Pacing Chart/Curriculum MAP

	Marking Period:
	l Unit Title:
**:	Unit 1 - Acceptable Use Policy
	To the second
	Pacing:

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 State 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.

- 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

	consequences?		
	the need for an AUP, describe the school's AUP, What are the school's	(AUP)	Policy
	Week 3 - Post-test on AUP, identify	Week 3 - Post-assessment	Week 3 - Acceptable Use
 Web Resources 		sign	
program		and take home for parents to	
drawing/creativity	-	school's AUP, students sign	Policy
 KidPix or similar 	Week 2 - AUP	Week 2 - Discuss the	Week 2 - Acceptable Use
 Microsoft Applications 			
 Computer 	consequences?		
 Google Applications 	AUP, What are the school's		
 Smart Notebook 	need for an AUP, describe the school's		Policy
 SmartBoard Applications 	Week 1 - Pre-test on AUP, identify the	Week 1 - Pre-test (AUP)	Week 1 - Acceptable Use
Technology Infusion	Core Instructional Materials	leacher'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: Student Conference Anecdotal Notes Self Rubric	Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying the need for an AUP. Pre-assessment activity/Post-assessment activity
Rubric	

Special Education	ELL	At Risk	Gifted and Talented
RTI Modify and accommodate as	RTI Speech/Language Therapy		Organize the curriculum to include more elaborate,
listed in student's IEP or 504	Rosetta Stone	Support instruction with	complex, and in-depth study
			of major ideas and problems
time	Dictionary for use	tutoring 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	generate new knowledge.
 Utilize open-ended 	language	Phonics	 Enable students to explore
questioning techniques	 Invite student to after school 	 Hold parent conferences 	continually changing
 Utilize scaffolding to support 	tutoring sessions	fall and spring	knowledge and information
instruction.	Basic Skills Instruction	Make modifications to	and develop the attitude that
 Chunk tasks into smaller 	 Utilize formative assessments 	instructional plans based	knowledge is worth pursuing
components	to drive instruction	on I and RS Plan.	in an open world.
 Provide step by step 	Translate printed	 Develop a record system to 	 Encourage exposure to,
instructions	communications for parents in	encourage good behavior	selection and use of
 Model and use visuals as 	native language	and completion of work.	appropriate and specialized
often as possible	 Hold conferences with 	 Establish a consistent and 	resources.
 Utilize extended time and/or 	translator present	daily routine.	 Promote self-initiated and
reduce amount of items given	Utilize additional NJDOE		self-directed learning and
for homework, quizzes, and	resources/recommendations		growth.
tests.	Review Special Education		 Provide for the development
 Teach Tiers 1,2, and 3 words 	listing for additional		of self-understanding of
to assist students'	recommendations		one's relationships with
understanding of instructional	Establish a consistent and		people, societal institutions,
texts.	daily routine		nature and culture.
 Utilize a variety of formative 			 Continue to offer Accelerated
assessments to drive next			Mathematics 7 (7th grade)
point of			and Algebra 1 (8th grade).

daily routine.	Provide breaks to allow for	deemed necessary.	Utilize auditory reminders as	necessary.	Utilize manipulatives as	reading levels.	slightly above students'	Provide reading material at or	Introduce/review study skills	Utilize graphic organizers	moments.	and utilize teachable	Provide meaningful feedback	Utilize assistive technology as	shared out.	Allow for copies of notes to be		l) and	assistance as necessary.	ding.	books, when available, to	Allow students to utilize online	Create modified assessments.	are aware of expectations.	to assist with task, so that all	Create rubrics/allow students	instruction/differentiated instructional practices.

Quinton Township School District Technology Grade Seventh

Pacing Chart/Curriculum MAP

Marking Period:	THE RESERVE THE PROPERTY OF THE PARTY OF THE
Year long	
Unit Title:	
Unit 2 - Career Awareness	
Pacing:	
3 weeks	

Unit Summary: Developing career readiness skills

Objectives:

- Students will be able to research careers within the 16 Career Clusters®.
- Students will be able to determine attributes of career success using the NJCAN.com website.
- Students will be able to better understand their thinking/learning styles.
- Students will be able to understand and use their strengths to work toward a goal (career choice).

Essential Questions:

- What skills do I need to become a 21st Century learner?
- What does my learning styles say about me?
- How can I use my learning styles to improve my school career?
- How can my skills and interests help me choose a career path?

- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

- 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

	THE PARTY OF THE P		
Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Study Skills	Week 1 - Study Skills and Learning Styles	 Week 1 - Study Skills presentation and activity, Learning Styles survey Smart Notebook Google Applications 	 SmartBoard Applications Smart Notebook Google Applications
Week 2 - 16 Career Clusters®	Week 2 - Career Inventory	Week 2 - 16 Career Clusters® and Career Inventory, NJCAN.com	ComputerMicrosoft Applications
Week 3 - Career	Week 3 - Skills that can be	Week 3 - 16 Career Clusters® and	KidPix or similar drawing/creativity
Exploration	developed for specific careers	Career Inventory, NJCAN.com	program
	extracurricular activities)		NJCAN.com

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:
Student Conference	Completion of Career Inventory.
Self Rubric, Rubric	Completion of Career Exploration.

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

routine.	• Esta	refo	· Prov	dee	• Utili	nec	• Utili	levels.	Siig	· Pro		Intro	• Utili	and	· Prov	app	• Utili	sha	• Allo	with	• Utili	coll	(stra	· Allo	ass	. Pro	too	boo	• Allo	• Cre	awa	assi
tine.	Establish a consistent and daily	refocusing as necessary.	Provide breaks to allow for	deemed necessary.	Utilize auditory reminders as	necessary.	Utilize manipulatives as	els.	slightly above students' reading	Provide reading material at or	Build acelieview study skills	od inco	Utilize graphic organizers	and utilize teachable moments.	Provide meaningful feedback	appropriate.	Utilize assistive technology as	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 oral recorded reading.	books, when available, to listen	Allow students to utilize online	Create modified assessments.	aware of expectations.	assist with task, so that all are
	a con	g as n	reaks	ecess	ditory	`	nipul		boves	eading	TI GALG	Povio	aphic	e teac	neanir	te.	sistive	Ħ.	copie		mewo	tion a	ally s	group	e as r	ndivid	corde	hen av	dents	odified	expec	h task
	siste	eces	to all	sary.	remi		atives		stude	g mate	M Stu	0.94	organ	hable	ngful 1		tech		s of n		rk rec	s nec	electe	work	1eces:	ualize	d reac	/ailab	to uti	d ass	tation	(, so t
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Pacing Chart/Curriculum MAP

Marking Period:	
, ,	
Unit Title:	The state of the s
Unit 3 - Formatting & Editing Documents	
Pacing:	

Unit Summary: Formatting and Editing Word Processing Documents.

Objectives:

- Students will be able to utilize formatting tools (text style and size, align and indent, text color, ect.)
- Students will be able to utilize bullets and numbering formats throughout a document.
- Students will be able to insert and format a table into a document.

Essential Questions:

- How do we create a word processing document?
- How can we organize our document?
- How can we insert a table into our word processing document?

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

- 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 Basic Formatting and Editing Tools	Week 1 - Pre-Test, Basic Formatting/Editing Tools	Week 1 - Pre-Test, Sample Document	SmartBoard ApplicationsSmart NotebookGoogle Applications
Week 2 - Formatting - Independent Practice	Week 2 - Basic Formatting Tools	Week 2 - Sample Document for Independent Practice	ComputerMicrosoft ApplicationsKidPix or similar
Week 3 - Editing - Independent Practice	Week 3 - Basic Editing Tools	Week 3 - Sample Document for Independent Practice	drawing/creativity program • Web Resources
Week 4 - Review Basic Formatting/Editing Tools	Week 4 - Basic Formatting/ Editing Tools, Peer Edits	Week 4 - Sample Document for Review and Group Practice	
Week 5 - Assessment	Week 5 - Assess Students on Formatting and Editing	Week 5 - Sample Document for Assessment	

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

Special Education	ELL	At Risk	Gifted and Talented
• RTI	• RTI	RTI Tiered Interventions	Organize the curriculum to
Modify and accommodate as	Speech/Language Therapy	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	Hold high expectations	intervention resources	of major ideas and problems
 Utilize effective amount of wait 	Provide English/Spanish	Provide after school tutoring	through Compacting.
Hold high expectations	Place with Spanish	Basic Skills Instruction	and application of productive
 Communicate directions 	speaking	 Hold high expectations 	thinking skills to enable
clearly and concisely and	teacher/paraprofessional as	Utilize Go Math! RTI	students to re-conceptualize
repeat, reword, modify as	available	strategies	existing knowledge and/or
necessary.	 Learn/Utilize/Display some 	 Fountas and Pinnell Phonics 	generate new knowledge.
 Utilize open-ended questioning 	words in the students'	 Hold parent conferences fall 	 Enable students to explore
techniques	native language	and spring	continually changing
 Utilize scaffolding to support 	 Invite student to after 	 Make modifications to 	knowledge and information
instruction.	school tutoring sessions	instructional plans based on	and develop the attitude that
 Chunk tasks into smaller 	Basic Skills Instruction	I and RS Plan.	knowledge is worth pursuing
components	Utilize formative	 Develop a record system to 	in an open world.

- Provide step by step instructions
- Model and use visuals as often as possible
- Teach Tiers 1,2, and 3 words to Utilize extended time and/or assist students' understanding for homework, quizzes, and reduce amount of items given
- Utilize a variety of formative assessments to drive next of instructional texts. point of instruction/differentiated
- Create rubrics/allow students are aware of expectations. to assist with task, so that all

instructional practices.

daily routine

- Create modified assessments.
- Allow students to utilize online to oral recorded reading. books, when available, to listen
- Provide individualized assistance as necessary.

Allow for group work

- Utilize homework recorder collaboration as necessary. (strategically selected) and
- Allow for copies of notes to be shared out. within SIS.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments
- Utilize graphic organizers Introduce/review study skills

- assessments to drive instruction
- Translate printed communications for parents in native language
- Hold conferences with translator present
- resources/recommendation **Utilize additional NJDOE**
- **Review Special Education** Establish a consistent and recommendations listing for additional

- and completion of work. encourage good behavior
- Establish a consistent and daily routine.
 - appropriate and specialized selection and use of Encourage exposure to,

resources.

- Promote self-initiated and growth. self-directed learning and
- Provide for the development one's relationships with of self-understanding of nature and culture. people, societal institutions,
- Continue to offer Accelerated and Algebra 1 (8th grade). Mathematics 7 (7th grade)

Pacing Chart/Curriculum MAP

	Marking Period:
	2
	Unit Title:
Editing Slideshows	Unit 4 - Formatting &
	Pacing:
1	

Unit Summary: Formatting and Editing Slideshow Presentations

Objectives:

- Students will be able to create and edit a new slideshow presentation.
- Students will be able to open, modify and save an existing presentation.
- Students will be able to compare the word processing editing tools to the slideshow editing tools.
- Students will be able to enhance presentations.
- Students will be able to present slideshow and print.

Essential Questions:

- How can a slideshow be used to enhance a presentation?
- How do we make our slideshow engaging and interesting?

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

- 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 - Sample Slideshow for Assessment	Week 5 - Assess Students on Formatting and Editing A	Week 5 - Assessment
drawing/creativity program Web Resources	Week 4 - Sample Slideshow for Review and Group Practice	Week 4 - Basic Formatting/ Editing Tools, Peer Edits R	Week 4 - Review Basic Formatting/Editing Tools
Microsoft Applications KidPix or similar	Week 3 - Sample Slideshow for Independent Practice	Week 3 - Basic Editing Tools In	Week 3 - Editing - Independent Practice
Smart Notebook Google Applications Computer	Week 2 - Sample Slideshow for Independent Practice	Week 2 - Basic Formatting In	Week 2 - Formatting - Independent Practice
SmartBoard Applications	Week 1 - Pre-Test, Sample Slideshow	Week 1 - Pre-Test, Basic Formatting/Editing Tools	Week 1 - Introduce Basic Formatting/Editing Tools
Technology Infusion	Core Instructional Materials Ta	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: Student Conference Anecdotal Notes	Final Assessment/Benchmark/Project: Assessment on Formatting Independent Practice Assessment on Editing Independent Practice Assessment on Peer Editing/Collaboration

Self Rubric Rubric

Pre-assessment activity/Post-assessment activity

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

	 Establish a consistent and daily routine 	nature and culture. Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
 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		
Provide reading material at or		
slightly above students' reading		
 Utilize manipulatives as 		
necessary.		
deemed necessary.		
 Provide breaks to allow for 		
 Establish a consistent and daily 		
routine.		

Quinton Township School District Technology Grade Seventh

Pacing Chart/Curriculum MAP

is lacing.	Onit 3 - Spreadsheets	Chit Litte.	3	Transfer Strong
te Doging:	Unit 5 - Spreadsheats	Unit Title:	2 & 2	Marking Period.

Unit Summary: Data Entry into Spreadsheets, Using Formulas, Creating Charts and Graphs

Objectives:

- Students will be able to create a spreadsheet.
- Students will be able to utilize multiple shortcuts within Excel.
- Students will be able to utilize multiple formula functions within Excel.
- Students will be able to manipulate a spreadsheet using advanced tools.

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 to use them?
- How can Excel be used in other subjects, workplaces and in our lives?

Common Core State Standards/Learning Targets:

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results
- 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

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 - Assessment Week 5 - Assess Students on Shortcuts, Formulas, Advanced Tools	Week 4 - Advanced tools Spreadsheet Tools (Charts, graphs, etc)	Week 3 - Formulas - Week 3 - Formulas Poster and activity	Week 2 - Shortcuts - Week 2 - Shortcuts Poster Independent Practice and activity	Week 1 - Introduce Basic Spreadsheet Data Entry Art Week 1 - Pre-Test, Basic Spreadsheet Data Entry, Pixel	
lents on Week 5 - Sample Document for Assessment	ools Week 4 - Sample Spreadsheet for Review and Group Practice	oster Week 3 - Sample Spreadsheet for Independent Practice	oster Week 2 - Sample Spreadsheet for Independent Practice	asic Week 1 - Pre-Test, Sample ry, Pixel Spreadsheet, Pixel Art Examples	Core instructional triaterials
		drawing/creativity program Web Resources	ComputerMicrosoft ApplicationsKidPix or similar	SmartBoard ApplicationsSmart NotebookGoogle Applications	recumorogy rurusion

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going Sthrough 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: Anecdotal Notes Anecdotal Notes	Final Assessment/Benchmark/Project: Assessment on Shortcuts Independent Practice Assessment on Formulas Independent Practice Assessment on Advanced Tools

Self Rubric Rubric

Assessment on Peer Editing/Collaboration Pre-assessment activity/Post-assessment activity

 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 	Special Education ELL
Speech/Language Therapy 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	
 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. 	At Risk
 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, 	Gifted and Talented

assessments to drive next point of instruction/differentiated	Establish a consistent and daily routine	nature and culture. • Continue to offer Accelerated
 instructional practices. Create rubrics/allow students to 		Mathematics 7 (7th grade)
assist with task, so that all are		
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 		
Provide meaningful feedback		
 Introduce/review study skills 		
 Provide reading material at or 		
slightly above students' reading		
necessary.		
 Utilize auditory reminders as 		
deemed necessary.		
 Provide breaks to allow for 		
Establish a consistent and daily		
routine.		

Pacing Chart/Curriculum MAP

Marking Period:
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Unit Title:
Unit 6 - Cyber Safety
Pacing:
4 weeks

Objectives:

Unit Summary: Digital Citizenship and Cyber Security

- 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 cyber bullying? How can it affect me?

Common Core State 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.

- 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
Web Resources	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
 Microsoft Applications KidPix or similar drawing/creativity program 	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 ApplicationsComputer	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 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 on Cyber Safety activity Assessment on Cyber Security activity Assessment on Cyber Bullying activity Assessment on Cyber Ethics activity Pre-assessment activity/Post-assessment activity		
	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 Cyber Safety activity Assessment on Cyber Security activity Assessment on Cyber Bullying activity Assessment on Cyber Ethics activity Pre-assessment activity/Post-assessment activity

Special Education	ELL	At Risk	Gifted and Talented
• RTI	• RTI	RTI Tiered Interventions	Organize the curriculum to
 Modify and accommodate as 	Speech/Language Therapy	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	Hold high expectations	intervention resources	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	and develop the attitude that
Chunk tasks into smaller	Othize formative	and Ro Flan.	knowleage 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 to 	 Review Special Education 		of self-understanding of
assist students' understanding	listing for additional		one's relationships with
of instructional texts.	recommendations		people, societal institutions,
 Utilize a variety of formative 	 Establish a consistent and 		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).
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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.	slightly above students'	 Provide reading material at or 	 Introduce/review study skills 	Utilize graphic organizers	and utilize teachable moments.	 Provide meaningful feedback 	appropriate.	 Utilize assistive technology as 	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	listen to oral recorded reading	books, when available, to	 Allow students to utilize online 	 Create modified assessments. 	are aware of expectations.	to assist with task, so that all	 Create rubrics/allow students 	

Pacing Chart/Curriculum MAP

Marking Period:	このは、日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
3 & 4	
Unit Title:	していることでは、大きないないのであるとなっているとうできないというできない
Unit 7 - Formatting & Editing a Newsletter	
Pacing:	行動のは、は、は、は、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、ないのでは、
5 weeks	

Unit Summary: Formatting and Editing a Newsletter

Objectives:

- Students will be able to create and edit a newsletter.
- Students will be able to open, modify and save an existing newsletter.
- Students will be able to compare the word processing editing tools and slideshow editing tools.
- Students will use formatting tools to enhance the look of their newsletter.

Essential Questions

- How can a formatting be used to enhance a newsletter?
- How do we make our newsletter engaging and interesting?

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

- 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

	Paring upo	Assess Students on Formatting and Editing	Assessment
	Week 5 - Sample Newsletters, Sample Templates, Topics to Research, Peer	Week 5 - Basic Formatting/ Editing Tools, Peer Edits	Week 5 - Write Newsletter Articles/Peer Edit
Web Resources	Week 4 - Sample Newsletters, Sample Templates, Topics to Research, Peer Editing Tips	Week 4 - Basic Formatting/ Editing Tools, Peer Edits	Week 4 - Write Newsletter Articles/Peer Edit
KidPix or similar drawing/creativity	Week 3 - Sample Newsletters, Sample Templates, Topics to Research	Week 3 - Research Resources	Week 3 - Research
 Google Applications Computer Microsoft Applications 	Week 2 - Sample Newsletters, Sample Templates, Topics to Research	Week 2 - Brainstorming, Newsletter Layout	Week 2 - Brainstorm Topics and Research
SmartBoard Applications Smart Notebook	Week 1 - Sample Newsletters, Sample Templates, Topics to Research	Week 1 - Basic Formatting/Editing Tools, How to use a Template	Week 1 - Introduce Newsletter Basics (Formatting/Editing Tools)
Technology Infusion	Core Instructional Materials	Teacher's Guide/ Resources	Overview of Activities

Formative 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. 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 on Research Skills/Use of Resources Assessment on Peer Editing/Collaboration Assessment on Final Newsletter		
	Formative Assessment Plan	Summative Assessment Plan
activities to assess student progress: nference Notes		ummative assessment is an opportunity for students to demonstrate astery of the skills taught during a particular unit.
	sted activities to assess student progress: t Conference otal Notes obric	Name of Penchmark/Project: Assessment on Research Skills/Use of Resources Assessment on Peer Editing/Collaboration Assessment on Final Newsletter

Special Education	
ELL	
At Risk	
Gifted and Talented	

Special Education	ELL	At Risk	Gifted and Talented
• RTI	● RTI	RTI Tiered Interventions	Organize the curriculum to
Modify and accommodate as listed in student's IED or 504	Speech/Language Therapy Bootto Stop	following RTI framework	include more elaborate,
nlan	Rosetta Stone	Support instruction with RTI	complex, and in-depth study
pian	 Hold high expectations 	intervention resources	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	and develop the attitude that
 Chunk tasks into smaller 	Utilize formative	I 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,

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	s as Ind/or s given s, and words to standing native next
	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
	and completion of work. ● Establish a consistent and daily routine.
	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).

 U		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.	slightly above students'
			and	ヹ	v for		ers as		S		5

Pacing Chart/Curriculum MAP

4 Unit Title: Unit 8 - Formatting & Editing Audio & Video	
Unit 8 - Formatting & Editing Audio & Video	Unit 8 - Formatting & Pacing: Editing Audio & Video
	Pacing:

Unit Summary: Formatting and Editing Audio and Video

Objectives:

- Students will be able to navigate audio/video editing software to create a short movie.
- Students will be able to capture audio recording to use in their movie.
- Students will be able to capture video recording to use in their movie.

Essential Questions:

- What skills do I need to learn to be a 21st century learner?
- How can I use my digital skills in a new situation?
- How are movies used to communicate?
- How do I make sure my movie is communicating the right message?
- Why is it important to brainstorm/create a storyboard before recording?
- How does editing affect the storyline?
- What are the steps to creating an original movie?

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school

- 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.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

- 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 multimedia project.	Week 1 - Discuss guidelines, timelines and expectations	Week 1 - Pre-Assessment, Sample projects, printed guidelines, timelines and expectations	 SmartBoard Applications Smart Notebook Goodle Applications
Week 2 - Brainstorming/ Planning	Week 2 - Students will brainstorm and plan their storyboards.	Week 2 - Planning worksheets, blank storyboards. Sample projects, printed guidelines, timelines and expectations.	 Computer Microsoft Applications KidPix or similar
Week 3 - Planning Class Time	Week 3 - Students will continue to plan and begin recording.	Week 3 - Sample projects, printed guidelines, timelines and expectations. Digital devices to record.	program • Web Resources
Week 4 - Recording Class Time	Week 4 - Students will continue recording.	Week 4 - Sample projects, printed guidelines, timelines and expectations. Digital devices to record.	
Week 5 - Editing/Peer Review	Week 5 - Discuss and model editing and peer review	Week 5 - Sample projects, printed guidelines, timelines and expectations.	

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Week 9 - Assessment activity	Week 9 - Assess Project	Week 9 - Skills Assessment Week 9 - Assess Project
Week 8 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.	Week 8 - Edit and peer review media.	Week 8 - Editing/Peer Review, Wrap up unit
Week 7 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.	Week 7 - Edit and peer review media.	Week 7 - Editing/Peer Review
Week 6 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.	Week 6 - Edit and peer review media.	Week 6 - Editing/Peer Review
Editing tips, Peer Review checklist. Copyrights, Citations, Fair Use	checklist. Discuss copyright laws and ethics.	

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

Special Education	ELL	At Risk	Gifted and Talented
 RTI Modify and accommodate as listed in student's IEP or 504 	RTISpeech/Language TherapyRosetta Stone	RTI Tiered Interventions following RTI framework Support instruction with RTI	 Organize the curriculum to include more elaborate, complex, and in-depth study
Utilize effective amount of wait	Hold high expectationsProvide English/Spanish	intervention resourcesProvide after school tutoring	of major ideas and problems 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
clearly and concisely and	teacner/paraprotessional as available	 Hold high expectations Utilize Go Math! RTI 	thinking skills to enable
repeat, reword, modify as	 Learn/Utilize/Display some 	strategies	existing knowledge and/or
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questioning techniques	Invite student to after school	and spring	continually changing
 Utilize scaffolding to support 	tutoring sessions	Make modifications to	knowledge and information
Chunk tasks into smaller	Basic Skills Instruction Itilize formative	Instructional plans based on	and develop the attitude that
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 Provide step by step 	instruction	encourage good behavior	 Encourage exposure to,
instructions	 Translate printed 	and completion of work.	selection and use of
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 Utilize extended time and/or 	Hold conferences with	anily i during:	Promote self-initiated and
reduce amount of items given	translator present		self-directed learning and
for homework, quizzes, and	 Utilize additional NJDOE 		growth.
Teach Tiers 1.2. and 3 words to	Review Special Education		Provide for the development
assist students' understanding	listing for additional		one's relationships with
of instructional texts.			people, societal institutions,
assessments to drive next	daily routine		nature and culture.
point of			
instruction/differentiated			and Algebra 1 (8th grade).

a resident to	refocusing as necessary.	Provide breaks to allow for	deemed necessary	necessary. • Utilize auditory reminders as	 Utilize manipulatives as 	reading levels.	slightly above students'	 Provide reading material at or 	 Introduce/review study skills 	 Utilize graphic organizers 	and utilize teachable moments.	 Provide meaningful feedback 	appropriate.	 Utilize assistive technology as 	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	listen to oral recorded reading.	books, when available, to	Allow students to utilize online	 Create modified assessments. 	are aware of expectations.	to assist with task, so that all	 Create rubrics/allow students 	