

Quinton Township School District
Technology
Grade Kindergarten

Pacing Chart/Curriculum MAP

Marking Period:	1 & 2	Unit Title:	Unit 1 - We Are Readers	Pacing:	12 weeks
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Unit Summary: Fiction and Nonfiction Text

Objectives:

- Students will be able to listen to various stories, both fiction and nonfiction.
- Students will be able to identify and discuss each story including characters, plots and likes and dislikes.
- Students will be able to identify book genre (fiction vs nonfiction)

Essential Questions: How do readers talk about and respond to books in a variety of ways?

Common Core State Standards/Learning Targets:

- K.RI.1 - With prompting and support, ask and answer questions about key details in a text.
- K.RI.2 - With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3 - With prompting and support, describe connections between two individuals, events, ideas, or pieces of info in a text.
- K.RI.4 - With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5 - Identify the front cover, back cover, and title page of a book.
- K.RI.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- K.RI.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- K.RI.8 - With prompting and support, identify the reasons an author gives to support points in a text.
- K.RI.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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 - Parts of a Book	Week 1 - SmartBoard activity on Parts of a Book	Week 1 - Pre-assessment activity, Fiction read aloud, SmartBoard, Smart Notebook	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Suggested Video: <u>Fiction vs. Non-Fiction</u>
Week 2 - Parts of a Book	Week 2 - SmartBoard activity on Parts of a Book - Identify Parts of a Book	Week 2 - Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 3 - Fiction Books	Week 3 - SmartBoard activity on Fiction Books - Identifying features of read aloud story	Week 3 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 4 - Fiction Books	Week 4 - SmartBoard activity on Fiction Books - Compare read aloud stories	Week 4 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 5 - Nonfiction Books	Week 5 - SmartBoard activity on Nonfiction Books - Identifying features of read aloud story	Week 5 - Nonfiction read aloud, SmartBoard, Smart Notebook	

Week 6 - Nonfiction Books	Week 6 - SmartBoard activity on Nonfiction Books - Compare read aloud stories	Week 6 - Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 7 - Compare Fiction and Nonfiction Books	Week 7 - SmartBoard activity on Fiction vs Nonfiction - Compare read aloud stories	Week 7 - Fiction read aloud, Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 8 - Compare Fiction and Nonfiction Books / Wrap-up	Week 8 - SmartBoard activity on Fiction vs Nonfiction - Compare read aloud stories - Sort Fiction/Nonfiction books into correct genre	Week 8 - Fiction read aloud, Nonfiction read aloud, SmartBoard, Smart Notebook, 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 Smartboard- Identifying Nonfiction/Fiction books and parts of a book 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 Kindergarten

Pacing Chart/Curriculum MAP

Marking Period:	2 & 3	Unit Title:	Unit 2 - Computer Basics	Pacing:	12 weeks
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Unit Summary: Basic Computer Skills and Functions

Objectives:

- Students will be able to move the mouse and follow the cursor.
- Students will be able to single click to select and double click to open a program.
- Students will be able to identify computer lab rules.
- Students will be able to identify proper care of computer equipment.
- Students will be able to identify and use input devices such as a disk drive, mouse, keyboard & CD drive.
- Students will be able to identify and use output devices such as monitor and printer.

Essential Questions:

- Why is it important to follow the rules in the computer lab?
- How do we behave in the computer lab?
- What is correct computer terminology?
- How do you properly operate a computer?
- How do you correctly use a mouse?
- How do you open and close programs to do activities on computers?

Common Core State Standards/Learning Targets:

- 8.1.P.A.1 - Navigate simple menus on screen with a mouse.
- 8.1.P.A.2 - Type one's own name using the keyboard.
- 8.1.P.A.3 - Print a document independently.

- 8.1.P.A.4 - Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
- 8.1.P.A.5 - Recognize that the number keys are in a row on the top of the keyboard.
- 8.1.P.A.6 - Use basic technology terms in conversations.
- 8.1.P.A.7 - Turn smart toys on and off.

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 computer lab rules/expectations	Week 1 - Discuss rules and expectations for using the computer lab. Introduce 1-2 words for the computer lab alphabet. (Continue to introduce 1-2 new words per week.) Pre-test (Computer Parts and Functions)	Week 1 - SmartBoard, Smart Notebook, Posters with computer lab rules. Pre-test (Computer Parts and Functions)	<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 - Internet Safety	Week 2 - Introduce The Cyber Five, class discussion	Week 2 - SmartBoard activity (such as abcy5a.com, <u>The Cyber Five</u>)	
Week 3 - Mac Basic Operations (2 weeks)	Week 3 - SmartBoard activity on computer parts. Students practice logging in and out of computers.	Week 3 - SmartBoard activity to locate and names parts of a computer. (for example, Monitor, Mouse, Printer, Speakers)	
Week 4 - Mac Basic Operations (2 weeks)	Week 4 - SmartBoard activity on computer parts. Students	Week 4 - SmartBoard activity to locate and names parts of a computer.	

Week 5 - Computer Usage	Week 5 - Mouse Operations, practice manipulating mouse. Single click to select, Double click to open a program.	(for example, Monitor, Mouse, Printer, Speakers) Week 5 - Click and Drag activity, (such as www.abcyx.com or www.ixl.com)	
Week 6 - Computer Usage	Week 6 - Mac Operations, Open/Close a window, Minimize and Maximize a window	Week 6 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)	
Week 7 - Computer Usage	Week 7 - Introduce proper care of computer lab equipment.	Week 7 - Model proper care of computer lab equipment and discuss	
Week 8 - Computer Usage	Week 8 - Mouse Operations, practice manipulating mouse. Single click to select, Double click to open a program.	Week 8 - Click and Drag activity, (such as www.abcyx.com or www.ixl.com)	
Week 9 - Computer Usage	Week 9 - Mac Operations, Open/Close a window, Minimize and Maximize a window	Week 9 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window) Students practice on computers.	
Week 10 - Mac Basic Operations	Week 10 - Review SmartBoard activity on computer parts.	Week 10 - SmartBoard activity to locate and names parts of a computer. (for example, Monitor, Mouse, Printer, Speakers)	

Week 11 - Computer Usage	Week 11 - Keyboard Basics, Layout of keyboard.	Week 11 - laminated, color-coded keyboards for student's to review. Student's find their name on the keyboard.	
Week 12 - Computer Usage	Week 12 - Computer parts and functions. Post-Test (Computer Parts and Functions)	Week 12 - Post-Test (Computer Parts and Functions)	

Formative Assessment Plan		Summative Assessment Plan	
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric		Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying Nonfiction/Fiction books and parts of a book 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 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems

<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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"> • 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"> 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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<p>recorded reading.</p> <ul style="list-style-type: none"> • 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 Kindergarten

Pacing Chart/Curriculum MAP

Marking Period:	3 & 4	Unit Title:	Unit 3 - Introduction to Computers	Pacing:	12 weeks
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Unit Summary: Basic Computer Awareness

Objectives:

- Students will be able to point and double click the mouse.
- Students will be able to select and deselect an icon.
- Students will be able to identify computer lab rules.
- Students will be able to identify proper care of computer equipment.
- Students will be able to create a picture.
- Students will be able to identify basic keys on the keyboard (numbers, letter) and 'Power Keys' (Enter, Spacebar)
- Students will be able to identify basic icons.
- Students will be able to print independently.

Essential Questions:

- How do you open a program?
- How do you choose the correct menu item?
- How do you create a picture?
- What is an icon?
- How do you print your work?
- How do we use the keyboard?
- What do the keyboard keys do?

Common Core State Standards/Learning Targets:

- 8.1.P.A.1 - Navigate simple menus on screen with a mouse.
- 8.1.P.A.2 - Type one's own name using the keyboard.
- 8.1.P.A.3 - Print a document independently.
- 8.1.P.A.4 - Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.
- 8.1.P.A.5 - Recognize that the number keys are in a row on the top of the keyboard.
- 8.1.P.A.6 - Use basic technology terms in conversations.
- 8.1.P.A.7 - Turn smart toys on and off.
- 8.1.P.C.1 - Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
- 8.1.P.E.1 - Use the Internet to explore and investigate information with a teacher's support.

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 - Review Computer Lab rules/expectations	Week 1 - Discuss rules and expectations for using the computer lab. Introduce 1-2 words for the computer lab alphabet. (Continue with 1-2 new words per week.) Pre-test (Keyboard Parts)	Week 1 - SmartBoard, Smart Notebook, Posters with computer lab rules. Pre-test (Keyboard Parts and Functions)	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources: <u>Home Row video</u> ● <u>abcy.com</u> ● <u>IXL</u>
Week 2 - Navigate simple menus	Week 2 - Students practice logging in to computer, following directions and navigate simple menu	Week 2 - SmartBoard to model, students then complete with assistance as needed.	

Week 3 - Introduce Keyboard	Week 3 - SmartBoard activity on the keyboard layout. Suggested 'Home Row' video (Home Row)	Week 3 - SmartBoard activity to locate letters and numbers on the keyboard.	
Week 4 - Introduce Keyboard	Week 4 - SmartBoard activity on the keyboard layout. Suggested 'Home Row' video (Home Row)	Week 4 - SmartBoard activity to locate letters and numbers on the keyboard.	
Week 5 - Keyboard Basics	Week 5 - Locate letters and numbers on the keyboard.	Week 5 - Type own name, Practice locating keyboard letters using games (such as www.abcyx.com or www.ixl.com)	
Week 6 - Keyboard Basics	Week 6 - Locate letters and numbers on the keyboard.	Week 6 - Type names of classmates, Practice locating keyboard letters using games (such as www.abcyx.com or www.ixl.com)	
Week 7 - Keyboard Basics	Week 7 - Locate letters and numbers on the keyboard.	Week 7 - Create a picture, use words to describe it, print (with assistance).	
Week 8 - Review Vocabulary Terms	Week 8 - Smartboard games to review vocabulary terms (Computer, Monitor, Mouse, Keyboard, ect.)	Week 8 - Smartboard or desktop computers along with paper and pencil for centers to review. Click and Drag activity, Matching, Identify, ect.	
Week 9 - Computer Assessment	Week 9 - Assess students on identifying computer parts, keyboard parts and proper computer care.	Week 9 - Assess students on identifying computer parts, keyboard parts and proper computer care.	

Week 10 - Interactive Games and Activities	Week 10 - Introduce students to interactive games and activities.	Week 10 - Introduce students to high quality games and activities using <u>abcy.com</u> , <u>iXL</u> , <u>BrainPop Jr.</u> , or similar high-quality sites.	
Week 11 - Interactive Games and Activities	Week 11 - Introduce students to interactive games and activities.	Week 11 - Introduce students to high quality games and activities using <u>abcy.com</u> , <u>iXL</u> , <u>BrainPop Jr.</u> , or similar high-quality sites.	
Week 12 - Computer Usage	Week 12 - Keyboard parts and functions. Post-Test (Keyboard Parts and Functions)	Week 12 - Post-Test (Keyboard Parts and Functions)	

Formative Assessment Plan		Summative Assessment Plan	
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric Rubric		Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying keyboard parts Assessment on keyboard usage 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).

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