## Quinton Township School District <u>Technology</u> Grade <u>Second</u>

### Pacing Chart/Curriculum MAP

Marking Period: Unit 1 - Literature
re Pacing:
8 weeks

#### Objectives:

- Students will be able to listen and discuss various stories.
- Students will be able to discuss and identify main characters and plots.
- Students will be able to identify book type.

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

# Common Core State Standards/Learning Targets:

- 1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- using frequently occurring conjunctions to signal simple relationships (e.g., because). 1.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including
- 1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 1.RI.1 Ask and answer questions about key details in a text.
- 1.RI.2 Identify the main topic and retell key details of a text.

- 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 Reader Response	Week 1 - Pre-assessment, SmartBoard activity, read short book, model reader response.	Week 1 - Pre-assessment activity (Identify main character, plot and book type), Fiction read aloud, SmartBoard, Smart Notebook	<ul> <li>SmartBoard Applications</li> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> </ul>
Week 2 - Reader Response	Week 2 - SmartBoard activity, read short book, model reader response.	Week 2 - Fiction read aloud, SmartBoard, Smart Notebook	<ul> <li>Microsoft Applications</li> <li>KidPix or similar drawing/creativity</li> </ul>
Week 3 - Reader Response	Week 3 - SmartBoard activity, read short book, reader response.	Week 3 - Fiction read aloud, SmartBoard, Smart Notebook	<ul> <li>Web Resources</li> </ul>
Week 4 - Reader Response	Week 4 - SmartBoard activity, read short book, reader response activity.	Week 4 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 5 - Reader Response	Week 5 - SmartBoard activity, read short book, reader response activity.	Week 5 - Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 6 - Reader Response	Week 6 - SmartBoard activity, read short book, reader response activity.	Week 6 - Nonfiction read aloud, SmartBoard, Smart Notebook	
Week 7 - Reader Response	Week 7 - Post-Assessment	Week 7 - Fiction read aloud, SmartBoard, Smart Notebook	

Week 8 - Reader Response   Week 8 - Wrap up	Week 8 - Nonfiction read aloud
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.

Rubric	Self Rubric	Anecdotal Notes Pre-asse	Student Conference parts of a book	Suggested activities to assess student progress:  Assessm
		Pre-assessment activity/Post-assessment activity	a book	Assessment on Smartboard- Identifying Nonfiction/Fiction books and

Final Assessment/Benchmark/Project:

<ul> <li>RTI</li> <li>Modify and accommodate as listed in student's IEP or 504</li> <li>Plan</li> <li>Utilize effective amount of wait time</li> <li>Hold high expectations</li> <li>Communicate directions clearly and concisely and</li> </ul> <ul> <li>RTI Tiered Interventions following RTI framework</li> <li>Support instruction with RTI intervention resources</li> <li>Provide English/Spanish</li> <li>Provide English/Spanish speaking teacher/paraprofessional as available</li> <li>RTI Tiered Interventions</li> <li>Support instruction with RTI interventions</li> <li>Support instruction with RTI interventions</li> <li>Provide after school tutoring sthrough Compacting.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize</li> </ul>	Special Education	ELL	At Risk	Gifted and Talented
	<ul> <li>RTI</li> <li>Modify and accommodate as listed in student's IEP or 504 plan</li> <li>Utilize effective amount of wait time</li> <li>Hold high expectations</li> <li>Communicate directions clearly and concisely and</li> </ul>	<ul> <li>RTI</li> <li>Speech/Language Therapy</li> <li>Rosetta Stone</li> <li>Hold high expectations</li> <li>Provide English/Spanish</li> <li>Dictionary for use</li> <li>Place with Spanish speaking teacher/paraprofessional as available</li> </ul>	i	<ul> <li>Organize the curriculum to include more elaborate, complex, and in-depth stud of major ideas and problem through Compacting.</li> <li>Allow for the development and application of producti thinking skills to enable students to re-conceptualize.</li> </ul>
language library and a second	<ul> <li>Utilize open-ended</li> </ul>	language	Hold parent conferences fall	<ul> <li>Enable students to explore</li> </ul>

=.		2
=	₹	_
S	=	~
=	=	*
-	N	9
instruction.	O	=
2	m	0
=:	~	3
0		=
_	m	
•	===	0
	0	
	=	~
	0	*
	=	63
	=	questioning techniques
	Q	3
	-	=
	0	7
		$\subseteq$
	S	0
	_	S
	73	150
	=	
	Utilize scaffolding to support	
	0	
	1	

- Chunk tasks into smaller components
   Provide step by step
- 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 utili
- 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.

- 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

- Make modifications to instructional plans based on
- and RS Plan.
   Develop a record system to encourage good behavior and completion of work
- and completion of work.Establish a consistent and daily routine.
- 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 order dispersed forming and
- self-directed learning and growth.

  Provide for the development
- 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).

daily routine.	<ul> <li>Establish a consistent and</li> </ul>	refocusing as necessary.	<ul> <li>Provide breaks to allow for</li> </ul>	deemed necessary.	<ul> <li>Utilize auditory reminders as</li> </ul>	necessary.	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels.	or slightly above students'	<ul> <li>Provide reading material at</li> </ul>	<ul> <li>Introduce/review study skills</li> </ul>	<ul> <li>Utilize graphic organizers</li> </ul>	moments.	and utilize teachable	<ul> <li>Provide meaningful feedback</li> </ul>	as appropriate.	<ul> <li>Utilize assistive technology</li> </ul>	be shared out.	<ul> <li>Allow for copies of notes to</li> </ul>
		•			<u></u>						<u>v</u>				SK .				

#### **Quinton Township School District** Grade Second Technology

### Pacing Chart/Curriculum MAP

Unit 2 - Basic Computer Skills Pacing:

#### Objectives:

- Students will be able to identify Computer Lab rules.
- Students will be able to demonstrate proper care of the basic computer equipment.
- Students will be able to locate keys on a keyboard.
- Students will be able to control the cursor using the mouse.
- Students will be able to single click and double click the mouse.
- Students will be able to identify the computer as a machine that helps people work and play.
- Students will be able to identify and use input devices such as mouse, keyboard and CD Drive.
- Students will be able to identify and use output devices such as monitor, printer and CD Drive.
- Students will be able to use a program to illustrate an idea.

### **Essential Questions:**

- How do you open and close programs to do activities on the computer?
- How do you correctly use the mouse?
- How do you open and operate a software program?
- What is correct computer terminology?
- How do you type a sentence in a word processor?
- How can you draw on a computer?

## Common Core State Standards/Learning Targets:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- of using each. 8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages
- 8.1.2.A.5 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media
- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose
- 8.2.2.B.1 Identify how technology impacts or improves life.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

- 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	Week 1 - Review rules and	Week 1 - SmartBoard, Smart	SmartBoard Applications
Computers.	expectations for using the	Notebook, Posters with computer lab	Smart Notebook
	computer lab. Introduce 1-2	rules.	<ul> <li>Google Applications</li> </ul>
	words for the computer lab	Pre-test (Computer Parts and	<ul> <li>Computer</li> </ul>
	alphabet. (Continue to	Functions)	<ul> <li>Microsoft Applications</li> </ul>
	introduce 1-2 new words per		<ul> <li>KidPix or similar</li> </ul>
	week.) Pre-test		drawing/creativity
			program

	Week 7 - Model proper care of	Week 7 - Introduce proper	Week 7 - Online Usage
and	Week 6 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)	Week 6 - Mac Operations, Open/Close a window, Minimize and Maximize a window. (Continue to introduce 1-2 new words/wk.)	Week 6 - Mac Basic Operations
and	Week 5 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)	Week 5 - Mac Operations, Open/Close a window, Minimize and Maximize a window. (Continue to introduce 1-2 new words/wk.)	Week 5 - Mac Basic Operations
	Week 4 - Click and Drag activity, (such as www.abcya.com or www.ixl.com)	Week 4 - Mouse Operations, practice manipulating mouse. Single click to select, Double click to open a program. (Continue to introduce 1-2 new words/wk.)	Week 4 - Computer Awareness
	Week 3 - Click and Drag activity, (such as www.abcya.com or www.ixl.com)	Week 3 - Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions. (Continue to introduce 1-2 new words/wk.)	Week 3 - Computer Awareness
h as • Web Resources	Week 2 - SmartBoard activity (such as abcya.com, The Cyber Five)	Week 2 - Review and discuss Internet Safety, class discussion. (Continue to introduce 1-2 new words/wk.)	Week 2 - Internet Safety; Introduction to Computers.

Week 9 - Computer Usage	Week 8 - Computer Usage	
Week 9 - Review SmartBoard activity on computer parts. Computer parts and functions. Post-Test	Week 8 - Mouse Operations, practice manipulating mouse. Single click to select, Double click to open a program. (Continue to introduce 1-2 new words/wk.)	care of computer lab equipment. (Continue to introduce 1-2 new words/wk.)
Week 9 - Post-Test (Computer Parts and Functions)	Week 8 - Click and Drag activity, (such as <a href="https://www.abcya.com">www.abcya.com</a> or <a href="https://www.ixl.com">www.ixl.com</a> )	computer lab equipment and discuss

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 computer parts and their function. Pre-assessment activity/Post-assessment activity

RTI  Modify and accommodate as listed in student's IEP or 504 plan  Utilize effective amount of wait time  Hold high expectations Communicate directions clearly and concisely and repeat, reword, modify as necessary.  Utilize open-ended questioning techniques Utilize scaffolding to support instruction.  Chunk tasks into smaller components 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 assessments to drive next point of instruction/differentiated  RTI  RTI  RTI  Speech/Language Hold high expectations  Rosetta Stone  Rold high expectations  Learn/Utilize/Display some  Learn/Utilize/Display some  Learn/Utilize/Display some  Rotive language  Inturoring sessions  Basic Skills Instruction  Utilize formative  assessments to drive  Sessions  Translate printed  communications for parents  In ative language  Hold conferences with  Utilize additional NJDOE  resources/recommendations  Establish a consistent and  daily routine	Special Education	ELL	At Risk	Gifted and Talented
odate as P or 504 unt of wait ins ions jons ions y and ffy as support aller aller alls as a and/or ms given es, and 3 words to erstanding rmative e next ated	• RTI	RTI	RTI Tiered Interventions	Organize the curriculum to
unt of wait ons ions / and ify as is upport support aller aller als as a and/or ms given es, and 3 words to erstanding rmative e next ated	<ul> <li>Modify and accommodate as listed in student's IEP or 504</li> </ul>	<ul><li>Speech/Language Therapy</li><li>Rosetta Stone</li></ul>	<ul> <li>Support instruction with RTI</li> </ul>	include more elaborate, complex, and in-depth study
unt of wait ons ions and ify as support aller aller alls as and/or ms given es, and 3 words to erstanding rmative e next ated	plan	Hold high expectations		of major ideas and problems
ions ions / and ify as  les support aller aller as and/or ms given es, and 3 words to erstanding rmative e next ated	Utilize effective amount of wait	Provide English/Spanish	<ul> <li>Provide after school tutoring</li> </ul>	through Compacting.
ions ions / and // and ify as  support support aller aller aller as and/or ms given es, and sy and/or es, and rmative e next ated	time	Dictionary for use	services	<ul> <li>Allow for the development</li> </ul>
ify as  Jes  Jes  Jes  Jes  Jes  Jes  Jes  J	Hold high expectations		Basic Skills Instruction	and application of productive
ify as  Jues support aller aller aller as and/or ms given es, and 3 words to erstanding rmative e next ated	Communicate directions	teacher/paraprofessional as	Hold high expectations	thinking skills to enable
aller aller aller as and/or ms given es, and swords to erstanding rmative e next ated	repeat, reword, modify as			existing knowledge and/or
support aller aller als as and/or ms given es, and 3 words to erstanding rmative e next ated	necessary.	words in the students'	<ul> <li>Fountas and Pinnell Phonics</li> </ul>	generate new knowledge.
aller aller als as as and/or ms given es, and words to words to erstanding rmative e next ated	Utilize open-ended	native language	<ul> <li>Hold parent conferences fall</li> </ul>	<ul> <li>Enable students to explore</li> </ul>
aller  alls as  and/or  ms given es, and  3 words to erstanding rmative e next  ated		• Invite student to after school tutoring sessions	and spring  Make modifications to	continually changing
aller  alls as  and/or  ms given es, and  3 words to erstanding rmative e next  ated	instruction.	Basic Skills Instruction		and develop the attitude that
als as and/or ms given es, and  3 words to erstanding rmative e next ated		Utilize formative	and RS Plan.	knowledge is worth pursuing
als as and/or ms given es, and  3 words to erstanding rmative e next ated	components	assessments to drive	<ul> <li>Develop a record system to</li> </ul>	in an open world.
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	Provide step by step	instruction	encourage good behavior	<ul> <li>Encourage exposure to,</li> </ul>
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	instructions	Translate printed	and completion of work.	selection and use of
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		communications for parents	<ul> <li>Establish a consistent and</li> </ul>	appropriate and specialized
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	orten as possible	in native language	daily routine.	resources.
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	Utilize extended time and/or	Hold conferences with		<ul> <li>Promote self-initiated and</li> </ul>
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	for homework, guizzes, and			self-directed learning and
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	tests.	resources/recommendations		<ul> <li>Provide for the development</li> </ul>
assist students' understanding of instructional texts.  Utilize a variety of formative assessments to drive next point of instruction/differentiated		Review Special Education		of self-understanding of
Utilize a variety of formative assessments to drive next point of instruction/differentiated	assist students' understanding	listing for additional		one's relationships with
				people, societal institutions,
	assessments to drive next	daily routine		Continue to offer Accelerated
instruction/differentiated	point of			Mathematics 7 (7th grade)
	instruction/differentiated			and Algebra 1 (8th grade).

daily routine.	Establish a consistent and	refocusing as necessary.	Provide breaks to allow for	deemed necessary.	<ul> <li>Utilize auditory reminders as</li> </ul>	necessary.	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels.	slightly above students'	<ul> <li>Provide reading material at or</li> </ul>	<ul> <li>Introduce/review study skills</li> </ul>	<ul> <li>Utilize graphic organizers</li> </ul>	and utilize teachable moments.	Provide meaningful feedback	appropriate.	<ul> <li>Utilize assistive technology as</li> </ul>	shared out.	<ul> <li>Allow for copies of notes to be</li> </ul>	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.

## Quinton Township School District <u>Technology</u> Grade <u>Second</u>

### Pacing Chart/Curriculum MAP

### Objectives:

- Students will be able to identify Computer Lab rules.
- Students will be able to access the internet to use a specific site.
- Students will be able to post to the internet.
- Students will be able to use computer terms appropriately (such as Internet, browsers, Google Chrome, Safari)

### **Essential Questions:**

- Why do we use a computer to gather information online?
- How do we use a computer to go online?

# Common Core State Standards/Learning Targets:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.
- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.
- 8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
- 8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character

through a maze).

- 8.2.2.E.4 Debug an algorithm (i.e., correct an error).
- 8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

- 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
Week 1 - Introduce Students to using the Internet	Week 1 - Review rules and expectations for using the computer lab. Pre-test. Review vocabulary words	Week 1 - Pre-test, SmartBoard, vocabulary words (input, output, operating system, debug, and algorithm)
Week 2 - Input & Output	Week 2 - Reinforce Input and Output devices.	Week 2 - Vocabulary words, SmartBoard, Input/Output devices game (such as <u>abcya.com</u> )
Week 3 - Operating System	Week 3 - Reinforce operating system.	Week 3 - Vocabulary words, SmartBoard, Operating System activity.
Week 4 - Debug and Algorithm	Week 4 - Reinforce debug and algorithm.	Week 4 - Vocabulary words, SmartBoard, debug activity, algorithm activity (such as <u>Tinker.com</u> )
Week 5 - Review and Post-test	Week 5 - Post-test	Week 5 - Vocabulary words, SmartBoard, Post-test.

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 vocabulary terms and concepts Pre-assessment activity/Post-assessment activity

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

<ul> <li>Provide step by step instructions</li> <li>Model and use visuals as offen as possible</li> <li>Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>Utilize a variety of formative assessments to drive next point of instructional practices.</li> <li>Create rubrics/allow students</li> </ul>
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.
<ul> <li>Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>Promote self-initiated and self-directed learning and growth.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

daily routine.	<ul> <li>Establish a</li> </ul>	refocusing	<ul> <li>Provide bre</li> </ul>	deemed necessary.	<ul> <li>Utilize audi</li> </ul>	necessary.	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels	or slightly	<ul> <li>Provide rea</li> </ul>	<ul> <li>Introduce/r</li> </ul>	<ul> <li>Utilize grap</li> </ul>	moments.	and utilize teachable
ē.	Establish a consistent and	refocusing as necessary.	Provide breaks to allow for	cessary.	<ul> <li>Utilize auditory reminders as</li> </ul>		ipulatives as	els.	or slightly above students'	<ul> <li>Provide reading material at</li> </ul>	<ul> <li>Introduce/review study skills</li> </ul>	<ul> <li>Utilize graphic organizers</li> </ul>		teachable
					S						<u>s</u>			
				+									X	

## Quinton Township School District Technology Grade Second

### Pacing Chart/Curriculum MAP

Marking Period:	
3 & 4	
Unit Title:	のは、一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一
Unit 4 - Basic Spreadsheet	
Pacing:	されている 一年 日本
9 weeks	

Unit Summary: Basic computer skills including basic spreadsheets

#### Objectives:

- Students will be able to identify Computer Lab rules.
- Students will be able to demonstrate proper care of the basic computer equipment.
- Students will be able to control the cursor using the mouse.
- Students will be able to single click and double click the mouse.
- Students will be able to use a program to enter data into a database.
- Students will be able to identify the computer as a machine that helps people work and play.
- Students will be able to identify and use input devices such as mouse, keyboard and CD Drive.
- Students will be able to identify and use output devices such as monitor, printer and CD Drive.
- Students will be able to use a program to illustrate an idea.
- Students will be able to collaborate to solve a problem.

### **Essential Questions:**

- How do you enter data into a spreadsheet?
- How can we use technology to solve a problem?
- How do you open and operate a software program?
- What is the correct computer terminology?
- How do you type a sentence in a word processor?
- How does technology affect our lives?

## Common Core State Standards/Learning Targets

- 8.1.2.A.5 Enter information into a spreadsheet and sort the information
- 8.1.2.A.6 Identify the structure and components of a database
- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed
- 8.2.2.A.5 Collaborate to design a solution to a problem affecting the community
- 8.2.2.B.1 Identify how technology impacts or improves life.
- 8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.
- 8.2.2.B.3 Identify products or systems that are designed to meet human needs.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss
- 8.2.2.C.3 Explain why we need to make new products.
- 8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system
- 8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the 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

SmartBoard Applications	Week 1 - Pre-Test, Sample	Week 1 - Pre-Test, Basic	Week 1 - Introduce Basic
Technology Infusion	Core Instructional Materials	Teacher's Guide/ Resources	Overview of Activities

	No. 11 CONTRACTOR DESCRIPTION OF COMPANIES CONTRACTOR.	Ç	
	Week 9 - Sample Document for Assessment	Week 9 - Assess Students on terminology and data entry	Week 9 - Assessment
× 	Week 8 - Spreadsheet Poster, review activity	Week 8 - Review game or activity on basic data entry	Week 8 - Review
	Week 7 - Sample Spreadsheet for Review and Group Practice	Week 7 - Basic Data Entry	Week 7 - Data Entry
	Week 6 - Sample Spreadsheet for Review and Group Practice	Week 6 - Basic Data Entry	Week 6 - Data Entry
*	Week 5 - Sample Spreadsheet for Review and Group Practice	Week 5 - Basic Data Entry	Week 5 - Data Entry
	Week 4 - Sample Spreadsheet for Independent Practice, Pixel Art Examples	Week 4 - Data entry activity, Pixel Art examples	Week 4 - Pixel Art
<ul> <li>Web Resources</li> </ul>	Week 3 - Sample Spreadsheet for Independent Practice, Pixel Art Examples	Week 3 - Data entry activity, Pixel Art examples	Week 3 - Pixel Art
<ul> <li>Microsoft Applications</li> <li>KidPix or similar drawing/creativity</li> </ul>	Week 2 - Sample Spreadsheet for Independent Practice, Pixel Art Examples	Week 2 - Data entry activity, Pixel Art examples	Week 2 - Pixel Art
<ul> <li>Smart Notebook</li> <li>Google Applications</li> </ul>	Spreadsheet, Pixel Art Examples	Spreadsheet Data Entry, Pixel Art	Spreadsheet Data Entry

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 Pixel Art Assessment on Data Entry Pre-assessment activity/Post-assessment activity

components   • Utilize to	into smaller •		folding to support	techniques native language	<ul> <li>Utilize open-ended questioning words in</li> </ul>	necessary. • Learn/Ut	repeat, reword, modify as available	clearly and concisely and teacher/	<ul> <li>Communicate directions</li> <li>speaking</li> </ul>	<ul> <li>Hold high expectations</li> <li>Place wi</li> </ul>	time Dictiona	<ul> <li>Utilize effective amount of wait</li> <li>Provide</li> </ul>	plan • Hold hig	listed in student's IEP or 504 • Rosetta Stone	<ul> <li>Modify and accommodate as</li> <li>Speech/l</li> </ul>	• RTI	Special Education ELL
Otilize formative     assessments to drive	ruction	ons	after		words in the students'	Learn/Utilize/Display some   • F		teacher/paraprofessional as 📗 • t	•	Place with Spanish • I	Dictionary for use	<ul> <li>Provide English/Spanish</li> <li>I</li> </ul>	Hold high expectations i	•	Speech/Language Therapy f	•	At
Develop a record system to encourage good behavior	and RS Plan.	instructional plans based on l	Make modifications to	and spring	Hold parent conferences fall	Fountas and Pinnell Phonics	strategies	Utilize Go Math! RTI	Hold high expectations	Basic Skills Instruction	services	Provide after school tutoring	intervention resources	Support instruction with RTI	following RTI framework	RTI Tiered Interventions	At Risk
<ul> <li>in an open world.</li> <li>Encourage exposure to.</li> </ul>	knowledge is worth pursuing	and develop the attitude that	knowledge and information	continually changing	<ul> <li>Enable students to explore</li> </ul>	generate new knowledge.	existing knowledge and/or	students to re-conceptualize	thinking skills to enable	and application of productive	<ul> <li>Allow for the development</li> </ul>	through Compacting.	of major ideas and problems	complex, and in-depth study	include more elaborate	<ul> <li>Organize the curriculum to</li> </ul>	Gifted and Talented

<ul><li>Model and use visuals as</li></ul>	instruction  Translate printed	<ul> <li>and completion of work.</li> <li>Establish a consistent and</li> </ul>	selection and use of
		daily routine.	resources.
<ul> <li>Utilize extended time and/or</li> </ul>	in native language		<ul> <li>Promote self-initiated and</li> </ul>
reduce amount of items given	Hold conferences with		self-directed learning and
tests.	Utilize additional NJDOE		growth.  • Provide for the development
<ul> <li>Teach Tiers 1,2, and 3 words to</li> </ul>	resources/recommendation		of self-understanding of
assist students' understanding	Ø		one's relationships with
	Review Special Education		people, societal institutions,
assessments to drive next	isting for additional		nature and culture.
point of	Establish a consistent and		Wathematics 7 (7th grade)
instruction/differentiated	daily routine		and Algebra 1 (8th grade).
to assist with task, so that all			
are aware of expectations.			
hooks when available to			
listen to oral recorded reading.			
Provide individualized			
assistance as necessary.			
Allow for group work			
(strategically selected) and			
Utilize homework recorder			
within SIS.			
<ul> <li>Allow for copies of notes to be</li> </ul>			
<ul> <li>Utilize assistive technology as</li> </ul>			
appropriate.			
<ul> <li>Provide meaningful feedback</li> </ul>			
and utilize teachable moments.			
Utilize graphic organizers			
• Flovine leaning illaterial at or			

daily	• Esta	refo	· Prov	deer	• Utili	nece	• Utili	read	sligh
daily routine.	<ul> <li>Establish a consistent and</li> </ul>	refocusing as necessary.	<ul> <li>Provide breaks to allow for</li> </ul>	deemed necessary.	<ul> <li>Utilize auditory reminders as</li> </ul>	necessary.	<ul> <li>Utilize manipulatives as</li> </ul>	reading levels	slightly above students
ne.	cons	as ne	eaks t	cessa	itory r		nipulat	rels.	ove st
	istent	cessa	o allo	īy.	emino		tives a		udent
	and	?	w for		ders a		S		S.
					S				
									4

## Quinton Township School District <u>Technology</u> Grade <u>Second</u>

### Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 5 - Keyboarding	Pacing:	4 weeks
					-
Unit Summary: Keyboarding skills	boarding skill	S			

#### Objectives:

- Students will be able to identify Computer Lab rules.
- Students will be able to demonstrate proper care of the basic computer equipment.
- Students will be able to locate keys on a keyboard.
- Students will be able to control the cursor using the mouse.

### **Essential Questions:**

- How do you open and close programs to do activities on the computer?
- How do you correctly use the mouse and keyboard?
- How do you open and operate a software program?
- What is correct computer terminology?
- How do you type a sentence in a word processor?

# Common Core State Standards/Learning Targets:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

- 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 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song, reinforce with activities and songs from previous lessons.	Week 4 - Home Row, Special Keys, and Number Keys	Week 4 - Whole Keyboard Layout
	Week 3 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (Such as Keyboard Kid by Kindernotes)	Week 3 - Special Keys (shift, space bar, enter/return, delete, backspace, tab, caps lock)	Week 3 - Special Keys
<ul> <li>KidPix or similar drawing/creativity program</li> <li>Web Resources</li> </ul>	Week 2 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as Home Row by Bard Borden or Keyboard Challenge on ABCya.com)	Week 2 - Home Row Keys	Week 2 - Home Row
<ul> <li>SmartBoard Applications</li> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> <li>Microsoft Applications</li> </ul>	Week 1 - Laminated Keyboards, blank keyboard sheets (to color in), Keyboard activity (such as Keyboard for Kids by F. Ragonese)	Week 1 - Keyboard layout, similarities and differences to other devices we see or use.	Week 1 - Keyboard layout
Technology Infusion	Core Instructional Materials	Teacher's Guide/ Resources	Overview of Activities

Formative Assessment Plan Summative As	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.	pportunity for students to demonstrate ing a particular unit.
Suggested activities to assess student progress:  Student Conference  Anecdotal Notes  Self Rubric  Final Assessment/Benchmark/Project:  Assessment on Keyboard- Identifying layout of keyboard  Assessment on Basic Computer Features and their Purpose  Pre-assessment activity/Post-assessment activity	ark/Project: dentifying layout of keyboard uter Features and their Purpose -assessment activity

Special Education  • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish	At Risk  RTI Tiered Interventions following RTI framework Support instruction with RTI intervention resources Provide after school tutoring services Basic Skills Instruction	• 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
<ul><li>Hold high expectations</li></ul>	<ul><li>Dictionary for use</li><li>Place with Spanish</li></ul>	<ul><li>services</li><li>Basic Skills Instruction</li></ul>	<ul> <li>Allow for the and applicat</li> </ul>
<ul> <li>Communicate directions clearly and concisely and</li> </ul>	speaking teacher/paraprofessional as	<ul><li>Hold high expectations</li><li>Utilize Go Math! RTI</li></ul>	thinking skills to enable students to re-conceptualize
repeat, reword, modify as	available	strategies	existing knowledge and/or
<ul><li>necessary.</li><li>Utilize open-ended questioning</li></ul>	<ul> <li>Learn/Utilize/Display some words in the students'</li> </ul>	<ul> <li>Fountas and Pinnell Phonics</li> <li>Hold parent conferences fall</li> </ul>	<ul><li>generate new knowledge.</li><li>Enable students to explore</li></ul>
<ul><li>techniques</li><li>Utilize scaffolding to support</li></ul>	<ul><li>native language</li><li>Invite student to after</li></ul>	<ul><li>and spring</li><li>Make modifications to</li></ul>	continually changing knowledge and information
<ul><li>Chunk tasks into smaller</li></ul>	<ul><li>school tutoring sessions</li><li>Basic Skills Instruction</li></ul>	instructional plans based on I and RS Plan.	and develop the attitude that knowledge is worth pursuing

<ul> <li>Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>Create modified assessments.</li> <li>Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>Provide individualized assistance as necessary.</li> <li>Allow for group work (strategically selected) and collaboration as necessary.</li> <li>Utilize homework recorder within SIS.</li> <li>Allow for copies of notes to be shared out.</li> <li>Utilize assistive technology as appropriate.</li> <li>Provide meaningful feedback and utilize teachable moments.</li> <li>Utilize graphic organizers</li> </ul>	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/differentiated
	<ul> <li>Utilize formative assessments to drive instruction</li> <li>Translate printed communications for parents in native language</li> <li>Hold conferences with translator present</li> <li>Utilize additional NJDOE resources/recommendations</li> <li>Review Special Education listing for additional recommendations</li> <li>Establish a consistent and daily routine</li> </ul>
	<ul> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Establish a consistent and daily routine.</li> </ul>
	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).

<u> </u>	daily routine.
consistent and	<ul> <li>Establish a consistent and</li> </ul>
as necessary.	refocusing as necessary.
eaks to allow for	<ul> <li>Provide breaks to allow for</li> </ul>
cessary.	deemed necessary.
Utilize auditory reminders as	<ul> <li>Utilize auditory</li> </ul>
	necessary.
ipulatives as	<ul> <li>Utilize manipulatives as</li> </ul>
els.	reading levels.
ove students'	slightly above students
Provide reading material at or	<ul> <li>Provide readin</li> </ul>
Introduce/review study skills	<ul> <li>Introduce/reviews</li> </ul>