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

Marking Period:	Unit Title:	Pacing:
1	Unit 1 - Acceptable Use Policy	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.

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?	• 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	**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

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • 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	• 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	• 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.	• 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).

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.

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

Marking Period:	1	Unit Title:	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?

Common Core State Standards/Learning Targets:
- 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.

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

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • 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	• 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	• 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	• 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.

• 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. • Allow for copies of notes to be shared out. • Utilize homework recorder within SIS. • Utilize assistive technology as appropriate. • Provide meaningful feedback	• 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).

- 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.

Quinton Township School District

Technology
Grade Eight

Pacing Chart/Curriculum MAP

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

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?

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.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.

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 collaborative multimedia project.	**Week 1** – Discuss guidelines, timelines and expectations	**Week 1** – Pre-Assessment, Sample projects, printed guidelines, timelines and expectations	• 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 – Collaborative Class Time	**Week 3** – Students will collaborate with their partner and begin recording.	**Week 3** – Sample projects, printed guidelines, timelines and expectations. Digital devices to record.	
Week 4 – Collaborative Class Time	**Week 4** – Students will collaborate with their partner and 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 checklist. Discuss copyright laws and ethics.	Week 5 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist. Copyrights, Citations, Fair Use
Week 6 - Editing/Peer Review	Week 6 - Edit and peer review media.	Week 6 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.
Week 7 - Editing/Peer Review	Week 7 - Edit and peer review media.	Week 7 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.
Week 8 - Editing/Peer Review, Wrap up unit	Week 8 - Edit and peer review media.	Week 8 - Sample projects, printed guidelines, timelines and expectations. Editing tips, Peer Review checklist.
Week 9 - Skills Assessment	Week 9 - Assess Project	Week 9 - Assessment activity

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • 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	• 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	• 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.	• 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).

- 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.

Quinton Township School District
Technology
Grade Eight

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?

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.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.

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 - 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 Applications - Smart Notebook - Google Applications - Computer - Microsoft Applications - KidPix or similar drawing/creativity program - Web Resources
Week 2 - Planning/ Storyboarding	**Week 2** - Plan out ideas for project. Model Storyboarding to outline movie clips.	**Week 2** - Sample projects, printed guidelines, timelines and expectations. Storyboards and planning sheets.	
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 5 - Draft Narrative	**Week 5** - Write out narrative to be recorded then added to project.	**Week 5** - Sample projects, printed guidelines, timelines and expectations. Storyboards and planning sheets.
Week 6 - Edit/ Peer Review Narrative	**Week 6** - Narrative Due	**Week 6** - Sample projects, printed guidelines, timelines and expectations. Editing guidelines, Narrative Rubric.
Week 7 - Audio Recording	**Week 7** - Record audio of submitted narrative. Discuss tips and tricks to recording clear audio clips. Review audio rubric.	**Week 7** - Digital device to record audio. Sample projects, printed guidelines, timelines and expectations. Audio Rubric.
Week 8 - Audio Recording/ Editing	**Week 8** - Record audio of submitted narrative. Review and edit audio.	**Week 8** - Digital device to record audio. Sample projects, printed guidelines, timelines and expectations. Editing guidelines and Audio Rubric.
Week 9 - Review Expectations and Progress	**Week 9** - Audio Due. Discuss progress and review expectations. Discuss any issues.	**Week 9** - Sample projects, printed guidelines, timelines and expectations. Editing guidelines and Audio Rubric.
Week 10 - Video Recording	**Week 10** - Record video. Discuss tips and tricks to recording quality video clips. Review video rubric.	**Week 10** - Digital device to record video. Sample projects, printed guidelines, timelines and expectations. Video Rubric.
Week 11 - Video Recording/Editing	**Week 11** - Record Video. Review and edit audio.	**Week 11** - Digital device to record video. Sample projects, printed

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

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards. **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 appropriate online behaviors, fair use and copyrights, media use, editing Post-assessment activity

Differentiation

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

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.	daily routine		and Algebra 1 (8th grade).

Quinton Township School District
Technology
Grade Eight

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?

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.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.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.

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

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

Week 4 - Project Samples, Project timeline and outline, Rubrics, Citations guide, copyright information.
Week 5 - Project Samples, Project timeline and outline, Rubrics, Citations guide, copyright information.
Week 6 - Rubrics.

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 research and citations. Pre-assessment activity/Post-assessment activity

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • 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 instruction.	• 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	• 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.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems • 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).

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.