Quinton Township School District Technology Grade Eight Pacing Chart/Curriculum MAP

	Marking Period:
	-
	Unit Title:
Policy	Unit 1 - Acceptable Use
	Pacing:
	3 weeks

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

Week 3 - Acceptable Use Policy (A1	Week 2 - Acceptable Use Scho Policy and sign	Week 1 - Acceptable Use Policy We	Overview of Activities Te
Week 3 - Post-assessment (AUP)	k 2 - Discuss the ol's AUP, students sign take home for parents to	Week 1 - Pre-test (AUP)	Teacher's Guide/ Resources
Week 3 - Post-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's consequences?	Week 2 - AUP	Week 1 - Pre-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's consequences?	Core Instructional Materials
	 Microsoft Applications KidPix or similar drawing/creativity program Web Resources 	SmartBoard ApplicationsSmart NotebookGoogle ApplicationsComputer	Technology Infusion

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
Self Rubric Rubric	

Special Education	TTE	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	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 I	and develop the attitude that
 Chunk tasks into smaller 	Basic Skills Instruction	and RS Plan.	knowledge is worth pursuing
components	Utilize formative	 Develop a record system to 	in an open world.
 Provide step by step 	assessments to drive	encourage good behavior	Encourage exposure to.
instructions	instruction	and completion of work.	selection and use of
 Model and use visuals as 	Translate printed	Establish a consistent and	appropriate and specialized
often as possible	communications for parents	daily routine.	resources.
 Utilize extended time and/or 	in native language		Promote self-initiated and
reduce amount of items given	 Hold conferences with 		self-directed learning and
for homework, quizzes, and	translator present		growth.
tests.	Utilize additional NJDOE		 Provide for the development
 Teach Tiers 1,2, and 3 words to 	resources/		of self-understanding of
assist students' understanding	recommendations		one's relationships with
of instructional texts.	Review Special Education		people, societal institutions,
 Utilize a variety of formative 	listing for additional		nature and culture.
assessments to drive next	recommendations		Continue to offer Accelerated
point of	Establish a consistent and		Mathematics 7 (7th grade)
ingth intion /differentiated	daily routing		and Algebra 1 (8th grade)

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

Quinton Township School District <u>Technology</u> Grade <u>Eight</u> Pacing Chart/Curriculum MAP

Marking Period:
т.
Unit Title:
Unit 2
Unit 2 - Basic Spreadsheet
Pacing:
6 weeks

Unit Summary: Creating a basic spreadsheet and interpreting the data.

Objectives:

- Students will be able to define terms.
- Students will be able to identify parts of a worksheet.
- Students will be able to enter data into a spreadsheet.
- Students will be able to format, save and print workbook and worksheet
- Students will be able to compare and contrast 2 or more database programs.

Essential Questions:

- What is the primary purpose of a spreadsheet?
- What is the difference between spreadsheets, worksheets and workbooks?
- Why change the appearance of a worksheet?
- What number formats are commonly used in a worksheet?
- What are the different types of functions?
- What is a graphical representation of data?

- 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
- 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.

- 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 6 - Post-Assessment Activity	Week 6 - Assess skills presented throughout unit.	Week 6 - Post Assessment
	Week 5 - Basic Spreadsheet Review Activity	Week 5 - Review skills presented throughout unit.	Week 5 - Review/wrap up
	Week 4 - Database programs such as Microsoft Excel and Google Sheets, Chart of Worksheet, Chart of Spreadsheet Database, Chart of Basic Formulas	Week 4 - Compare and contrast formulas and functions from 2 or more database applications	Week 4 - Basic Workbook Functions and Formulas compare and contrast
WED INCOUNTED	Week 3 - Database programs such as Microsoft Excel and Google Sheets, Chart of Basic Formulas	Week 3 - Discuss formulas functions, input formulas	Week 3 - Basic Worksheet Formulas
 Microsoft Applications KidPix or similar drawing/creativity program Web Resources 	Week 2 - Database programs such as Microsoft Excel and Google Sheets, Chart of Spreadsheet Database	Week 2 - Working with data / worksheet appearance. Navigate and format spreadsheet	Week 2 - Basic Workbook Functions
 SmartBoard Applications Smart Notebook Google Applications 	Week 1 - Pre-Assessment, Database programs such as Microsoft Excel and Google Sheets, Chart of Worksheet	Week 1 - Sample spreadsheets, database programs	Week 1 - Introduction to Spreadsheets
Technology Infusion	Core Instructional Materials	Teacher's Guide/ Resources	Overview of Activities

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.	Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric	Final Assessment/Benchmark/Project: Assessment on Basic Spreadsheets- spreadsheets, workbooks and worksheets - data entry, functions and formulas Pre-assessment activity/Post-assessment activity

Special Education	TLE	At Risk	Gifted and Talented
• RTI	• RTI	RTI Tiered Interventions	Organize the curriculum to
 Modify and accommodate as listed in student's IEP or 504 	 Speech/Language Therapy Rosetta Stone 		include more elaborate,
plan	 Hold high expectations 	intervention resources	of major ideas and problems
 Utilize effective amount of 	 Provide English/Spanish 	 Provide after school tutoring 	through Compacting.
wait time	Dictionary for use	services	 Allow for the development
 Hold high expectations 	 Place with Spanish speaking 	Basic Skills Instruction	and application of productive
 Communicate directions 	teacher/paraprofessional as	 Hold high expectations 	thinking skills to enable
clearly and concisely and	available	Utilize Go Math! RTI	students to re-conceptualize
repeat, reword, modify as	 Learn/Utilize/Display some 	strategies	existing knowledge and/or
necessary.	words in the students' native	 Fountas and Pinnell Phonics 	generate new knowledge.
 Utilize open-ended 	language	 Hold parent conferences fall 	 Enable students to explore
questioning techniques	 Invite student to after school 	and spring	continually changing
 Utilize scaffolding to support 	tutoring sessions	 Make modifications to 	knowledge and information
instruction.	 Basic Skills Instruction 	instructional plans based on I	and develop the attitude that
Chunk tasks into smaller	 Utilize formative assessments 	and RS Plan.	knowledge is worth pursuing
components	to drive instruction	 Develop a record system to 	in an open world.

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.	s s szes, o tive
	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
	encourage good behavior and completion of work. • Establish a consistent and daily routine.
	 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).

 Establish a consistent and daily routine. 	refocusing as necessary.	 Provide breaks to allow for 	deemed necessary.	 Utilize auditory reminders as 	necessary.	 Utilize manipulatives as 	reading levels.	or slightly above students	 Provide reading material at 	 Introduce/review study skills 	 Utilize graphic organizers 	moments.	and utilize teachable
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Quinton Township School District <u>Technology</u> Grade <u>Eight</u>

Pacing Chart/Curriculum MAP

	Marking Period:
	2
	Unit Title:
Multimedia	Unit 3 - Collaboration
	Pacing:
	9 week

Unit Summary: Creating, editing and producing movies collaboratively with other students.

Objectives:

- Students will be able to work with peers and other students to produce a movie.
- Students will be able to collect media.
- Students will be able to import and organize media into a movie.
- Students will be able to create, edit and produce a movie.
- Students will be able to use a digital device to record digital footage.

Essential Questions:

- How are movies used to communicate?
- Why is it important to collaborate with others?
- 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.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.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse
- 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
- 8.2.8.C.2 Explain the need for optimization in a design process.
- 8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.3.C.4 Identify the steps in the design process that would be used to solve a designated problem

- 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 - Collaborative Class Time Class Time and continue recording.	Week 3 - Collaborative Class Time Class Time week 3 - Students will collaborate with their partner and begin recording.	Week 2 - Brainstorming/ Planning Week 2 - Students will brainstorm and plan their storyboards.	Week 1 - Introduce collaborative multimedia project. Week 1 - Discuss guidelines, timelines and expectations	Overview of Activities Teacher's Guide/ Resources
Week 4 - Sample projects, printed guidelines, timelines and expectations. Digital devices to record.	Week 3 - Sample projects, printed guidelines, timelines and expectations. Digital devices to record.	Week 2 - Planning worksheets, blank storyboards. Sample projects, printed guidelines, timelines and expectations.	Week 1 - Pre-Assessment, Sample projects, printed guidelines, timelines and expectations	Core Instructional Materials
	web Resources	ComputerMicrosoft ApplicationsKidPix or similar drawing/creativity	SmartBoard ApplicationsSmart NotebookGoogle Applications	Technology Infusion

Week 9 - Assessment activity	Week 9 - Assess Project We	Week 9 - Skills Assessment
Week 8 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.	Week 8 - Edit and peer guireview 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 guireview 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 guireview media.	Week 6 - Editing/Peer Review
Week 5 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist. Copyrights, Citations, Fair Use	Week 5 - Discuss and modelWeediting and peer reviewgui-checklist. Discuss copyrightEdilaws and ethics.Cop	Week 5 - Editing/Peer Review

	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.	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 appropriate online behaviors, fair use and copyrights, media use, editing Pre-assessment activity/Post-assessment activity	Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric	Final Assessment/Benchmark/Project: Assessment on appropriate online behaviors, fair use and copyrights, media use, editing 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 	Provide English/Spanish	Provide after school tutoring	through Compacting.
wait time	Dictionary for use	services	 Allow for the development
 Hold high expectations 	 Place with Spanish speaking 	Basic Skills Instruction	and application of productive
 Communicate directions 	teacher/paraprofessional as	Hold high expectations	thinking skills to enable
clearly and concisely and	available	Utilize Go Math! RTI	students to re-conceptualize
repeat, reword, modify as	 Learn/Utilize/Display some 	strategies	existing knowledge and/or
necessary.	words in the students' native	 Fountas and Pinnell Phonics 	generate new knowledge.
 Utilize open-ended 	language	Hold parent conferences fall	 Enable students to explore
questioning techniques	 Invite student to after school 	and spring	continually changing
 Utilize scaffolding to support 	tutoring sessions	Make modifications to	knowledge and information
instruction.	Basic Skills Instruction	instructional plans based on I	and develop the attitude that
 Chunk tasks into smaller 	 Utilize formative assessments 	and RS Plan.	knowledge is worth pursuing
components	to drive instruction	 Develop a record system to 	in an open world.
 Provide step by step 	 Translate printed 	encourage good behavior	 Encourage exposure to,
instructions	communications for parents	and completion of work.	selection and use of
 Model and use visuals as 	in native language	Establish a consistent and	appropriate and specialized
often as possible	 Hold conferences with 	daily routine.	resources.
 Utilize extended time and/or 	translator present		 Promote self-initiated and
reduce amount of items	 Utilize additional NJDOE 		self-directed learning and
given for homework, quizzes,	resources/recommendations		growth.
and 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	 Establish a consistent and 		people, societal institutions,
instructional 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).

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

Pacing Chart/Curriculum MAP

	Marking Period:
*	3 & 4
	Unit Title:
	Unit 4 - Multimedia
	Pacing:
	15 weeks

Unit Summary: Creating, editing and producing movies.

Objectives:

- Students will be able to collect media.
- Students will be able to import and organize media into a movie.
- Students will be able to create, edit and produce a movie.
- Students will be able to use a digital device to record digital footage.

Essential Questions:

- How are movies used to communicate?
- How does editing affect the storyline?
- What are the steps to creating an original movie?
- Why is it important to collaborate with others?
- Why is it important to brainstorm/create a storyboard before recording?

- 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.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse

- 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
- 8.2.8.C.2 Explain the need for optimization in a design process.
- the producer. 8.2.8.C.3 - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and
- 8.2.3.C.4 Identify the steps in the design process that would be used to solve a designated problem.

- 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 - 8th Grade Project	Week 1 - 8th graders develop, record and edit an original production. Discuss Final Rubric.	Week 1 - Sample projects, printed guidelines, timelines and expectations. Final Rubric	SmartBoard ApplicationsSmart NotebookGoogle ApplicationsComputer
Week 2 - Planning/ Storyboarding	Week 2 - Plan out ideas for project. Model Storyboarding	Week 2 - Sample projects, printed guidelines, timelines and expectations.	Microsoft ApplicationsKidPix or similar drawing/creativity
	to outline movie clips.	Storyboards and planning sheets.	program • Web Resources
Week 3 - Planning/ Storyboarding	Week 3 - Plan out ideas for project. Model Storyboarding to outline movie clips.	Week 3 - Sample projects, printed guidelines, timelines and expectations. Storyboards and planning sheets.	
Week 4 - Draft Narrative	Week 4 - Write out narrative to be recorded then added to project. Review narrative rubric.	Week 4 - Sample projects, printed guidelines, timelines and expectations. Storyboards and planning sheets. Narrative Rubric	

Week 11 - Digital device to record	Week 11 - Record Video.	Week 11 - Video
Week 10 - Digital device to record video. Sample projects, printed guidelines, timelines and expectations. Video Rubric.	Week 10 - Record video. Discuss tips and tricks to recording quality video clips. Review video rubric.	Week 10 - Video Recording
Week 9 - Sample projects, printed guidelines, timelines and expectations. Editing guidelines and Audio Rubric.	Week 9 - Audio Due. Discuss progress and review expectations. Discuss any issues.	Week 9 - Review Expectations and Progress
Week 8 - Digital device to record audio. Sample projects, printed guidelines, timelines and expectations. Editing guidelines and Audio Rubric.	Week 8 - Record audio of submitted narrative. Review and edit audio.	Week 8 - Audio Recording/ Editing
Week 7 - Digital device to record audio. Sample projects, printed guidelines, timelines and expectations. Audio Rubric.	Week 7 - Record audio of submitted narrative. Discuss tips and tricks to recording clear audio clips. Review audio rubric.	Week 7 - Audio Recording
Week 6 - Sample projects, printed guidelines, timelines and expectations. Editing guidelines, Narrative Rubric.	Week 6 - Narrative Due	Week 6 - Edit/ Peer Review Narrative
Week 5 - Sample projects, printed guidelines, timelines and expectations. Storyboards and planning sheets.	Week 5 - Write out narrative to be recorded then added to project.	Week 5 - Draft Narrative

Week 16 - Assessment and Rubric	Week 16 - Final movie due.	Week 16 - Assessment
Week 15 -Digital device to record video. Sample projects, printed guidelines, timelines and expectations.	Week 15 - Review and edit Audio and Video to complete project.	Week 15 - Audio/Video Editing/ Wrap up
Week 14 - Digital device to record video. Sample projects, printed guidelines, timelines and expectations.	Week 14 - Review and edit Audio and Video to complete project.	Week 14 - Audio/Video Editing
Week 13 - Digital device to record video. Sample projects, printed guidelines, timelines and expectations. Final Rubric	Week 13 - Review and edit Audio and Video to complete project. Review Final Rubric.	Week 13 - Audio/Video Editing
Week 12 - Digital device to record video. Sample projects, printed guidelines, timelines and expectations.	Week 12 - Record Video. Review and edit video.	Week 12 - Video Recording/Editing
guidelines, timelines and expectations.		

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

Special Education	ELL	At Risk	Gifted and Talented
RTI Modify and accommodate as	A CONTRACTOR OF CONTRACTOR	Mary Company of the Party of th	Organize the curriculum to include more elaborate,
listed in student's IEP or 504 plan	Rosetta StoneHold high expectations	 Support instruction with RTI intervention resources 	complex, and in-depth study of major ideas and problems
 Utilize effective amount of wait time 	Provide English/Spanish Dictionary for use	Provide after school tutoring	
Hold high expectations	 Place with Spanish 	Basic Skills Instruction	 Allow for the development 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 necessary.	 Learn/Utilize/Display some 	 Fountas and Pinnell Phonics 	existing knowledge and/or
 Utilize open-ended questioning 	words in the students'	 Hold parent conferences fall 	Enable students to explore
techniques	native language	and spring	continually changing
instruction.		instructional plans based on l	and develop the attitude that
 Chunk tasks into smaller 	Basic Skills Instruction	and RS Plan.	knowledge is worth pursuing
components	Utilize formative	 Develop a record system to 	in an open world.
Provide step by step	assessments to drive	encourage good behavior	 Encourage exposure to,
instructions	instruction	and completion of work.	selection and use of
Model and use visuals as often	Translate printed	 Establish a consistent and 	appropriate and specialized
 Utilize extended time and/or 	parents in native language	daily routine.	resources.
reduce amount of items given	Hold conferences with		
for homework, quizzes, and	translator present		growth.
tests.	Utilize additional NJDOE		 Provide for the development
 Teach Tiers 1,2, and 3 words to 	resources/		of self-understanding of
assist students' understanding	recommendations		one's relationships with
of instructional texts.	Review Special Education		people, societal institutions,
 Utilize a variety of formative 	listing for additional		nature and culture.
assessments to drive next	recommendations		 Continue to offer Accelerated
point of	Establish a consistent and		Mathematics 7 (7th grade)

instruction/differentiated	daily routine	and Algebra 1 (8th grade).
 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		
 Provide individualized 		
assistance as necessary.		
Allow for group work		
(strategically selected) and		
 Utilize nomework recorder within SIS. 		
Allow for copies of notes to be		
• Offilize assistive feciliology as		
 Provide meaningful feedback 		
and utilize teachable moments.		
 Utilize graphic organizers 		
Introduce/review study skills Provide reading material of or		
slightly above students'		
reading levels.		
 Utilize manipulatives as 		
necessary.		
deemed necessary		
Provide breaks to allow for		
refocusing as necessary.		
daily routine		

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

Pacing Chart/Curriculum MAP

Marking Period:
4
Unit Title:
Unit 5 - Newsletter
Pacing:
6 weeks

Unit Summary: Creating and editing a newsletter or brochure.

Objectives:

- Students will be able to create a newsletter or brochure.
- Students will be able to format a document in the appropriate manner.
- Students will be able to insert various pictures and information into the document.

Essential Questions:

- Why is a word processor important in the business world?
- How can a newsletter or brochure help promote an idea or business?
- Why is editing and formatting important?

- 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.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
- 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.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.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
- 8.2.8.C.2 Explain the need for optimization in a design process.
- 8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.3.C.4 Identify the steps in the design process that would be used to solve a designated problem.

- 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 3 - Research	Week 1 - Newsletter Introduction Week 2 - Brainstorm/ Research	Overview of Activities
Week 3 - Research and begin	Week 1 - Introduce project, review expectations, discuss rubrics, Review Citations Week 2 - Students will choose an ethical issues of a product or system that affects the environment to research and include in newsletter.	Teacher's Guide/ Resources
Week 3 - Project Samples, Project	Week 1 - Project Samples, Project timeline and outline, Rubrics, Citations guide, copyright information. Week 2 - Project Samples, Project timeline and outline, Rubrics, Citations guide, copyright information.	Core Instructional Materials
	 SmartBoard Applications Smart Notebook Google Applications Computer Microsoft Applications KidPix or similar drawing/creativity program Web Resources 	Technology Infusion

		*
Week 6 - Rubrics.	Week 6 - Finalize edits and submit Newsletter.	Week 6 - Finalize Newsletter
Week 5 - Project Samples, Project timeline and outline, Rubrics, Citations guide, copyright information.	Week 5 - Draft newsletter stories and layout. Peer Edit.	Week 5 - Draft/Peer Edit Newsletter
Week 4 - Project Samples, Project timeline and outline, Rubrics, Citations guide, copyright information.	Week 4 - Draft newsletter stories and layout.	Week 4 - Draft Newsletter
timeline and outline, Rubrics, Citations guide, copyright information.	to layout newsletter.	

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 Ass Assessme Pre-assess	Final Assessment/Benchmark/Project: Assessment on research and citations. Pre-assessment activity/Post-assessment activity

• RTI • RTI • Rosetta Stone • Hold high expectations • Provide English/Spanish • Place with Spanish speaking available • Learn/Utilize/Display some itioning	Special Education	TLE	At Risk	Gifted and Talented
 Speech/Language Therapy Rosetta Stone Hold high expectations Provide English/Spanish Dictionary for use Place with Spanish Speaking Place with Spanish Speaking steacher/paraprofessional as available Learn/Utilize/Display some words in the students' native language Invite student to after school tutoring sessions Basic Skills Instruction Utilize Go Math! RTI strategies Fountas and Pinnell Phonics Hold parent conferences fall and spring Make modifications to instruction and RS Plan. Utilize formative and completion of work. Translate printed communications for parents in native language Hold conferences with translator present validional recommendations Review Special Education listing for additional recommendations Establish a consistent and daily routine 	• RTI	• RTI		Organize the curriculum to
 Hold high expectations Provide English/Spanish Provide English/Spanish Provide after school tutoring Dictionary for use Place with Spanish Place with Spanish Place with Spanish Provide after school tutoring Provide after school tutoring Provide after school tutoring Basic Skills Instruction Utilize Go Math! RTI Strategies Hold high expectation resources Basic Skills Instruction Utilize Go Math! RTI Strategies Hold parent conferences fall and spring Make modifications to instruction and RS Plan. Develop a record system to encourage good behavior and completion of work. Establish a consistent and daily routine. Provide after school tutoring Basic Skills Instruction Hold parent conferences fall Make modifications to encourage good behavior and completion of work. Establish a consistent and daily routine. 	 Modify and accommodate as listed in student's IEP or 504 	Speech/Language TherapyRosetta Stone	Support instruction with RTI	include more elaborate,
 Provide English/Spanish Dictionary for use Place with Spanish speaking teacher/paraprofessional as available Learn/Utilize/Display some Nords in the students' native language Invite student to after school tutoring sessions Basic Skills Instruction Utilize Go Math! RTI strategies Hold high expectations Utilize Go Math! RTI strategies Hold parent conferences fall and spring Make modifications to instruction and RS Plan. Develop a record system to encourage good behavior and completion of work. Translate printed communications for parents in native language Hold conferences with translator present Utilize additional NJDOE recommendations Review Special Education listing for additional recommendations Establish a consistent and daily routine 	plan		intervention resources	of major ideas and problems
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translator present Utilize additional NJDOE resources/ recommendations Review Special Education listing for additional recommendations Establish a consistent and daily routine	reduce amount of items given			self-directed learning and
 Utilize additional NJDOE resources/ recommendations Review Special Education listing for additional recommendations Establish a consistent and daily routine 	for homework, quizzes, and	translator present		growth.
resources/ recommendations Review Special Education listing for additional recommendations Establish a consistent and daily routine	tests.			
assist students' understanding of instructional texts. Utilize a variety of formative assessments to drive next point of instruction/differentiated instruction/differentiated assist students' understanding recommendations • Review Special Education listing for additional recommendations	 Teach Tiers 1,2, and 3 words to 	resources/		of self-understanding of
of instructional texts. • Review Special Education Utilize a variety of formative assessments to drive next point of point of instruction/differentiated daily routine • Review Special Education Isting for additional recommendations • Establish a consistent and daily routine	assist students' understanding	recommendations		one's relationships with
Utilize a variety of formative listing for additional assessments to drive next recommendations point of Establish a consistent and instruction/differentiated daily routine	of instructional texts.			people, societal institutions,
recommendations • Establish a consistent and daily routine		listing for additional		nature and culture.
Establish a consistent and daily routine	assessments to drive next	recommendations		 Continue to offer Accelerated
daily routine	point of			Mathematics 7 (7th grade)
The second secon	instruction/differentiated	daily routine		and Algebra 1 (8th grade).

daily routine.	Establish a consistent and	refocusing as necessary.	 Provide breaks to allow for 	deemed necessary.	Utilize auditory reminders as	necessary.	Utilize manipulatives as	reading levels.	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	instructional practices