Quinton Township School District <u>Technology</u> Grade <u>Fifth</u>

Pacing Chart/Curriculum MAP

Thit Summour: Hadoustonding the Associable Handling (ATID)	Marking Period: Unit Title: Unit 1 - Acceptable Use Policy Pacing:
	3 weeks

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 State Standards/Learning Targets:

- ethics including appropriate use of social media. 8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber
- 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.

- 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 1 - Acceptable Use Week 1 - Pre-test (AUP) Week 1 - Pre-test on AUP, identify the need for an AUP, describe the school's • Smart Board Applications Week 2 - Acceptable Use Policy Week 2 - Discuss the school's AUP, students sign and take home for parents to sign Week 2 - AUP • KidPix or similar drawing/creativity program Week 3 - Acceptable Use Policy Week 3 - Post-assessment School's AUP, What are the school's consequences? Week 3 - Post-test on AUP, identify the need for an AUP, describe the school's consequences? • Web Resources	Overview of Activities	Teacher's Guide/Resources	Core Instructional Materials	Technology Infusion
2 - Acceptable Use School's AUP, students sign and take home for parents to sign 3 - Acceptable Use (AUP) Week 3 - Post-assessment (AUP) Week 3 - Post-test on AUP, identify school's AUP, What are the school's consequences?	Week 1 - Acceptable Use Policy	Week 1 - Pre-test (AUP)	est on AUP, ide JP, describe the the school's	 SmartBoard Applications Smart Notebook Google Applications Computer Microsoft Applications
3 - Acceptable Use Week 3 - Post-assessment (AUP)	Week 2 - Acceptable Use Policy	Week 2 - Discuss the school's AUP, students sign and take home for parents to sign	Week 2 - AUP	 KidPix or similar drawing/creativity program Web Resources
	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 informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit. Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying the need for an AUP. Pre-assessment activity/Post-assessment activity		
with	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 the need for an AUP. Pre-assessment activity/Post-assessment activity

Differentiation

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

	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
	 assist with task, so that all are aware of expectations. Create modified assessments. Allow students to utilize online books when available to lictor

Quinton Township School District <u>Technology</u> Grade <u>Fourth</u>

Pacing Chart/Curriculum MAP

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).

- 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

٧	Monthly - Technology	Weekly - Observation of Computer Use	Overview of Activities
terminology, basic computer functions, proper computer posture and hand placement.	Observations/Anecdotal Notes Monthly - Review weekly and	Weekly - Practical (Hands On) demonstration of computer functions, Teacher	Teacher's Guide/ Resources
program	Monthly - Assessment/observation	Weekly - Posters demonstrating computer lab rules, proper positioning while at computers, proper hand	Core Instructional Materials
drawing/creativity program Web Resources Typing Program	 Computer Microsoft Applications KidPix or similar 	 SmartBoard Applications Smart Notebook Google Applications 	Technology Infusion

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going Summat through a unit to determine how students are progressing with mastery 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: A ssessment on technology terminology

Assessment on technology terminology Practical (Hands On) demonstration of computer functions

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
RTI Modify and accommodate as listed	● RTI ● Speech/Language	 RTI Tiered Interventions following RTI framework 	 Organize the curriculum to include more elaborate,
 in student's IEP or 504 plan Utilize effective amount of wait time 	Therapy Rosetta Stone	Support instruction with RTI intervention resources	complex, and in-depth study of
Hold high expectations		Provide after school	through Compacting.
 Communicate directions clearly 	Provide English/Spanish	tutoring services	 Allow for the development and
and concisely and repeat, reword,	Dictionary for use	 Basic Skills Instruction 	application of productive
modify as necessary.	Place with Spanish	Hold high expectations	thinking skills to enable
techniques	teacher/paranrofessional	o Cilize Go Math! Kill	students to re-conceptualize
 Utilize scaffolding to support 	as available	Fountas and Pinnell	generate new knowledge.
instruction.	 Learn/Utilize/Display 	Phonics	Enable students to explore
Chunk tasks into smaller	some words in the	 Hold parent conferences 	continually changing
components	students' native	fall and spring	knowledge and information
 Provide step by step instructions 	language	 Make modifications to 	and develop the attitude that
 Model and use visuals as often as 	 Invite student to after 	instructional plans based	knowledge is worth pursuing in
possible	school tutoring sessions	on I and RS Plan.	an open world.
Utilize extended time and/or reduce	 Basic Skills Instruction 	 Develop a record system 	 Encourage exposure to,
amount of items given for	 Utilize formative 	to encourage good	selection and use of
homework, quizzes, and tests.	assessments to drive	behavior and completion	appropriate and specialized
• leach liers 1,2, and 3 words to	instruction	of work.	resources.
assist students' understanding of	 Translate printed 	 Establish a consistent and 	 Promote self-initiated and
instructional texts.	communications for	daily routine.	self-directed learning and
Utilize a variety of formative	parents in native		growth.

udents to t all are resources/ recommendations sments. sments. eReview Special Education listing for additional recommendations assistance strategically ation as rder within res to be plogy as	assessments to drive next point of instruction/differentiated instructional practices.	 language Hold conferences with translator present 	Provide for the development of self-understanding of one's relationships with people.
assist with task, so that all are aware of expectations. Create modified assessments. Allow students to utilize online books, when a vailable, 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 auditory reminders as deemed necessary. Establish a consistent and daily routine • Review Special • Education listing for additions • Establish a consistent • and daily routine • Establish a consistent • Establish a consistent • Establish a consistent • Establish a consistent • Allow for coonsistent • Establish a consistent • Es			societal institutions, nature
aware of expectations. 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 auditory reminders as deemed necessary. Establish a consistent and daily routine. • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	assist with task, so that all are	resources/	and culture.
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 auditory reminders as deemed necessary. Utilize auditory reminders as deemed necessary. Establish a consistent and daily routine Review Special Additional recommendations • Establish a consistent and daily routine	aware of expectations.	recommendations	Continue to offer Accelerated
Allow for group work (strategically selected) and collaboration 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 auditory reminders as deemed necessary. Establish a consistent and daily routine Education listing tor additional additional introducions as necessary.			Mathematics 7 (7th grade) and
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 auditory reminders as deemed necessary. Utilize auditory as necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine.		additional	Algebra 1 (8th grade).
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 auditory reminders as deemed necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine.	oral recorded reading.	recommendations	
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 auditory reminders as deemed necessary. Utilize auditory reminders as deemed necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine.		Establish a consistent	
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 auditory reminders as deemed necessary. Utilize auditory reminders as deemed necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine.	as necessary.	and daily routine	
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	shared out.		
	 Introduce/review study skills 		
	levels.		

Quinton Township School District Technology Grade Fourth

Pacing Chart/Curriculum MAP

U _n	7
Unit Summary: Internet Safety	arking Period:
et Safety	2
	Unit Title:
	Unit 3 - Internet Safety
	Pacing:
	3 weeks

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.

- 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 4 - Digital Citizenship Review, Post-test	Week 4 - How can I be a good Digital Citizen?	Week 4 - Review Digital Citizenship
programWeb ResourcesTyping Program	Week 3 - Cyber Bullying activity, Cyber Ethics activity	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, Cyber Ethics
ComputerMicrosoft ApplicationsKidPix or similar drawing/creativity	Week 2 - Cyber Safety activity, Cyber Security activity	Week 2 - How to stay safe on the internet and protect personal information.	Week 2 - Cyber Safety, Cyber Security
SmartBoard ApplicationsSmart NotebookGoogle Applications	Week 1 - Pre-test, Posters	Week 1 - Pre-test, cyber safety, cyber security, cyber bullying, cyber ethics.	Week 1 - Introduce Digital Citizenship
Technology Infusion	Core Instructional Materials	Teacher's Guide/ Resources	Overview of Activities

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

 Utilize manipulatives as necessary. Utilize auditory reminders as deemed necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine. 	 Provide meaningful feedback and utilize teachable moments. Utilize graphic organizers Introduce/review study skills Provide reading material at or slightly above students' reading levels. 	 Allow for copies of notes to be shared out. Utilize assistive technology as appropriate. 	 Provide individualized assistance as necessary. Allow for group work (strategically selected) and collaboration as necessary. Utilize homework recorder within sis 	 aware of expectations. Create modified assessments. Allow students to utilize online books, when available, to listen to oral recorded reading. 	assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to
				 Review Special Education listing for additional recommendations Establish a consistent and daily routine 	
				• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).	of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District <u>Technology</u> Grade <u>Fifth</u>

Pacing Chart/Curriculum MAP

Marking Period:
2 & 3
Unit Title:
Unit 4 - Word Processing
Pacing:
10 weeks

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.
- pictures. 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/or
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

- 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	 SmartBoard Applications Smart Notebook Google Applications
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	ComputerMicrosoft ApplicationsKidPix or similar drawing/creativity
Week 3 - Planning	Week 3 - Planning Guides, Brainstorming sheets, Topic Ideas, Rubric	Week 3 - Editing Posters, Research Posters, Planning Guides, Brainstorming sheets, Topic Ideas	programWeb Resources
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 10 - Final Revisions	Week 9 - Editing/ Peer Editing
Week 10 - Writing tips and guidelines, Editing tips, Peer Editing tools, Rubric	Week 9 - Writing tips and guidelines, Editing tips, Peer Editing tools, Rubric
Week 10 - Editing Posters, Research Posters, Assessment Rubric	Week 9 - Editing Posters, Research Posters

	Rubric
	Self Rubric
	Anecdotal Notes
Final Assessment/Benchmark/Project: Assessment on creating and formatting a word document.	Suggested activities to assess student progress: Student Conference
Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	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 Plan	Formative Assessment Plan

Special Education	ELL	At Risk	Gifted and Talented
 RTI Modify and accommodate as listed in student's IEP or 504 plan Utilize effective amount of wait time 	 RTI Speech/Language Therapy Rosetta Stone Hold high expectations Provide English/Spanish 	 RTI Tiered Interventions following RTI framework Support instruction with RTI intervention resources Provide after school tutoring 	 Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

Differentiation

Hold high expectations

Place with Spanish speaking

Basic Skills Instruction

services

Allow for the development

and application of productive

Dictionary for use

wait time

- Communicate directions clearly and concisely and repeat, reword, modify as
- Utilize open-ended Utilize scaffolding to support questioning techniques
- Chunk tasks into smaller instruction.
- Provide step by step components instructions
- Utilize extended time and/or Model and use visuals as often as possible
- given for homework, quizzes reduce amount of items and tests.
- Teach Tiers 1,2, and 3 words instructional texts. understanding of to assist students'
- Utilize a variety of formative assessments to drive next instruction/differentiated instructional practices. point of
- Create rubrics/allow students are aware of expectations. to assist with task, so that all
- Create modified assessments.
- Allow students to utilize available, to listen to oral online books, when
- Provide individualized assistance as necessary. recorded reading.

- teacher/paraprofessional as
- Learn/Utilize/Display some language
- Invite student to after school tutoring sessions
- Utilize formative assessments to drive instruction
- communications for parents Translate printed
- Hold conferences with
- **Utilize additional NJDOE**
- **Review Special Education** listing for additional recommendations
- daily routine

- Utilize Go Math! RTI
- words in the students' native
- **Basic Skills Instruction**
- in native language
- translator present
- resources/recommendations
- Establish a consistent and

- Hold high expectations
- Fountas and Pinnell Phonics strategies
- Hold parent conferences fall and spring
- Make modifications to and RS Plan. instructional plans based on l
- Develop a record system to and completion of work. encourage good behavior
- Establish a consistent and daily routine.

- Enable students to explore generate new knowledge. existing knowledge and/or students to re-conceptualize thinking skills to enable
- Encourage exposure to, and develop the attitude that continually changing in an open world. knowledge is worth pursuing knowledge and information
- appropriate and specialized selection and use of resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development one's relationships with of self-understanding of nature and culture. people, societal institutions
- Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

daily routine.	 Establish a consistent and 	refocusing as necessary.	 Provide breaks to allow for 	deemed necessary.	 Utilize auditory reminders as 	necessary.	 Utilize manipulatives as 	reading levels.	or slightly above students'	 Provide reading material at 	 Introduce/review study skills 	 Utilize graphic organizers 	moments.	and utilize teachable	 Provide meaningful feedback 	as appropriate.	 Utilize assistive technology 	be shared out.	 Allow for copies of notes to 	within SIS.	 Utilize homework recorder 	collaboration as necessary.	(strategically selected) and	Allow for group work

Quinton Township School District <u>Technology</u> Grade <u>Fifth</u>

Pacing Chart/Curriculum MAP

Marking Period:
4
Unit Title:
Unit 5 - Library Resources: Encyclopedia
Pacing:
12 week

Objectives:

Unit Summary: Library Resource: Encyclopedia

- 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

- 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	 SmartBoard Applications Smart Notebook Google Applications Computer
Week 2 - Research Assignment	Week 2 - Encyclopedia Britannica, Research handout,	Week 2 - Encyclopedia Britannica tutorial, Research handout, rubric	Microsoft ApplicationsKidPix or similar drawing/creativity
	rubric		programWeb Resources
Week 3 - Research Assignment	Week 3 - Encyclopedia Britannica, Research handout, rubric	Week 3 - Encyclopedia Britannica tutorial, Research handout, rubric	Typing ProgramEncyclopedia Britannica
Week 4 - Encyclopedia Britannica assessment	Week 4 - Post-assessment	Week 4 - Post-assessment, Project 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 Encyclopedia Britannica project Pre-assessment activity/Post-assessment activity

Differentiation

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

as necessar	deemed necessary. Provide breaks to allow	tory remind	ipulatives as	ove students els.	ding materi	hic organiza		teachable	appropriate. Provide meaningful fee	stive techno	shared out.	onies of not	ework recor	on as neces	roup work	as necessa	al recorded lividualized	n available,	ents to utiliz	of expectation	ith task, so t	instructional practices.
ry. and	v for	ers as	S		al at or	ers			dback	ology as	50 50	ed of se	rder	sary.	2	Ş	reading.	ţ	sments.	ons.	that all	
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