

Quinton Township School District
Technology
Grade Third

Pacing Chart/Curriculum MAP

Marking Period:	Year long	Unit Title:	Unit 1 - Technology Review	Pacing:	Year Long
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Unit Summary: Daily demonstration of computer functions and technology terminology.

Objectives:

- Students will be able to sit properly at computer stations.
- Students will be able to use the mouse correctly.
- Students will be able to use multiple software programs.
- Students will be able to use basic skills of file management when saving and searching for documents.
- Students will be able to select appropriate print options when printing a document.
- Students will be able to turn on and properly shut down the various components of a computer system.
- Students will be able to use two hands to enter text.
- Students will be able to locate and use the home row position, all alphabet keys and spacebar.
- Students will be able to identify the functions of the shift, spacebar, enter/return, backspace, delete and caps lock keys.
- Students will be able to identify the functions of the tab, number lock, home, end, arrow keys, page up, page down and escape.

Essential Questions:

- What skills do I need to learn to be a 21st Century Learner?
- How do I choose the right digital tools and when do I use them?
- How can I use my digital tools and skills in new situations?

Common Core State Standards/Learning Targets:

- 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

- 8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
- 8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
- 8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

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
Weekly - Observation of Computer Use	Weekly - Practical (Hands On) demonstration of computer functions, Teacher Observations/Anecdotal Notes	Weekly - Posters demonstrating computer lab rules, proper positioning while at computers, proper hand placement, ect.	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Typing Program
Monthly - Technology Quizzes/tests	Monthly - Review weekly and assess monthly technology terminology, basic computer functions, proper computer posture and hand placement.	Monthly - Assessment/observation sheets, laminated keyboards, Typing program	

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 technology terminology
 Practical (Hands On) demonstration of computer functions

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, 	<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 	<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.

<p>and tests.</p> <ul style="list-style-type: none"> • 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 slightly above students' reading levels. 	<ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<ul style="list-style-type: none"> • 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">• 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 Third

Pacing Chart/Curriculum MAP

Marking Period:	Year Long	Unit Title:	Unit 2 - Keyboarding	Pacing:	30 weeks
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Unit Summary: Keyboarding Techniques

Objectives:

- Students will be able to master keyboarding techniques.
- Students will be able to sit properly at computer stations.
- Students will be able to select appropriate print options when printing a document.
- Students will be able to turn on and properly shut down the various components of a computer system.
- Students will be able to use two hands to enter text.
- Students will be able to locate and use the home row position, all alphabet keys and spacebar.
- Students will be able to identify the functions of the shift, spacebar, enter/return, backspace, delete and caps lock keys.
- Students will be able to identify the functions of the tab, number lock, home, end, arrow keys, page up, page down and escape.

Essential Questions:

- What skills do I need to learn to be a 21st Century Learner?
- How should we sit at the computer?
- What is the home row?
- What are the functions of the shift, spacebar, enter/return, backspace, delete and caps lock keys?
- What are the functions of the tab, number lock, home, end, arrow keys, page up, page down and escape keys?

Common Core State Standards/Learning Targets:

- 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and pictures.

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
Weekly - Typing Lesson	Weekly - Typing Program (such as Typing.com) Begin with Pre-assessment Allow students to progress at their own rate.	Weekly - Typing Program (such as typing.com) Posters demonstrating computer lab rules, proper positioning while at computers, proper hand placement, ect. Assessment/observation sheets, laminated keyboards, Typing program	<ul style="list-style-type: none">● SmartBoard Applications● Smart Notebook● Google Applications● Computer● Microsoft Applications● KidPix or similar drawing/creativity program● Web Resources● Typing Program

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

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Unit 3 - Internet Safety	Pacing:	3 weeks
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Unit Summary: Internet Safety

Objectives:

- Students will be able to navigate the internet using proper netiquette.
- Students will be able to implement safety precautions to be an active and safe member of the global community.

Essential Questions:

- What is ethical online behavior?
- How can online behaviors affect my future?
- What is cyber safety and cyberbullying? How can it affect me?

Common Core Standards/Learning Targets:

- 8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- 8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

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 Digital Citizenship	Week 1 - Pre-test, cyber safety, cyber security, cyber bullying, cyber ethics.	Week 1 - Pre-test, Posters	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Typing Program
Week 2 - Cyber Safety, Cyber Security	Week 2 - How to stay safe on the internet and protect personal information.	Week 2 - Cyber Safety activity, Cyber Security activity	
Week 3 - Cyber Bullying, Cyber Ethics	Week 3 - What is cyber bullying? How can I avoid it? What should I do if I'm part of it? What are the school's consequences?	Week 3 - Cyber Bullying activity, Cyber Ethics activity	
Week 4 - Review Digital Citizenship	Week 4 - How can I be a good Digital Citizen?	Week 4 - Digital Citizenship Review, 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:	Final Assessment/Benchmark/Project: Assessment on Cyber Safety activity

Student Conference Anecdotal Notes Self Rubric Rubric	Assessment on Cyber Security activity Assessment on Cyber Bullying activity Assessment on Cyber Ethics activity Pre-assessment activity/Post-assessment activity
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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. 	<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 	<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

<ul style="list-style-type: none"> • 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 slightly above students' reading levels. • Utilize manipulatives as 	<p>listing for additional recommendations</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>of self-understanding of one's relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• 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 Third

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Unit 4 - Library Resource - Encyclopedia	Pacing:	4 weeks
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Unit Summary: Library Resource: Encyclopedia

Objectives:

- Students will be able to identify the parts of an encyclopedia.
- Students will be able to locate information on a topic in an encyclopedia.
- Students will be able to select appropriate print options when printing a document.

Essential Questions:

- What skills do I need to learn to be a 21st Century Learner?
- What is an encyclopedia? How can it help us research a topic?
- What are the different kinds of library resources? What are they used for?

Common Core State Standards/Learning Targets:

- 8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.1.5.A.5 - Create and use a database to answer basic questions.
- 8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data

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 - Online Encyclopedia	Week 1 - Pre-assessment on using an encyclopedia, Introduce Encyclopedia Britannica	Week 1 - Pre-assessment on using an encyclopedia	<ul style="list-style-type: none"> ● SmartBoard Applications ● Smart Notebook ● Google Applications ● Computer ● Microsoft Applications ● KidPix or similar drawing/creativity program ● Web Resources ● Typing Program ● Encyclopedia Britannica
Week 2 - Research Assignment	Week 2 - Encyclopedia Britannica, Research handout, rubric	Week 2 - Encyclopedia Britannica tutorial, Research handout, rubric	
Week 3 - Research Assignment	Week 3 - Encyclopedia Britannica, Research handout, rubric	Week 3 - Encyclopedia Britannica tutorial, Research handout, rubric	
Week 4 - Encyclopedia Britannica assessment	Week 4 - Post-assessment	Week 4 - Post-assessment, Project rubric	

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 Encyclopedia Britannica project 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 • 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. 	<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).

<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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