Quinton Township School District <u>Technology</u> Grade <u>Fourth</u>

Pacing Chart/Curriculum MAP

Unit Summary: Understanding the Acceptable Use Belley (AUD)	Marking Period: 1 Unit Title:
	Unit 1 - Acceptable Use Policy
п	Pacing:
	3 weeks

Objectives:

- Students will be able to read and understand the Acceptable Use Policy (AUP).
- Students will be able to describe the AUP.

Essential Questions:

- What is an AUP? Why do we need an AUP?
- How do we use computers appropriately in the school environment?
- What are the consequences of misusing the school computer/network?

Common Core State Standards/Learning Targets:

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

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 - Acceptable Use Policy	Week 1 - Pre-test (AUP)	Week 1 - Pre-test on AUP, identify the need for an AUP, describe the school's AUP, What are the school's	SmartBoard ApplicationsSmart NotebookGoogle Applications
		consequences'?	ComputerMicrosoft Applications
Week 2 - Acceptable Use Policy	Week 2 - Discuss the school's AUP, students sign and take home for parents to	Week 2 - AUP	 KidPix or similar drawing/creativity program
Week 3 - Acceptable Use Policy	Week 3 - Post-assessment (AUP)	Week 3 - Post-test on AUP, identify the need for an AUP, describe the	Web Resources
		school's AUP, What are the school's consequences?	

Formative 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 Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit. Final Assessment/Benchmark/Project: Assessment on Smartboard- Identifying the need for an AUP. Pre-assessment activity/Post-assessment activity		
with	Formative Assessment Plan	
activities to assess student progress: nference Notes	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 the need for an AUP. Pre-assessment activity/Post-assessment activity

Special Education	ELL	At Risk	Gifted and Talented
• RTI	• RTI	RTI Tiered Interventions	Organize the curriculum to
Modify and accommodate as	 Speech/Language Therapy 		
listed in student's IEP or 504	Rosetta Stone	 Support instruction with 	and in-depth study of major
plan	 Hold high expectations 	RTI intervention	ideas and problems through
 Utilize effective amount of wait 	 Provide English/Spanish 	resources	Compacting.
time	Dictionary for use	 Provide after school 	 Allow for the development and
 Hold high expectations 	 Place with Spanish speaking 	tutoring services	application of productive
Communicate directions clearly	teacher/paraprofessional as	 Basic Skills Instruction 	thinking skills to enable students
and concisely and repeat,	available	 Hold high expectations 	to re-conceptualize existing
reword, modify as necessary.	 Learn/Utilize/Display some 	Utilize Go Math! RTI	knowledge and/or generate new
techniques techniques	language	strategies	
 Utilize scaffolding to support 	 Invite student to after school 	Phonics	continually changing knowledge
instruction.	tutoring sessions	 Hold parent conferences 	and information and develop the
 Chunk tasks into smaller 	 Basic Skills Instruction 	fall and spring	attitude that knowledge is worth
components	Utilize formative	 Make modifications to 	pursuing in an open world.
 Provide step by step 	assessments to drive	instructional plans	Encourage exposure to,
instructions	instruction	based on I and RS Plan.	selection and use of appropriate
 Model and use visuals as often 	 Translate printed 	 Develop a record system 	and specialized resources.
as possible	communications for parents	to encourage good	Promote self-initiated and
 Utilize extended time and/or 	in native language	behavior and completion	self-directed learning and
reduce amount of items given	 Hold conferences with 	of work.	growth.
for homework, quizzes, and	translator present	 Establish a consistent 	 Provide for the development of
tests.	Utilize additional NJDOE	and daily routine.	self-understanding of one's
e leach liers 1,2, and 3 words to	resources/recommendations		relationships with people,
of inctinctional taxts	Review Special Education		societal institutions, nature and
Utilize a variety of formative	recommendations		Continue to offer Appointed
assessments to drive next	 Establish a consistent and 		Wathematics 7 (7th grade) and
point of	daily routine		Algebra 1 (8th grade)
instruction/differentiated			(000)
	一 のというでは、一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一	のない はいかん ないない ないない かんかい はんない かんかい	

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

Quinton Township School District <u>Technology</u> Grade <u>Fourth</u>

Pacing Chart/Curriculum MAP

Marking Period:	としているのでは、大学に大学に大学によりはないないのでは、大学の大学は大学は大学の大学によっている。
Year long	
Unit Title:	ACCORDING AND RESIDENCE OF THE PROPERTY OF THE PARTY OF T
Unit 2 - 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

	Weekly - Observation of Computer Use demonstration of cunctions, Teacher Observations/Anec Monthly - Technology Monthly - Review	Overview of Activities Teacher
assess monthly technology terminology, basic computer functions, proper computer posture and hand placement.	Weekly - Practical (Hands On) demonstration of computer functions, Teacher Observations/Anecdotal Notes Monthly - Review weekly and	Teacher's Guide/ Resources
sheets, laminated keyboards, Typing program	Weekly - Posters demonstrating computer lab rules, proper positioning while at computers, proper hand placement, ect. Monthly - Assessment/observation	Core Instructional Materials
 Nidrix or similar drawing/creativity program Web Resources Typing Program 	 SmartBoard Applications Smart Notebook Google Applications Computer Microsoft Applications 	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

Special Education	TIE	At Risk	Gifted and Talented
RTIModify and accommodate as listed	RTI Speech/Language	 RTI Tiered Interventions following RTI framework 	 Organize the curriculum to include more elaborate,
in student's IEP or 504 plan	Therapy	 Support instruction with 	complex, and in-depth study of
 Utilize effective amount of wait time Hold high expectations 	Rosetta Stone	RTI intervention resources	major ideas and problems
Communicate directions clearly	 Provide English/Spanish 	 Provide after school tutoring services 	 Allow for the development and
and concisely and repeat, reword,	Dictionary for use	 Basic Skills Instruction 	application of productive
modify as necessary.	 Place with Spanish 	 Hold high expectations 	thinking skills to enable
Utilize open-ended questioning	speaking	 Utilize Go Math! RTI 	students to re-conceptualize
• Hitiliza scaffolding to support	teacher/paraprofessional	strategies	existing knowledge and/or
	Learn/Utilize/Display	Phonics	• Enable students to explore
Chunk tasks into smaller	some words in the	 Hold parent conferences 	continually changing
components	students' native	fall and spring	knowledge and information
 Provide step by step instructions 	language	 Make modifications to 	and develop the attitude that
 Model and use visuals as often as 	 Invite student to after 	instructional plans based	knowledge is worth pursuing in
possible	school tutoring sessions	on I and RS Plan.	an open world.
 Utilize extended time and/or reduce 	 Basic Skills Instruction 	 Develop a record system 	 Encourage exposure to,
amount of items given for	 Utilize formative 	to encourage good	selection and use of
homework, quizzes, and tests.	assessments to drive	behavior and completion	appropriate and specialized
Teach Tiers 1,2, and 3 words to	instruction	of work.	resources.
assist students' understanding of	 Translate printed 	 Establish a consistent and 	 Promote self-initiated and
instructional texts.	communications for	daily routine.	self-directed learning and
Utilize a variety of formative	parents in native		growth.

assessments to drive next point of instruction/differentiated	language • Hold conferences with	 Provide for the development of self-understanding of one's
instructional practices.	translator present	relationships with people,
 Create rubrics/allow students to 	Utilize additional NJDOE	societal institutions, nature
assist with task, so that all are	resources/	and culture.
aware of expectations.	recommendations	Continue to offer Accelerated
 Create modified assessments. 	Review Special	Mathematics 7 (7th grade) and
Allow students to utilize online	Education listing for	Algebra 1 (8th grade).
books, when available, to listen to	additional	
oral recorded reading.	recommendations	
 Provide individualized assistance 	Establish a consistent	
as necessary.	and daily routine	
 Allow for group work (strategically 		
selected) and collaboration as		
necessary.		
Utilize homework recorder within		
Allow for conies 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		

Quinton Township School District <u>Technology</u> Grade <u>Fourth</u>

Pacing Chart/Curriculum MAP

Unit Summary: Internet Safety	Marking Period:
rnet 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	SmartBoard ApplicationsSmart NotebookGoogle Applications
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	ComputerMicrosoft ApplicationsKidPix or similar drawing/creativity
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	 Web Resources Typing Program
Week 4 - Review Digital Citizenship	Week 4 - How can I be a good Digital Citizen?	Week 4 - Digital Citizenship Review, Post-test	

Suggested activities to assess student progress:	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
Final Assessment/Benchmark/Project: Assessment on Cyber Safety activity	Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.	Summative Assessment Plan

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

Special Education	ELL	At Risk	Gifted and Talented
 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. 	 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 	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	 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
 Utilize scaffolding to support instruction. 	 Learn/Utilize/Display some words in the 		Enable students to explore continually changing
 Chunk tasks into smaller components 	students' native languageInvite student to after	and springMake modifications to	knowledge and information and develop the attitude that
 Provide step by step instructions Model and use visuals as often as 	school tutoring sessionsBasic Skills Instruction	instructional plans based on I and RS Plan.	knowledge is worth pursuing in an open world.
 Utilize extended time and/or 	 Utilize formative assessments to drive 	 Develop a record system to encourage good behavior 	 Encourage exposure to, selection and use of
reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1.2, and 3 words to	 Instruction Translate printed communications for 	 and completion of work. Establish a consistent and daily routing 	appropriate and specialized resources.
assist students' understanding of instructional texts. • Utilize a variety of formative	parents in native language Hold conferences with		self-directed learning and growth. Provide for the development

instruction/differentiated instructional practices. Create rubrics/allow students to assist with task, so that all are aware of expectations. Create modified assessments.	 translator present Utilize additional NJDOE resources/ recommendations Review Special Education listing for additional recommendations 	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).
Allow students to utilize online books, when available, to listen to	Establish a consistent and daily routine	and Algebra i (om grade).
 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 graphic organizers		
Introduce/review study skills		
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		

Quinton Township School District Grade Fourth

Pacing Chart/Curriculum MAP

Marking Period:
Year Long
Unit Title:
Unit 4 - Keyboarding
Pacing:
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

	Allow students their own rate.	Begin v	Weekly - Typing Lesson Weekly (such a	Overview of Activities Teacher
	s to progress at	Begin with Pre-assessment	Weekly - Typing Program (such as Typing.com)	Teacher's Guide/ Resources
Assessment/observation sheets, laminated keyboards, Typing program	rules, proper positioning while at computers, proper hand placement, ect.	Posters demonstrating computer lab	Weekly - Typing Program (such as typing.com)	Core Instructional Materials
programWeb ResourcesTyping Program	Microsoft ApplicationsKidPix or similar drawing/creativity	Google ApplicationsComputer	SmartBoard ApplicationsSmart Notebook	Technology Infusion

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 Pre-assessment activity/Post-assessment activity
Self Rubric Rubric	

Special Education	ELL	At Risk	Gifted and Talented
			 Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. Allow for the development
 Hold high expectations Communicate directions clearly and concisely and 	 Place with Spanish speaking teacher/paraprofessional as 	 Basic Skills Instruction Hold high expectations Utilize Go Math! RTI 	and application of productive thinking skills to enable students to re-conceptualize
repeat, reword, modify as necessary.	available • Learn/Utilize/Display some	strategies • Fountas and Pinnell Phonics	existing knowledge and/or generate new knowledge.
 Utilize open-ended questioning techniques 	native language	 Hold parent conferences fall and spring 	 Enable students to explore continually changing
 Utilize scaffolding to support instruction 	Invite student to after	Make modifications to	knowledge and information
 Chunk tasks into smaller 	Basic Skills Instruction	and RS Plan.	knowledge is worth pursuing
components	Utilize formative	 Develop a record system to 	in an open world.
 Provide step by step instructions 	assessments to drive	encourage good behavior	Encourage exposure to,
 Model and use visuals as 	Translate printed	• Establish a consistent and	appropriate and specialized
	communications for parents	daily routine.	resources.
reduce amount of items given	 Hold conferences with 		 Promote self-initiated and self-directed learning and
for homework, quizzes, and tests.	translator present		growth.
 Teach Tiers 1,2, and 3 words to 	resources/recommendation		of self-understanding of
assist students' understanding of instructional texts.	Review Special Education		one's relationships with
 Utilize a variety of formative 	listing for additional		nature and culture.
assessments to drive next point of	 recommendations Establish a consistent and 		Continue to offer Accelerated Mathematics 7 (7th grade)
instruction/differentiated	daily routine		and Algebra 1 (8th grade).

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Quinton Township School District Technology Grade Fourth

Pacing Chart/Curriculum MAP

Objectives:

- Students will be able to read a map.
- Students will be able to navigate Google Maps.
- 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?
- How are maps used to find different places?
- What are the different kinds of library resources? What are they used for?

Common Core State Standards/Learning Targets:

- 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.
- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

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 - Google Maps	Week 1 - Pre-assessment on reading maps, Introduce Google Maps	Week 1 - Pre-assessment on reading maps	SmartBoard ApplicationsSmart NotebookGoogle Applications
Week 2 - Google Maps Collaborative Project	Week 2 - Google Maps tutorial, Project handout, rubric	Week 2 - Google Maps tutorial, Project handout, rubric	ComputerMicrosoft ApplicationsKidPix or similar drawing/creativity
Week 3 - Google Maps Collaborative Project	Week 3 - Google Maps tutorial, Project handout, rubric	Week 3 - Google Maps tutorial, Project handout, rubric	programWeb ResourcesTyping Program
Week 4 - Google Maps assessment	Week 4 - Post-assessment on reading maps	Week 4 - Post-assessment on reading maps, 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 Self Rubric Rubric	Final Assessment/Benchmark/Project: Assessment on Google Maps Collaborative project Pre-assessment activity/Post-assessment activity

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

necessary. Utilize auditory reminders as deemed necessary. Provide breaks to allow for refocusing as necessary. Establish a consistent and daily routine.	 and utilize teachable moments. Utilize graphic organizers Introduce/review study skills Provide reading material at or slightly above students' reading levels. Utilize manipulatives as 	 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 	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