

Quinton Township School District
Technology
Grade Second

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Unit 1 - Literature	Pacing:	8 weeks
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Unit Summary: Literature Response

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.
- 1.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- 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.

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 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 style="list-style-type: none"> • SmartBoard Applications • Smart Notebook • Google Applications • Computer • Microsoft Applications • KidPix or similar drawing/creativity program • Web Resources
Week 2 - Reader Response	Week 2 - SmartBoard activity, read short book, model reader response.	Week 2 - Fiction read aloud, SmartBoard, Smart Notebook	
Week 3 - Reader Response	Week 3 - SmartBoard activity, read short book, reader response.	Week 3 - Fiction read aloud, SmartBoard, Smart Notebook	
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	
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Formative Assessment Plan		Summative Assessment Plan	
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric		Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying 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 	<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 	<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 	<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

<p>questioning techniques</p> <ul style="list-style-type: none"> • 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 recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. 	<ul style="list-style-type: none"> • 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 	<p>and spring</p> <ul style="list-style-type: none"> • 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. 	<p>continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">● 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 Second

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Unit 2 - Basic Computer Skills	Pacing:	9 weeks
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Unit Summary: Basic Computer Usage

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.
- 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.
- 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.

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 Computers.	Week 1 - Review 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	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

<p>Week 2 - Internet Safety; Introduction to Computers.</p>	<p>Week 2 - Review and discuss Internet Safety, class discussion. (Continue to introduce 1-2 new words/wk.)</p>	<p>Week 2 - SmartBoard activity (such as abcya.com, <u>The Cyber Five</u>)</p>	<p>• Web Resources</p>
<p>Week 3 - Computer Awareness</p>	<p>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.)</p>	<p>Week 3 - Click and Drag activity, (such as www.abcya.com or www.ixl.com)</p>	
<p>Week 4 - Computer Awareness</p>	<p>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.)</p>	<p>Week 4 - Click and Drag activity, (such as www.abcya.com or www.ixl.com)</p>	
<p>Week 5 - Mac Basic Operations</p>	<p>Week 5 - Mac Operations, Open/Close a window, Minimize and Maximize a window. (Continue to introduce 1-2 new words/wk.)</p>	<p>Week 5 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)</p>	
<p>Week 6 - Mac Basic Operations</p>	<p>Week 6 - Mac Operations, Open/Close a window, Minimize and Maximize a window. (Continue to introduce 1-2 new words/wk.)</p>	<p>Week 6 - Demonstrate on SmartBoard (Open/Close a window, Minimize and Maximize a window)</p>	
<p>Week 7 - Online Usage</p>	<p>Week 7 - Introduce proper</p>	<p>Week 7 - Model proper care of</p>	

	care of computer lab equipment. (Continue to introduce 1-2 new words/wk.)	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. (Continue to introduce 1-2 new words/wk.)	Week 8 - Click and Drag activity, (such as www.abcyza.com or www.ixl.com)	
Week 9 - Computer Usage	Week 9 - Review SmartBoard activity on computer parts. Computer parts and functions. Post-Test	Week 9 - 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 computer parts and their function. Pre-assessment activity/Post-assessment activity	

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Unit 3 - Online Usage	Pacing:	5 weeks
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Unit Summary: Access the internet

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).

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 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)	<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 - Input & Output	Week 2 - Reinforce Input and Output devices.	Week 2 - Vocabulary words, SmartBoard, Input/Output devices game (such as abcya.com)	
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 Tinker.com)	
Week 5 - Review and Post-test	Week 5 - Post-test	Week 5 - Vocabulary words, SmartBoard, Post-test.	

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

Differentiation

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

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

Pacing Chart/Curriculum MAP

Marking Period:	3 & 4	Unit Title:	Unit 4 - Basic Spreadsheet	Pacing:	9 weeks
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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.

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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

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

Spreadsheet Data Entry	Spreadsheet Data Entry, Pixel Art	Spreadsheet, Pixel Art Examples	<ul style="list-style-type: none"> • Smart Notebook • Google Applications • Computer • Microsoft Applications • KidPix or similar drawing/creativity program • Web Resources
Week 2 - Pixel Art	Week 2 - Data entry activity, Pixel Art examples	Week 2 - Sample Spreadsheet for Independent Practice, Pixel Art Examples	
Week 3 - Pixel Art	Week 3 - Data entry activity, Pixel Art examples	Week 3 - Sample Spreadsheet for Independent Practice, Pixel Art Examples	
Week 4 - Pixel Art	Week 4 - Data entry activity, Pixel Art examples	Week 4 - Sample Spreadsheet for Independent Practice, Pixel Art Examples	
Week 5 - Data Entry	Week 5 - Basic Data Entry	Week 5 - Sample Spreadsheet for Review and Group Practice	
Week 6 - Data Entry	Week 6 - Basic Data Entry	Week 6 - Sample Spreadsheet for Review and Group Practice	
Week 7 - Data Entry	Week 7 - Basic Data Entry	Week 7 - Sample Spreadsheet for Review and Group Practice	
Week 8 - Review	Week 8 - Review game or activity on basic data entry	Week 8 - Spreadsheet Poster, review activity	
Week 9 - Assessment	Week 9 - Assess Students on terminology and data entry	Week 9 - Sample Document for Assessment	

Formative Assessment Plan		Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.
Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric		Final Assessment/Benchmark/Project: Assessment on Pixel Art Assessment on Data Entry 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 	<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 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to,

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

Pacing Chart/Curriculum MAP

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

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.

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 - Keyboard layout	Week 1 - Keyboard layout, similarities and differences to other devices we see or use.	Week 1 - Laminated Keyboards, blank keyboard sheets (to color in), Keyboard activity (such as <u>Keyboard for Kids</u> by F. Ragonese)	<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 - Home Row	Week 2 - Home Row Keys	Week 2 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (such as <u>Home Row</u> by Bard Borden or <u>Keyboard Challenge</u> on ABCya.com)	
Week 3 - Special Keys	Week 3 - Special Keys (shift, space bar, enter/return, delete, backspace, tab, caps lock)	Week 3 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song (Such as <u>Keyboard Kid</u> by Kindernotes)	
Week 4 - Whole Keyboard Layout	Week 4 - Home Row, Special Keys, and Number Keys	Week 4 - Laminated Keyboards, blank keyboard sheets (to color in), keyboarding song, reinforce with activities and songs from previous lessons.	

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller 	<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 	<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. 	<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

<p>components</p> <ul style="list-style-type: none"> • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers 	<ul style="list-style-type: none"> • 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"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• 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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