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

## Pacing Chart/Curriculum MAP

Marking Period:
Year long
Unit Title:
Unit 1 - Technology Review
Pacing:
Year Long

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.

- commands, and outputs information. 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
- specific output. 8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate
- 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

			Quizzes/tests	ivionthly - Technology				Computer ∪se	Weekly - Observation of	CACTATEM OF WELLATINGS	Overview of Astinition
posture and hand placement.	functions, proper computer	terminology, basic computer	assess monthly technology	Monthly - Review weekly and		Observations/Anecdotal Notes	functions, Teacher	demonstration of computer	Weekly - Observation of Weekly - Practical (Hands On)	reactier's Guide/ Resources	Took of Calleton
		program	sheets, laminated keyboards, Typing	Monthly - Assessment/observation		placement, ect.	while at computers, proper hand	computer lab rules, proper positioning	Weekly - Posters demonstrating	Core Instructional Materials	
<ul> <li>Typing Program</li> </ul>	Web Resources	program	drawing/creativity	<ul> <li>KidPix or similar</li> </ul>	<ul> <li>Microsoft Applications</li> </ul>	<ul> <li>Computer</li> </ul>	<ul> <li>Google Applications</li> </ul>	Smart Notebook	<ul> <li>SmartBoard Applications</li> </ul>	Technology Infusion	

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.	Formative Assessment Plan
Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	Summative Assessment Plan

#### Suggested activities to assess student progress: Student Conference Anecdotal Notes Self Rubric

Rubric

Differentiation

# Final Assessment/Benchmark/Project: Assessment on technology terminology Practical (Hands On) demonstration of computer functions

<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 repeat, reword, modify as necessary.</li> <li>Utilize open-ended questioning techniques</li> <li>Utilize scaffolding to support instruction.</li> <li>Chunk tasks into smaller components</li> <li>Provide step by step instructions</li> <li>Model and use visuals as often as possible</li> <li>Utilize extended time and/or reduce amount of items given for homework, quizzes,</li> </ul>	Special Education
<ul> <li>RTI</li> <li>Speech/Language Therapy</li> <li>Rosetta Stone</li> <li>Hold high expectations</li> <li>Provide English/Spanish Dictionary for use</li> <li>Place with Spanish speaking teacher/paraprofessional as available</li> <li>Learn/Utilize/Display some words in the students' native language</li> <li>Invite student to after school tutoring sessions</li> <li>Basic Skills Instruction</li> <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> </ul>	ELL
<ul> <li>RTI Tiered Interventions following RTI framework</li> <li>Support instruction with RTI intervention resources</li> <li>Provide after school tutoring services</li> <li>Basic Skills Instruction</li> <li>Hold high expectations</li> <li>Utilize Go Math! RTI strategies</li> <li>Fountas and Pinnell Phonics</li> <li>Hold parent conferences fall and spring</li> <li>Make modifications to instructional plans based on I and RS Plan.</li> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Establish a consistent and daily routine.</li> </ul>	At Risk
<ul> <li>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>Promote self-initiated and self-directed learning and growth.</li> </ul>	Gifted and Talented

	daily routine.	refocusing as necessary.	Provide breaks to allow for	Utilize auditory reminders as	<ul> <li>Utilize manipulatives as necessary.</li> </ul>
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### **Quinton Township School District** Grade Third

## Pacing Chart/Curriculum MAP

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

## 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 turn on and properly shut down the various components of a computer system. Students will be able to select appropriate print options when printing a document.
- 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

Weekly - Typing Lesson	Overview of Activities
Weekly - Typing Program (such as Typing.com)  Begin with Pre-assessment  Allow students to progress at their own rate.	Teacher's Guide/ Resources
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	Core Instructional Materials
<ul> <li>SmartBoard Applications</li> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> <li>Microsoft Applications</li> <li>KidPix or similar drawing/creativity program</li> <li>Web Resources</li> <li>Typing Program</li> </ul>	Technology Infusion

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going S 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 Pre-assessment activity/Post-assessment activity

#### Differentiation

Special Education	ELL	At Risk	Gifted and Talented
RTI     Modify and accommodate as	RTI     Speech/Language Therapy	RTI Tiered Interventions following RTI framework	<ul> <li>Organize the curriculum to include more elaborate,</li> </ul>
listed in student's IEP or 504	<ul> <li>Rosetta Stone</li> <li>Hold high expectations</li> </ul>	Support instruction with RTI     intervention resources	of major ideas and problems
Utilize effective amount of wait	Provide English/Spanish	Provide after school tutoring	through Compacting.
time	Dictionary for use	services	<ul> <li>Allow for the development</li> </ul>
	Place with Spanish	Basic Skills Instruction	and application of productive
clearly and concisely and	speaking teacher/paraprofessional as	<ul> <li>Hold high expectations</li> <li>Utilize Go Math! RTI</li> </ul>	students to re-conceptualize
repeat, reword, modify as	available	strategies	existing knowledge and/or
necessary.	Learn/Utilize/Display some	Fountas and Pinnell Phonics	generate new knowledge.
techniques	native language	and spring	continually changing
<ul> <li>Utilize scaffolding to support</li> </ul>	<ul> <li>Invite student to after</li> </ul>	Make modifications to	knowledge and information
instruction.	school tutoring sessions	instructional plans based on I	and develop the attitude that
Chunk tasks into smaller	Basic Skills Instruction	and RS Plan.	knowledge is worth pursuing
Provide step by step	assessments to drive	encourage good behavior	Encourage expecting to
instructions	instruction	and completion of work.	selection and use of
<ul> <li>Model and use visuals as</li> </ul>	Translate printed	Establish a consistent and	appropriate and specialized
often as possible	communications for parents	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.	translator present  • Utilize additional N.IDOF		growth.
<ul> <li>Teach Tiers 1,2, and 3 words to</li> </ul>			
assist students' understanding	Ø		one's relationships with
of instructional texts.	<ul> <li>Review Special Education</li> </ul>		people, societal institutions,
<ul> <li>Utilize a variety of formative</li> </ul>	listing for additional		nature and culture.
assessments to drive next	recommendations		Continue to offer Accelerated
point of	<ul> <li>Establish a consistent and</li> </ul>		Mathematics 7 (7th grade)
instruction/differentiated	daily routine		and Algebra 1 (8th grade).

• Establish a consistent and	deemed necessary.     Provide breaks to allow for	necessary.     Utilize auditory reminders as	Utilize manipulatives as	slightly above students'	● Introduce/review study skills ● Provide reading material at or	Utilize graphic organizers	Provide meaningful feedback     and utilize teachable moments.	appropriate.	Utilize assistive technology as	shared out.	Allow for copies of potes to be	Utilize homework recorder	(strategically selected) and collaboration as necessary.	Allow for group work	assistance as necessary.	books, when available, to	Allow students to utilize online	Create modified assessments.	are aware of expectations.	• Create rubrics/allow students	instructional practices.

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

## Pacing Chart/Curriculum MAP

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

#### 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 State 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><li>SmartBoard Applications</li><li>Smart Notebook</li><li>Google Applications</li></ul>
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	<ul><li>Computer</li><li>Microsoft Applications</li><li>KidPix or similar drawing/creativity</li></ul>
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	<ul><li>program</li><li>Web Resources</li><li>Typing Program</li></ul>
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
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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

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
RTI     Modify and accommodate as	RTI     Speech/Language Therapy		Organize the curriculum to include more elaborate,
listed in student's IEP or 504	Rosetta Stone	Support instruction with RTI	complex, and in-depth study
plan  Itilize effective amount of	Hold high expectations     Broyide English/Spenish	intervention resources	of major ideas and problems
wait time	Dictionary for use	• Provide after school tutoring services	<ul> <li>Allow for the development</li> </ul>
<ul> <li>Hold high expectations</li> </ul>	<ul> <li>Place with Spanish speaking</li> </ul>	Basic Skills Instruction	and application of productive
Communicate directions	teacher/paraprofessional as	<ul> <li>Hold high expectations</li> </ul>	thinking skills to enable
repeat reword modify as	a l parm/l ltilizo/Display somo	Utilize Go Wath! RII	students to re-conceptualize
necessary.	words in the students' native	Fountas and Pinnell Phonics	generate new knowledge.
Utilize open-ended	language	Hold parent conferences fall	Enable students to explore
questioning techniques	<ul> <li>Invite student to after school</li> </ul>	and spring	continually changing
Utilize scaffolding to support	tutoring sessions	Make modifications to	knowledge and information
	Basic Skills Instruction	instructional plans based on I	and develop the attitude that
Chunk tasks into smaller	<ul> <li>Utilize formative assessments</li> </ul>	and RS Plan.	knowledge is worth pursuing
	to drive instruction	<ul> <li>Develop a record system to</li> </ul>	in an open world.
Provide step by step	Translate printed	encourage good behavior	<ul> <li>Encourage exposure to,</li> </ul>
Instructions  Model and use visuals as	communications for parents	and completion of work.	selection and use of
	Hold conferences with	daily routine.	resources
<ul> <li>Utilize extended time and/or</li> </ul>	translator present		Promote self-initiated and
reduce amount of items	Utilize additional NJDOE		self-directed learning and
given for nomework, quizzes, and tests.	resources/recommendations  ● Review Special Education		growth.

	necessary.  Utilize auditory reminders as deemed necessary.  Provide breaks to allow for refocusing as necessary.  Establish a consistent and daily routine.

## Quinton Township School District Technology Grade Third

## Pacing Chart/Curriculum MAP

rking Period: 4		Unit Title:	Unit 4 - Library Resource - Encyclopedia	Pacing:	4 wee
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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> <li>SmartBoard Applications</li> <li>Smart Notebook</li> <li>Google Applications</li> <li>Computer</li> <li>Microsoft Applications</li> </ul>
Week 2 - Research Assignment	Week 2 - Encyclopedia Britannica, Research handout, rubric	Week 2 - Encyclopedia Britannica tutorial, Research handout, rubric	<ul> <li>KidPix or similar drawing/creativity program</li> <li>Web Percurses</li> </ul>
Week 3 - Research Assignment	Week 3 - Encyclopedia Britannica, Research handout, rubric	Week 3 - Encyclopedia Britannica tutorial, Research handout, rubric	<ul> <li>Typing Program</li> <li>Encyclopedia Britannica</li> </ul>
Week 4 - Encyclopedia Britannica assessment	Week 4 - Post-assessment	Week 4 - Post-assessment, Project rubric	

Formative Assessment Plan	Summative Assessment Plan
Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.	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	Final Assessment/Benchmark/Project: Assessment on Encyclopedia Britannica project Pre-assessment activity/Post-assessment activity
Self Rubric Rubric	

#### Differentiation

Special Education	ELL	At Risk	Gifted and Talented
RTI     Modify and accommodate as	• RTI	RTI Tiered Interventions	Organize the curriculum to
listed in student's IEP or 504	<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
		intervention resources	of major ideas and problems
• Utilize effective amount of wait	Provide English/Spanish     Diction of Franciscoping	Provide after school tutoring	through Compacting.
Hold high expectations	Place with Spanish	services	Allow for the development
	speaking	Hold high expectations	thinking skills to enable
and concisely and repeat,	teacher/paraprofessional as		students to re-conceptualize
reword, modify as necessary.	available	strategies	existing knowledge and/or
techniques	• Learn/Utilize/Display some words in the students?	Fountas and Pinnell Phonics     Hold parent conference fell	
<ul> <li>Utilize scaffolding to support</li> </ul>	native language	and spring	continually changing
	<ul> <li>Invite student to after</li> </ul>	<ul> <li>Make modifications to</li> </ul>	knowledge and information
components	Basic Skills Instruction	instructional plans based on I	and develop the attitude that
<ul> <li>Provide step by step</li> </ul>		Develop a record system to	in an onen world
instructions	assessments to drive	encourage good behavior	Encourage exposure to
<ul> <li>Model and use visuals as often</li> </ul>	instruction	and completion of work.	selection and use of
	Translate printed	<ul> <li>Establish a consistent and</li> </ul>	appropriate and specialized
• Office extended time and/or	communications for	daily routine.	resources.
for homework quizzes and			<ul> <li>Promote self-initiated and</li> </ul>
tests.	translator present		self-directed learning and
<ul> <li>Teach Tiers 1,2, and 3 words to</li> </ul>	Utilize additional NJDOE		Provide for the development
assist students' understanding	resources/		of self-understanding of
e Utilize a variety of formative			one's relationships with
assessments to drive next	listing for additional		people, societal institutions,
point of	recommendations		Continue to offer Appointed
instruction/differentiated	<ul> <li>Establish a consistent and</li> </ul>		Mathematics 7 (7th grade)
instructional practices.	daily routine		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.	slightly above students'	<ul> <li>Provide reading material at or</li> </ul>	<ul> <li>Introduce/review study skills</li> </ul>	Utilize graphic organizers	and utilize teachable moments.	<ul> <li>Provide meaningful feedback</li> </ul>	appropriate.	<ul> <li>Utilize assistive technology as</li> </ul>	shared out.	<ul> <li>Allow for copies of notes to be</li> </ul>	within SIS.	<ul> <li>Utilize homework recorder</li> </ul>	collaboration as necessary.	(strategically selected) and	Allow for group work	assistance as necessary.	Provide individualized	to oral recorded reading.	books, when available, to listen	<ul> <li>Allow students to utilize online</li> </ul>	<ul> <li>Create modified assessments.</li> </ul>	are aware of expectations.	to assist with task, so that all	Create rubrics/allow students