

Quinton Township School District
Technology
Grade Seventh

Pacing Chart/Curriculum MAP

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

Objectives:

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

Essential Questions:

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

Common Core 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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Creativity, artistry, curiosity, imagination, innovation, personal expression

- Oral and written communication, public speaking and presenting, listening

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Acceptable Use Policy	Week 1 - Pre-test (AUP)	Week 1 - Pre-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's consequences?	<ul style="list-style-type: none"> • SmartBoard Applications • Smart Notebook • Google Applications • Computer • Microsoft Applications • KidPix or similar drawing/creativity program • Web Resources
Week 2 - Acceptable Use Policy	Week 2 - Discuss the school's AUP, students sign and take home for parents to sign	Week 2 - AUP	
Week 3 - Acceptable Use Policy	Week 3 - Post-assessment (AUP)	Week 3 - Post-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's consequences?	

Formative Assessment Plan	Summative Assessment Plan
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 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

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	Year long	Unit Title:	Unit 2 - Career Awareness	Pacing:	3 weeks
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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?

Common Core State Standards/Learning Targets:

- 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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Study Skills	Week 1 - Study Skills and Learning Styles	Week 1 - Study Skills presentation and activity, Learning Styles survey	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources - NJCAN.com
Week 2 - 16 Career Clusters®	Week 2 - Career Inventory	Week 2 - 16 Career Clusters® and Career Inventory, NJCAN.com	
Week 3 - Career Exploration	Week 3 - Skills that can be developed for specific careers (at home, school, and extracurricular activities)	Week 3 - 16 Career Clusters® and Career Inventory, 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. Suggested activities to assess student progress: Student Conference Self Rubric, Rubric	Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit. Final Assessment/Benchmark/Project: Completion of Career Inventory. Completion of Career Exploration.

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Unit 3 - Formatting & Editing Documents	Pacing:	5 weeks
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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?

Common Core State Standards/Learning Targets:

- 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 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.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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Basic Formatting and Editing Tools	Week 1 - Pre-Test, Basic Formatting/Editing Tools	Week 1 - Pre-Test, Sample Document	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Formatting - Independent Practice	Week 2 - Basic Formatting Tools	Week 2 - Sample Document for Independent Practice	
Week 3 - Editing - Independent Practice	Week 3 - Basic Editing Tools	Week 3 - Sample Document for Independent Practice	
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
<p>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</p> <p>Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric</p>	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <p>Final Assessment/Benchmark/Project: Assessment on Formatting Independent Practice Assessment on Editing Independent Practice Assessment on Peer Editing/Collaboration Pre-assessment activity/Post-assessment activity</p>

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Unit 4 - Formatting & Editing Slideshows	Pacing:	5 weeks
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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?

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.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

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Basic Formatting/Editing Tools	Week 1 - Pre-Test, Basic Formatting/Editing Tools	Week 1 - Pre-Test, Sample Slideshow	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Formatting - Independent Practice	Week 2 - Basic Formatting Tools	Week 2 - Sample Slideshow for Independent Practice	
Week 3 - Editing - Independent Practice	Week 3 - Basic Editing Tools	Week 3 - Sample Slideshow for Independent Practice	
Week 4 - Review Basic Formatting/Editing Tools	Week 4 - Basic Formatting/Editing Tools, Peer Edits	Week 4 - Sample Slideshow for Review and Group Practice	
Week 5 - Assessment	Week 5 - Assess Students on Formatting and Editing	Week 5 - Sample Slideshow 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.
<p>Suggested activities to assess student progress:</p> <p>Student Conference</p> <p>Anecdotal Notes</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Assessment on Formatting Independent Practice</p> <p>Assessment on Editing Independent Practice</p> <p>Assessment on Peer Editing/Collaboration</p>

Self Rubric
Rubric

Pre-assessment activity/Post-assessment activity

Differentiation

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

<p>instructional practices.</p> <ul style="list-style-type: none"> • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Technology
Grade Seventh

Pacing Chart/Curriculum MAP

Marking Period:	2 & 3	Unit Title:	Unit 5 - Spreadsheets	Pacing:	5 weeks
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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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Basic Spreadsheet Data Entry	Week 1 - Pre-Test, Basic Spreadsheet Data Entry, Pixel Art	Week 1 - Pre-Test, Sample Spreadsheet, Pixel Art Examples	<ul style="list-style-type: none"> • SmartBoard Applications • Smart Notebook • Google Applications • Computer • Microsoft Applications • KidPix or similar drawing/creativity program • Web Resources
Week 2 - Shortcuts - Independent Practice	Week 2 - Shortcuts Poster and activity	Week 2 - Sample Spreadsheet for Independent Practice	
Week 3 - Formulas - Independent Practice	Week 3 - Formulas Poster and activity	Week 3 - Sample Spreadsheet for Independent Practice	
Week 4 - Advanced Spreadsheet Tools	Week 4 - Advanced tools (Charts, graphs, etc)	Week 4 - Sample Spreadsheet for Review and Group Practice	
Week 5 - Assessment	Week 5 - Assess Students on Shortcuts, Formulas, Advanced Tools	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	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

Differentiation

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

<ul style="list-style-type: none"> assessments to drive next point of instruction/differentiated instructional practices. Create rubrics/allow students to assist with task, so that all are aware of expectations. Create modified assessments. Allow students to utilize online books, when available, to listen to oral recorded reading. Provide individualized assistance as necessary. Allow for group work (strategically selected) and collaboration as necessary. Utilize homework recorder within SIS. Allow for copies of notes to be shared out. Utilize assistive technology as appropriate. Provide meaningful feedback and utilize teachable moments. Utilize graphic organizers Introduce/review study skills Provide reading material at or slightly above students' reading levels. Utilize manipulatives as necessary. Utilize auditory reminders as deemed necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine. 	<ul style="list-style-type: none"> Establish a consistent and daily routine 	<ul style="list-style-type: none"> nature and culture. Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
Technology
Grade Seventh

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Unit 6 - Cyber Safety	Pacing:	4 weeks
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Unit Summary: Digital Citizenship and Cyber Security

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 cyber bullying? How can it affect me?

Common Core Standards/Learning Targets:

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

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

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

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	3 & 4	Unit Title:	Unit 7 - Formatting & Editing a Newsletter	Pacing:	5 weeks
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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?

Common Core State Standards/Learning Targets:

- 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

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce Newsletter Basics (Formatting/Editing Tools)	Week 1 - Basic Formatting/Editing Tools, How to use a Template	Week 1 - Sample Newsletters, Sample Templates, Topics to Research	<ul style="list-style-type: none"> • SmartBoard Applications • Smart Notebook • Google Applications • Computer • Microsoft Applications • KidPix or similar drawing/creativity program • Web Resources
Week 2 - Brainstorm Topics and Research	Week 2 - Brainstorming, Newsletter Layout	Week 2 - Sample Newsletters, Sample Templates, Topics to Research	
Week 3 - Research	Week 3 - Research Resources	Week 3 - Sample Newsletters, Sample Templates, Topics to Research	
Week 4 - Write Newsletter Articles/Peer Edit	Week 4 - Basic Formatting/Editing Tools, Peer Edits	Week 4 - Sample Newsletters, Sample Templates, Topics to Research, Peer Editing Tips	
Week 5 - Write Newsletter Articles/Peer Edit	Week 5 - Basic Formatting/Editing Tools, Peer Edits	Week 5 - Sample Newsletters, Sample Templates, Topics to Research, Peer Editing tips	
Assessment	Assess Students on Formatting and Editing		

Formative Assessment Plan	Summative Assessment Plan
<p>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</p> <p>Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric</p>	<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <p>Final Assessment/Benchmark/Project: Assessment on Research Skills/Use of Resources Assessment on Peer Editing/Collaboration Assessment on Final Newsletter</p>

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 8 - Formatting & Editing Audio & Video	Pacing:	9 weeks
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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?

Common Core State Standards/Learning Targets:

- 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 web).

- 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.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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1 - Introduce multimedia project.	Week 1 - Discuss guidelines, timelines and expectations	Week 1 - Pre-Assessment, Sample projects, printed guidelines, timelines and expectations	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources
Week 2 - Brainstorming/ Planning	Week 2 - Students will brainstorm and plan their storyboards.	Week 2 - Planning worksheets, blank storyboards. Sample projects, printed guidelines, timelines and expectations.	
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.	
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.	

<p>Week 6 - Editing/Peer Review</p> <p>Week 7 - Editing/Peer Review</p> <p>Week 8 - Editing/Peer Review, Wrap up unit</p> <p>Week 9 - Skills Assessment</p>	<p>checklist. Discuss copyright laws and ethics.</p> <p>Week 6 - Edit and peer review media.</p> <p>Week 7 - Edit and peer review media.</p> <p>Week 8 - Edit and peer review media.</p> <p>Week 9 - Assess Project</p>	<p>Editing tips, Peer Review checklist. Copyrights, Citations, Fair Use</p> <p>Week 6 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.</p> <p>Week 7 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.</p> <p>Week 8 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.</p> <p>Week 9 - Assessment activity</p>	
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Formative Assessment Plan		Summative Assessment Plan	
<p>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</p> <p>Suggested activities to assess student progress:</p> <p>Student Conference</p> <p>Anecdotal Notes</p> <p>Self Rubric</p> <p>Rubric</p>		<p>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</p> <p>Final Assessment/Benchmark/Project:</p> <p>Assessment on appropriate online behaviors, fair use and copyrights, media use, editing</p> <p>Pre-assessment activity/Post-assessment activity</p>	

Differentiation

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

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