> </ul>	knowledge and information
instruction.	<ul> <li>Basic Skills Instruction</li> </ul>	instructional plans based on I	and develop the attitude that
Chunk tasks into smaller	<ul> <li>Utilize formative assessments</li> </ul>	and RS Plan.	knowledge is worth pursuing
components	to drive instruction	<ul> <li>Develop a record system to</li> </ul>	in an open world.

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.	<ul> <li>Provide step by step instructions</li> <li>Model and use visuals as often as possible</li> <li>Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>Create rubrics/allow students to assist with task, so that all are aware of a processions.</li> </ul>
	<ul> <li>Translate printed communications for parents in native language</li> <li>Hold conferences with translator present</li> <li>Utilize additional NJDOE resources/recommendations</li> <li>Review Special Education listing for additional recommendations</li> <li>Establish a consistent and daily routine</li> </ul>
	encourage good behavior and completion of work.  • Establish a consistent and daily routine.
	<ul> <li>Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>Promote self-initiated and self-directed learning and growth.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

daily routine.	<ul> <li>Establish a consistent and</li> </ul>	refocusing as necessary.	<ul> <li>Provide breaks to allow for</li> </ul>	deemed necessary.	<ul> <li>Utilize auditory reminders as</li> </ul>	necessary.	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels.	or slightly above students'	<ul> <li>Provide reading material at</li> </ul>	<ul> <li>Introduce/review study skills</li> </ul>	<ul> <li>Utilize graphic organizers</li> </ul>	moments.	and utilize teachable
	sistent and	ecessary.	to allow for	ary.	reminders as		tives as		e students'	material at	v study skills	rganizers		lable

### Quinton Township School District <u>Technology</u> Grade <u>First</u>

### Pacing Chart/Curriculum MAP

	Marking Period:
	2
	Unit Title:
Com	Unit 2 - Inti
puters	troduction to
puters	oduction to Pacing:

# 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 a 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
- 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.
- algorithm). 8.2.2.E.5 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and

# 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

Week 2 - Internet Safety; Week Introduction to Computers. Internet discuss	computers.  computers.  computers.  words  alphab  introdu	troduction to	Overview of Activities Teach
Week.) Fre-lest  Week 2 - Review and discuss  Internet Safety, class discussion. (Continue to	words for the computer lab alphabet. (Continue to introduce 1-2 new words per	Week 1 - Review rules and	Teacher's Guide/ Resources
Week 2 - SmartBoard activity (such as abcya.com, The Cyber Five)	Notebook, Posters with computer lab rules.  Pre-test (Computer Parts and Functions)	Week 1 - SmartBoard, Smart	Core Instructional Materials
drawing/creativity program  Web Resources	<ul> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> <li>Microsoft Applications</li> <li>KidPix or similar</li> </ul>	SmartBoard Applications	Technology Infusion

Week 3 - Computer Awareness	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	Week 3 - Click and Drag activity, (such as <a href="https://www.abcya.com">www.abcya.com</a> or <a href="https://www.ixl.com">www.ixl.com</a> )	
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 <a href="https://www.abcya.com">www.abcya.com</a> or <a href="https://www.ixl.com">www.ixl.com</a> )	
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 10 - Computer Usage	Week 9 - Keyboard Usage		Week 8 - Computer Usage
computer parts. Computer parts and functions.  Post-Test	new words/wk.)  Week 10 - Review  Smart Roard activity on	Week 9 - Keyboard Basics, Layout of keyboard. (Continue to introduce 1-2	practice manipulating mouse. Single click to select, Double click to open a program. (Continue to introduce 1-2 new words/wk.)	Week 8 - Mouse Operations,
and runctions)	Week 10 - Post-Test (Computer Parts	Week 9 - laminated, color-coded keyboards for student's to review.	(such as <u>www.abcya.com</u> or <u>www.ixl.com</u> )	Week 8 - Click and Drag activity,
	2			

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
	• RTI	RTI Tiered Interventions	Organize the curriculum to
<ul> <li>Modify and accommodate as listed in student's IEP or 504</li> </ul>	<ul><li>Speech/Language Therapy</li><li>Rosetta Stone</li></ul>	<ul> <li>Support instruction with RTI</li> </ul>	include more elaborate, complex, and in-depth study
plan	<ul> <li>Hold high expectations</li> </ul>		of major ideas and problems
<ul> <li>Utilize effective amount of wait</li> </ul>	<ul> <li>Provide English/Spanish</li> </ul>	<ul> <li>Provide after school tutoring</li> </ul>	through Compacting.
time	Dictionary for use	services	<ul> <li>Allow for the development</li> </ul>
<ul> <li>Hold high expectations</li> </ul>	<ul> <li>Place with Spanish speaking</li> </ul>	Basic Skills Instruction	and application of productive
Communicate directions	teacher/paraprofessional as	<ul> <li>Hold high expectations</li> </ul>	thinking skills to enable
clearly and concisely and	available	Utilize Go Math! RTI	students to re-conceptualize
necessary	• Learn/Utilize/Display some	strategies	existing knowledge and/or
<ul> <li>Utilize open-ended questioning</li> </ul>	language	Hold parent conferences fall	Enable students to explore
techniques	<ul> <li>Invite student to after school</li> </ul>	and spring	continually changing
<ul> <li>Utilize scaffolding to support</li> </ul>	tutoring sessions	Make modifications to	knowledge and information
	Basic Skills Instruction	instructional plans based on	and develop the attitude that
components	assessments to drive	Davidon a respect overton to	in a case worth pursuing
Provide step by step	instruction	encourage good behavior	Encourage exposure to
instructions	Translate printed	and completion of work.	selection and use of
<ul> <li>Model and use visuals as often</li> </ul>	communications for parents	<ul> <li>Establish a consistent and</li> </ul>	appropriate and specialized
as possible	in native language	daily routine.	resources.
<ul> <li>Utilize extended time and/or</li> </ul>	<ul> <li>Hold conferences with</li> </ul>		Promote self-initiated and
reduce amount of items given			self-directed learning and
tests	Positive additional NJDOE		growth.
<ul> <li>Teach Tiers 1,2, and 3 words to</li> </ul>	Review Special Education		of self-understanding of
assist students' understanding	listing for additional		one's relationships with
of instructional texts.	recommendations		people, societal institutions,
<ul> <li>Utilize a variety of formative</li> </ul>	<ul> <li>Establish a consistent and</li> </ul>		nature and culture.
assessments to drive next	daily routine		Continue to offer Accelerated
point of			Mathematics 7 (7th grade)
Instruction/differentiated			and Algebra 1 (8th grade).

refocusing as necessary. ● Establish a consistent and	Provide breaks to allow for	inders as	Utilize manipulatives as     necessary	reading levels.	slightly above students'	Provide reading material at or	ents.	Provide meaningful feedback	tive technology as	Allow for copies of notes to be	within SIS.	Ollaboration as necessary.     Utilize homework recorder	(strategically selected) and	Allow for group work	Provide individualized     assistance as necessary.	to oral recorded reading.	books, when available, to listen	Allow students to utilize online	Create modified assessments.	are aware of expectations.	to assist with task, so that all	Create rubrics/allow students

### Quinton Township School District <u>Technology</u> Grade <u>First</u>

### Pacing Chart/Curriculum MAP

	Marking Period:
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(1) 10 10 10 10 10 10 10 10 10 10 10 10 10	Unit Title:
	Unit 3 - Online Usage
行行ないのである。 は他のでは、 では、 では、 では、 では、 では、 では、 では、	Pacing:
	8 weeks

# 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
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
Week 2 - Input & Output	Week 2 - Reinforce Input and Output devices.	Week 2 - Vocabulary words, SmartBoard, Input/Output devices game (such as <u>abcya.com</u> )
Week 3 - Input & Output	Week 3 - Reinforce Input and Output devices.	Week 3 - Vocabulary words, SmartBoard, Input/Output devices game (such as <u>abcya.com</u> )
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 8 - Vocabulary words, SmartBoard, Post-test.	Week 8 - Post-test	Week 8 - Review and Post-test
Week 7 - Vocabulary words, SmartBoard, debug activity, algorithm activity (such as <u>Tinker.com</u> )	Week 7 - Reinforce debug and algorithm.	Week 7 - Debug and Algorithm
Week 6 - Vocabulary words, SmartBoard, debug activity, algorithm activity (such as <u>Tinker.com</u> )	Week 6 - Reinforce debug and algorithm.	Week 6 - Debug and Algorithm

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

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<ul> <li>RTI</li> <li>Modify and accommodate as listed in student's IEP or 504</li> <li>RTI</li> <li>RTI</li> <li>RTI</li> <li>Rosetta Stone</li> </ul>	Special Education
<ul><li>RTI</li><li>Speech/Language Therapy</li><li>Rosetta Stone</li></ul>	ELL
<ul> <li>RTI Tiered Interventions following RTI framework</li> <li>Support instruction with RTI</li> </ul>	At Risk
<ul> <li>Organize the curriculum to include more elaborate, complex, and in-depth study</li> </ul>	Gifted and Talented

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
- Chunk tasks into smaller

Utilize scaffolding to support

- componentsProvide step by step instructions
- Model and use visuals as often as possible
   Itilize extended time and/or
- 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

- 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
- Review Special Education listing for additional recommendations
- Establish a consistent and daily routine

- intervention resourcesProvide after school tutoring services
- Basic Skills Instruction
- Hold high expectations
- Utilize Go Math! RTI strategies
- Fountas and Pinnell Phonics
   Hold parent conferences fall
- Hold parent conferences fall and spring
  Make modifications to
- instructional plans based on and RS Plan.

   Develop a record system to encourage good behavior
- Develop a record system to encourage good behavior and completion of work.
- daily routine.

- 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
- 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).

daily routine.	<ul> <li>Establish a consistent and</li> </ul>	refocusing as necessary.	<ul> <li>Provide breaks to allow for</li> </ul>	deemed necessary.	<ul> <li>Utilize auditory reminders as</li> </ul>	necessary.	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels.	or slightly above students'	<ul> <li>Provide reading material at</li> </ul>	<ul> <li>Introduce/review study skills</li> </ul>	<ul> <li>Utilize graphic organizers</li> </ul>	moments.	and utilize teachable	<ul> <li>Provide meaningful feedback</li> </ul>	as appropriate.	<ul> <li>Utilize assistive technology</li> </ul>	be shared out.	<ul> <li>Allow for copies of notes to</li> </ul>	within SIS.	<ul> <li>Utilize homework recorder</li> </ul>	collaboration as necessary.	(strategically selected) and	<ul> <li>Allow for group work</li> </ul>	assistance as necessary.	<ul> <li>Provide individualized</li> </ul>	recorded reading.	available, to listen to oral
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																												No.

### Quinton Township School District <u>Technology</u> Grade <u>First</u>

### Pacing Chart/Curriculum MAP

4 Unit Title: Unit 4 - Keyboarding Pacing: 8 weeks	Marking Period:
	4
Unit 4 - Keyboarding Pacing: 8 weeks	Unit Title:
Pacing: 8 weeks	Unit 4 - Keyboarding
8 weeks	Pacing:
	8 weeks

# 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

Week 5 - Special Keys	Week 4 - Special Keys	Week 3 - Home Row	Week 2 - Home Row	Week 1 - Introduce Keyboard layout	Overview of Activities
Week 5 - Special Keys (shift, space bar, enter/return, delete, backspace, tab, caps lock)	Week 4 - Special Keys (shift, space bar, enter/return, delete, backspace, tab, caps lock)	Week 3 - Home Row Keys	Week 2 - Home Row Keys	Week 1 - Keyboard layout, similarities and differences to other devices we see or use.	Teacher's Guide/ Resources
Week 5 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (Such as How to Capitalize by Barb Borden)	Week 4 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (Such as Keyboard Kid by Kindernotes)	Week 3 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as Home Row by Barb Borden)	Week 2 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as Home Row by Bard Borden)	Week 1 - Laminated Keyboards, blank keyboard sheets (to color in), Keyboard activity (such as Keyboard for Kids by F. Ragonese)	Core Instructional Materials
			<ul> <li>Microsoft Applications</li> <li>KidPix or similar</li> <li>drawing/creativity</li> <li>program</li> <li>Web Resources</li> </ul>	<ul> <li>SmartBoard Applications</li> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> </ul>	Technology Infusion

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

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
● RTI	• RTI	RTI Tiered Interventions	Organize the curriculum to
<ul> <li>Modify and accommodate as</li> </ul>	<ul> <li>Speech/Language Therapy</li> </ul>	following RTI framework	include more elaborate,
listed in student's IEP or 504	Rosetta Stone	Support instruction with RTI	complex, and in-depth study
plan	<ul> <li>Hold high expectations</li> </ul>	intervention resources	of major ideas and problems
<ul> <li>Utilize effective amount of</li> </ul>	Provide English/Spanish	Provide after school tutoring	through Compacting.
wait time	Dictionary for use	services	Allow for the development
<ul> <li>Hold high expectations</li> </ul>	<ul> <li>Place with Spanish speaking</li> </ul>	Basic Skills Instruction	and application of productive
<ul> <li>Communicate directions</li> </ul>	teacher/paraprofessional as	Hold high expectations	thinking skills to enable
clearly and concisely and	available	Utilize Go Math! RTI	students to re-conceptualize
repeat, reword, modify as	<ul> <li>Learn/Utilize/Display some</li> </ul>	strategies	existing knowledge and/or
necessary.	words in the students' native	Fountas and Pinnell Phonics	generate new knowledge.
<ul> <li>Utilize open-ended</li> </ul>	language	<ul> <li>Hold parent conferences fall</li> </ul>	Enable students to explore
questioning techniques	<ul> <li>Invite student to after school</li> </ul>	and spring	continually changing
<ul> <li>Utilize scaffolding to support</li> </ul>	tutoring sessions	<ul> <li>Make modifications to</li> </ul>	knowledge and information
instruction.	Basic Skills Instruction	instructional plans based on I	and develop the attitude that
<ul> <li>Chunk tasks into smaller</li> </ul>	Utilize formative	and RS Plan.	knowledge is worth pursuing
components	assessments to drive	<ul> <li>Develop a record system to</li> </ul>	in an open world.
<ul> <li>Provide step by step</li> </ul>	instruction	encourage good behavior	Encourage exposure to.
instructions	Translate printed	and completion of work.	selection and use of
<ul> <li>Model and use visuals as</li> </ul>	communications for parents	<ul> <li>Establish a consistent and</li> </ul>	appropriate and specialized
often as possible	in native language	daily routine.	resources.
<ul> <li>Utilize extended time and/or</li> </ul>	<ul> <li>Hold conferences with</li> </ul>		<ul> <li>Promote self-initiated and</li> </ul>
reduce amount of items given	translator present		self-directed learning and
for homework, quizzes, and	<ul> <li>Utilize additional NJDOE</li> </ul>		growth.
tests.	resources/recommendations		<ul> <li>Provide for the development</li> </ul>
<ul> <li>Teach Tiers 1,2, and 3 words</li> </ul>	<ul> <li>Review Special Education</li> </ul>		of self-understanding of
to assist students'	listing for additional		one's relationships with
understanding of instructional	recommendations		people, societal institutions
texts.	<ul> <li>Establish a consistent and</li> </ul>		nature and culture.
<ul> <li>Utilize a variety of formative</li> </ul>	daily routine		Continue to offer Accelerated
assessments to drive next			Mathematics 7 (7th grade)
point of			and Algebra 1 (8th grade).

<ul> <li>Establish a consistent and daily routine.</li> </ul>	<ul> <li>Provide breaks to allow for</li> </ul>	<ul><li>Utilize auditory reminders as</li></ul>	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels.	Provide reading material at or slightly above students?	Introduce/review study skills	Utilize graphic organizers	and utilize teachable	Provide meaningful feedback	appropriate.	<ul> <li>Utilize assistive technology as</li> </ul>	shared out.	Allow for copies of notes to be	within SIS.	Utilize homework recorder	collaboration as necessary.	(strategically selected) and	Allow for group work	assistance as necessary	Provide individualized	to listen to oral recorded	online books, when available,	Allow students to utilize	Create modified assessments.	are aware of expectations.	to assist with task, so that all	<ul> <li>Create rubrics/allow students</li> </ul>	instruction/differentiated instructional practices.