

Quinton Township School District
Technology
Grade Fifth

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Unit 1 - Acceptable Use Policy	Pacing:	3 weeks
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Unit Summary: Understanding the Acceptable Use Policy (AUP).

Objectives:

- Students will be able to read and understand the Acceptable Use Policy (AUP).
- Students will be able to describe the AUP.

Essential Questions:

- What is an AUP? Why do we need an AUP?
- How do we use computers appropriately in the school environment?
- What are the consequences of misusing the school computer/network?

Common Core Standards/Learning Targets:

- 8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

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 - Acceptable Use Policy	Week 1 - Pre-test (AUP)	Week 1 - Pre-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's consequences?	<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 - Acceptable Use Policy	Week 2 - Discuss the school's AUP, students sign and take home for parents to sign	Week 2 - AUP	
Week 3 - Acceptable Use Policy	Week 3 - Post-assessment (AUP)	Week 3 - Post-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's consequences?	

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

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 instructional practices. • Create rubrics/allow students to 	<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 NUDOE 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>assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none"> ● 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 Fourth

Pacing Chart/Curriculum MAP

Marking Period:	Year long	Unit Title:	Unit 2 - Technology Review	Pacing:	Year Long
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Unit Summary: Daily demonstration of computer functions and technology terminology.

Objectives:

- Students will be able to sit properly at computer stations.
- Students will be able to use the mouse correctly.
- Students will be able to use multiple software programs.
- Students will be able to use basic skills of file management when saving and searching for documents.
- Students will be able to select appropriate print options when printing a document.
- Students will be able to turn on and properly shut down the various components of a computer system.
- Students will be able to use two hands to enter text.
- Students will be able to locate and use the home row position, all alphabet keys and spacebar.
- Students will be able to identify the functions of the shift, spacebar, enter/return, backspace, delete and caps lock keys.
- Students will be able to identify the functions of the tab, number lock, home, end, arrow keys, page up, page down and escape.

Essential Questions:

- What skills do I need to learn to be a 21st Century Learner?
- How do I choose the right digital tools and when do I use them?
- How can I use my digital tools and skills in new situations?

Common Core State Standards/Learning Targets:

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

- 8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
- 8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
- 8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

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
Weekly - Observation of Computer Use	Weekly - Practical (Hands On) demonstration of computer functions, Teacher Observations/Anecdotal Notes	Weekly - Posters demonstrating computer lab rules, proper positioning while at computers, proper hand placement, ect.	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Typing Program
Monthly - Technology Quizzes/tests	Monthly - Review weekly and assess monthly technology terminology, basic computer functions, proper computer posture and hand placement.	Monthly - Assessment/observation sheets, laminated keyboards, Typing program	

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 technology terminology Practical (Hands On) demonstration of computer functions
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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 	<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 	<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.

<p>assessments to drive next point of 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. 	<p>language</p> <ul style="list-style-type: none"> • 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"> • 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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Quinton Township School District
Technology
Grade Fourth

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Unit 3 - Internet Safety	Pacing:	3 weeks
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Unit Summary: Internet Safety

Objectives:

- Students will be able to navigate the internet using proper netiquette.
- Students will be able to implement safety precautions to be an active and safe member of the global community.

Essential Questions:

- What is ethical online behavior?
- How can online behaviors affect my future?
- What is cyber safety and cyberbullying? How can it affect me?

Common Core State Standards/Learning Targets:

- 8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- 8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

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 Digital Citizenship	Week 1 - Pre-test, cyber safety, cyber security, cyber bullying, cyber ethics.	Week 1 - Pre-test, Posters	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Typing Program
Week 2 - Cyber Safety, Cyber Security	Week 2 - How to stay safe on the internet and protect personal information.	Week 2 - Cyber Safety activity, Cyber Security activity	
Week 3 - Cyber Bullying, Cyber Ethics	Week 3 - What is cyber bullying? How can I avoid it? What should I do if I'm part of it? What are the school's consequences?	Week 3 - Cyber Bullying activity, Cyber Ethics activity	
Week 4 - Review Digital Citizenship	Week 4 - How can I be a good Digital Citizen?	Week 4 - Digital Citizenship Review, 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:	Final Assessment/Benchmark/Project: Assessment on Cyber Safety activity

Student Conference Anecdotal Notes Self Rubric Rubric	Assessment on Cyber Security activity Assessment on Cyber Bullying activity Assessment on Cyber Ethics activity Pre-assessment activity/Post-assessment activity
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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 	<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 	<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

<p>assessments to drive next point of 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. 	<p>translator present</p> <ul style="list-style-type: none"> • Utilize additional NJDOE resources/ recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>of self-understanding of one's relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Technology
Grade Fifth

Pacing Chart/Curriculum MAP

Marking Period:	2 & 3	Unit Title:	Unit 4 - Word Processing	Pacing:	10 weeks
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Unit Summary: Create and manipulate a word processing document.

Objectives:

- Students will be able to create and manipulate a word processing document.
- Students will be able to format and edit a word processing document.

Essential Questions:

- What skills do I need to learn to be a 21st Century Learner?
- What is ethical online behavior?
- How reliable is the data available on global information systems?

Common Core State Standards/Learning Targets:

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

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 - Word Processing	Week 1 - Introduce Research Project, Review Word Processing tools and features.	Week 1 - Editing Posters, Research Posters	<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 - Brainstorming/ Planning	Week 2 - Planning Guides, Brainstorming sheets, Topic Ideas, Rubric	Week 2 - Editing Posters, Research Posters, Planning Guides, Brainstorming sheets, Topic Ideas	
Week 3 - Planning	Week 3 - Planning Guides, Brainstorming sheets, Topic Ideas, Rubric	Week 3 - Editing Posters, Research Posters, Planning Guides, Brainstorming sheets, Topic Ideas	
Week 4 - Research	Week 4 - Planning Guides, Brainstorming sheets, Topic Ideas, Rubric	Week 4 - Editing Posters, Research Posters, Planning Guides, Brainstorming sheets, Topic Ideas	
Week 5 - Research	Week 5 - Topic Ideas, Research Tips, Rubric	Week 5 - Editing Posters, Research Posters, Topic Ideas	
Week 6 - Drafting	Week 6 - Writing tips and guidelines, Rubric	Week 6 - Editing Posters, Research Posters	
Week 7 - Drafting	Week 7 - Writing tips and guidelines, Rubric	Week 7 - Editing Posters, Research Posters	
Week 8 - Editing/ Peer Editing	Week 8 - Writing tips and guidelines, Editing tips, Peer Editing tools, Rubric	Week 8 - Editing Posters, Research Posters	

Week 9 - Editing/ Peer Editing	Week 9 - Writing tips and guidelines, Editing tips, Peer Editing tools, Rubric	Week 9 - Editing Posters, Research Posters	
Week 10 - Final Revisions	Week 10 - Writing tips and guidelines, Editing tips, Peer Editing tools, Rubric	Week 10 - Editing Posters, Research Posters, Assessment Rubric	

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 creating and formatting a word document.	

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 	<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 	<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 	<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

<ul style="list-style-type: none"> 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 available, to listen to oral recorded reading. Provide individualized assistance as necessary. 	<ul style="list-style-type: none"> 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"> 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"> 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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<ul style="list-style-type: none">● 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 Fifth

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 5 - Library Resources: Encyclopedia	Pacing:	12 weeks
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Unit Summary: Library Resource: Encyclopedia

Objectives:

- Students will be able to identify the parts of an encyclopedia.
- Students will be able to locate information on a topic in an encyclopedia.
- Students will be able to select appropriate print options when printing a document.

Essential Questions:

- What skills do I need to learn to be a 21st Century Learner?
- What is an encyclopedia? How can it help us research a topic?
- What are the different kinds of library resources? What are they used for?

Common Core State Standards/Learning Targets:

- 8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.1.5.A.5 - Create and use a database to answer basic questions.
- 8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data

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 - Online Encyclopedia	Week 1 - Pre-assessment on using an encyclopedia, Introduce Encyclopedia Britannica	Week 1 - Pre-assessment on using an encyclopedia	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Typing Program ● Encyclopedia Britannica
Week 2 - Research Assignment	Week 2 - Encyclopedia Britannica, Research handout, rubric	Week 2 - Encyclopedia Britannica tutorial, Research handout, rubric	
Week 3 - Research Assignment	Week 3 - Encyclopedia Britannica, Research handout, rubric	Week 3 - Encyclopedia Britannica tutorial, Research handout, rubric	
Week 4 - Encyclopedia Britannica assessment	Week 4 - Post-assessment	Week 4 - Post-assessment, Project rubric	

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

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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