

**Grade 3-5 Scope and Sequence for Technology**

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -1, 2	The Basics - Things To Remember	4 Instructional Days
MP -1, 2	Internet Safety - Digital Citizenship	4 Instructional Days
MP -1, 2	Basic Publishing - Technology Operations and Concepts	4 Instructional Days
MP -1, 2	Spreadsheets and Graphs - Technology Operations and Concepts	4 Instructional Days
MP -1, 2	Presentations - Creativity and Innovations	4 Instructional Days
MP -1, 2	Using Scratch to Create Animations - Critical Thinking, Problem Solving and Decision Making	4 Instructional Days

3-5 Grade Technology Curriculum	
Course Title: Technology	
Philosophy	<a href="#">Quick Link</a>
Unit 1: The Basics - Things To Remember	<a href="#">Quick Link to Unit 1</a>
Unit 2: Internet Safety - Digital Citizenship	<a href="#">Quick Link to Unit 2</a>
Unit 3: Basic Publishing - Technology Operations and Concepts	<a href="#">Quick Link to Unit 3</a>
Unit 4: Spreadsheets and Graphs - Technology Operations and Concepts	<a href="#">Quick Link to Unit 4</a>
Unit 5: Presentations - Creativity and Innovations	<a href="#">Quick Link to Unit 5</a>
Unit 6: Using Scratch to Create Animations - Critical Thinking, Problem Solving and Decision Making	<a href="#">Quick Link to Unit 6</a>

Philosophy
<p>The Florham Park School District’s technology curriculum encourages students to use creativity, problem solving, critical thinking, and decision making skills to prepare for the global workplace. In today’s global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.</p> <p>21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a</p>

dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

<b>Unit 1: The Basics</b>		<b>Grade: 3-5</b>
<b>Unit Summary</b>		
To fully implement and integrate the use of current and future technologies with the intent of enhancing the teaching and learning process as well as fostering students' ability to problem solve and think critically.		
<b>NJ Student Learning Standards</b>		
<p>8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about the problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>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.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>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.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>		
<b>Unit Sequence</b>		
<b>Part A: Essential Questions</b>		<b>Part B: Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How are digital tools used to access, manage, evaluate, and synthesize information to solve problems individually and collaboratively?</li> <li>● How are digital tools used to create and communicate knowledge?</li> </ul>		<ul style="list-style-type: none"> <li>● The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> <li>● The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</li> <li>● Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>● Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</li> <li>● Effective use of digital tools assists in gathering and managing information.</li> <li>● Information accessed using digital tools assists in generating solutions and making decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> <li>● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</li> <li>● Students apply digital tools to gather, evaluate, and use information.</li> <li>● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> </ul>
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Unit 1: The Basics	Teaching Point
	<ul style="list-style-type: none"> <li>● Today I want to teach you to log-in and out and maneuver a few areas (Google, classroom, docs, drive, typing.com)</li> <li>● Today I want to teach you touch typing techniques for alpha, numeric and punctuation, grade level specific.</li> <li>● Today I want to teach you basic terms including network drives, fonts, cut, copy, paste, open and close, save, maximize, minimize, highlight, menu, favorites, links, toolbar, programs, applications, icon, graphic, message box, white space, data projectors, cursor, exit, double click and navigate</li> <li>● Today I want to teach to access the Network accounts, Log-on/off, save to, retrieve files from, organizing files.</li> <li>● Today I want to teach you to use Google Drive Log-on procedures and basic file creation capabilities.</li> <li>● Today I want to teach you to utilize professional applications to create documents, spreadsheets, and presentations</li> <li>● Today I want to teach you to use digital tools to collect and analyze data to solve problems</li> <li>● Today I want to teach you to generate multimedia rich documents for integration in published works</li> <li>● Today I want to teach you to utilize problem solving skills and creative innovation to create animation content constructed from program scripting.</li> <li>● Today I want to teach you to develop self-directed learning behaviors via online learning community to view content, participate in online discussion, collaborate with peers, upload assignments, and take online assessments.</li> <li>● Today I want to teach you to properly cite sources of information</li> <li>● Today I want to teach you to evaluate the accuracy of information found on the internet</li> <li>● Today I want to teach you to research a topic and publish a report using digital tools for all steps in the process</li> <li>● Today I want to teach you to adhere to district acceptable use policy.</li> <li>● Today I want to teach you to establish, outline, and plan projects</li> <li>● Today I want to teach you to locate and extract useful information from appropriate project resources</li> <li>● Today I want to teach you to utilize online database tools to locate research quality resources</li> <li>● Today I want to teach you to incorporate information into the project without plagiarizing</li> </ul>

	<ul style="list-style-type: none"> <li>• Today I want to teach you to locate royalty-free, Creative Commons licensed content (Free-use media)</li> </ul>
Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Surveys</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Summative tests</li> <li>• Questionnaire</li> <li>• Demonstrations</li> <li>• Digital Portfolio</li> <li>• Learning Log</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Initial Benchmark: Beginning of first marking period</li> <li>• Mid-Year Benchmark: Given in January</li> <li>• End of year Benchmark: end of marking period</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> <li>• <i>Keyboards will be marked with specific colors on various keys.</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://alicekeeler.com">https://alicekeeler.com</a></li> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> <li>• <a href="https://www.tech4learning.com/">https://www.tech4learning.com/</a></li> <li>• <a href="https://www.battelleforkids.org/networks/p21">https://www.battelleforkids.org/networks/p21</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="http://www.commonsemmedia.org/educators/curriculum/k-5">http://www.commonsemmedia.org/educators/curriculum/k-5</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="#">Partnership for 21<sup>st</sup> Century Skills</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction">https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>BrainPop</i></li> <li>• <i>Newsela</i></li> <li>• <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>• <a href="https://sos.fbi.gov/en/">https://sos.fbi.gov/en/</a></li> <li>• <i>Google Forms</i></li> <li>• <i>Typing.com</i></li> <li>• <i>Canva.com</i></li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <i>All Standards, All Students/Case Studies</i></li> <li>• <i>(Restructure Lessons with UDL)</i></li> <li>• <i>Project Based Learning</i></li> <li>• <i>Brainpop</i></li> <li>• <i>Newsela</i></li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Graphic Organizers</i></li> <li>• <i>Scaffolded Notes</i></li> <li>• <i>Closed Notes</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop</a></li> <li>• Large Computer Keyboard</li> <li>• Noise canceling headphones</li> </ul>
<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLs</b>
<ul style="list-style-type: none"> <li>• Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying.</li> <li>• All major subject areas can be integrated into the area of technology including ELA, Mathematics, Social Studies, Science and Health.</li> <li>• Correlates to routine units in technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a document camera or overhead projector for shared lessons.</li> <li>• Use of chromebooks or iMacs</li> <li>• Use microphone or camera feature on computer</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Use of Computers with headphones, Internet access, digital camera, microphones, drawing tablets</li> <li>• Use an overhead screen for shared information.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Google Suite, Scratch software, iLife Suite.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>• Virtual Field Trips</li> <li>• EdTech Video</li> <li>• Google Teacher Tribe Podcasts</li> <li>• TechLearning.com</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• National Women’s History Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• Kindness Month</li> </ul>

<b>Unit Summary</b>	
To fully implement a child-friendly practice for smart internet habits and to stay safe online.	
<b>NJ Student Learning Standards</b>	
<p>8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about the problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>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.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>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.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	
<b>Unit Sequence</b>	
<b>Part A: Essential Questions</b>	<b>Part B: Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How can I stay safe on the internet?</li> <li>• What does cyber citizenship look like among students?</li> <li>• How can I safeguard my personal information when surfing the web?</li> </ul>	<ul style="list-style-type: none"> <li>• The use of the internet and social media can enhance creativity but also requires caution.</li> <li>• Students use critical thinking skills when posed with “netiquette” scenarios.</li> <li>• Students recognize when they should safeguard their personal information online.</li> </ul>
<b>Unit 2:Internet Safety</b>	<b>Teaching Point</b>
	<ul style="list-style-type: none"> <li>• Today I want to teach you to demonstrate an understanding of the rules when accessing FP computers.</li> <li>• Today I want to teach you not to use other’s work.</li> <li>• Today I want to teach you to acquire information that is in the form of text, graphics, audio, and video and save information for use in student projects consistent with copyright issues, with teacher assistance.</li> <li>• Today I want to teach you to use proper computer etiquette (clean hands, no banging keyboard or mouse, respect equipment, hands stay in your space, no cords in mouth.</li> <li>• Today I want to teach you to demonstrate proper etiquette when using the Internet.</li> <li>• Today I want to teach you to practice simple searches.</li> </ul>

	<ul style="list-style-type: none"> <li>• Today I want to teach you to use keywords for searching through clip art.</li> <li>• Today I want to teach you the use of keywords for internet searches.</li> </ul>
<div style="display: flex; justify-content: space-between;"> <span><b>Evidence of Learning (Assessments)</b></span> <span><b>Accommodations and Modifications</b></span> </div>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Surveys</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Summative tests</li> <li>• Questionnaire</li> <li>• Demonstrations</li> <li>• Digital Portfolio</li> <li>• Learning Log</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Initial Benchmark: Beginning of first marking period</li> <li>• Mid-Year Benchmark: Given in January</li> <li>• End of year Benchmark: end of marking period</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> <li>• <i>Keyboards will be marked with specific colors on various keys.</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul>



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	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop</a></li> <li>• Large Computer Keyboard</li> <li>• Noise canceling headphones</li> </ul>
<p align="center"><b>Interdisciplinary Connections</b></p>	<p align="center"><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying.</li> <li>• All major subject areas can be integrated into the area of technology including ELA, Mathematics, Social Studies, Science and Health.</li> <li>• Correlates to routine units in technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a document camera or overhead projector for shared lessons.</li> <li>• Use of chromebooks or iMacs</li> <li>• Use microphone or camera feature on computer</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Use of Computers with headphones, Internet access, digital camera, microphones, drawing tablets</li> <li>• Use of overhead screen for shared information.</li> <li>•</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Google Suite, Scratch software, iLife Suite.</li> </ul>
<p align="center"><b>Integration of 21st Century Themes and Skills</b></p>	<p align="center"><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<p align="center"><b>Career Education</b></p>	<p align="center"><b>Global Perspective</b></p>
<ul style="list-style-type: none"> <li>• Virtual Field Trips</li> <li>• EdTech Video</li> <li>• Google Teacher Tribe Podcasts</li> <li>• TechLearning.com</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• National Women’s History Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• Kindness Month</li> </ul>

<p><b>Unit Summary</b> To fully implement and integrate the use of current and future technologies with the intent of enhancing the teaching and learning process as well as fostering students' ability to problem solve and think critically.</p>	
<p><b>NJ Student Learning Standards</b></p> <p>8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.              8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.              8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.              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.              8.1.5.D.1 Understand the need for and use of copyrights.              8.1.5.D.2 Analyze the resource citations in online materials for proper use.              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.              8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	
<p><b>Unit Sequence</b></p>	
<p><b>Part A: Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How are digital tools used to access, manage, evaluate, and synthesize information to solve problems individually and collaboratively?</li> <li>● How are digital tools used to create and communicate knowledge?</li> </ul>	<p><b>Part B: Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> <li>● The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</li> <li>● Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>● Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</li> <li>● Effective use of digital tools assists in gathering and managing information.</li> <li>● Information accessed using digital tools assists in generating solutions and making decisions.</li> <li>● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> <li>● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</li> <li>● Students apply digital tools to gather, evaluate, and use information.</li> </ul>

	<ul style="list-style-type: none"> <li>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> </ul>
<p><b>Unit 3: Basic Publishing</b></p>	<p style="text-align: center;"><b>Teaching Point</b></p>
	<ul style="list-style-type: none"> <li>Today I want to teach you to use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate.</li> <li>Today I want to teach you to sit properly at the computer (flat on bottom, back to back of chair); Use two hands at the keyboard, left and right side keys, thumbs on spacebar</li> <li>Today I want to teach you to demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys.</li> <li>Today I want to teach you to use the shift key to produce capitals .</li> <li>Today I want to teach you to use the backspace key to delete spacebar to space, and enter key to go to another line.</li> <li>Today I want to teach you to use the arrow keys to navigate a page.</li> <li>Today I want to teach you to use font attributes, color, white space, and graphics to ensure that products are appropriate.</li> <li>Today I want to teach you to format a document using font, color, size, style, Word Art, white space, vertical and horizontal centering.</li> <li>Today I want to teach you to create a new document or open an existing one on the network folder.</li> </ul>
<p><b>Evidence of Learning (Assessments)</b></p>	<p><b>Accommodations and Modifications</b></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Pre-test</li> <li>Teacher observation</li> <li>Project completion/rubrics</li> <li>Performance Tasks</li> <li>Surveys</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Unit Projects</li> <li>Summative tests</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> <li><i>Keyboards will be marked with specific colors on various keys.</i></li> </ul> <p><b>High-Prep Differentiation:</b></p>

<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Demonstrations</li> <li>• Digital Portfolio</li> <li>• Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>English Language Learners:</b></p>
<ul style="list-style-type: none"> <li>• Initial Benchmark: Beginning of first marking period</li> <li>• Mid-Year Benchmark: Given in January</li> <li>• End of year Benchmark: end of marking period</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Students at Risk for Failure:</b></p>
<ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

<p><b>Core Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p>
<ul style="list-style-type: none"> <li>• <a href="https://alicekeeler.com">https://alicekeeler.com</a></li> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> <li>• <a href="https://www.tech4learning.com/">https://www.tech4learning.com/</a></li> <li>• <a href="https://www.battelleforkids.org/networks/p21">https://www.battelleforkids.org/networks/p21</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="http://www.common sense media.org/educators/curriculum/k-5">http://www.common sense media.org/educators/curriculum/k-5</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>BrainPop</i></li> <li>• <i>Newsela</i></li> <li>• <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>• <a href="https://sos.fbi.gov/en/">https://sos.fbi.gov/en/</a></li> <li>• <i>Google Forms</i></li> <li>• <i>Typing.com</i></li> <li>• <i>Canva.com</i></li> </ul>
<p><b>Supplemental Professional Resources:</b></p>	<p><b>Supplemental Resources:</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="#">Partnership for 21<sup>st</sup> Century Skills</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction">https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> </ul>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <i>All Standards, All Students/Case Studies</i></li> <li>• (Restructure Lessons with UDL)</li> <li>• Project Based Learning</li> <li>• Brainpop</li> <li>• Newsela</li> </ul>
	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop</a></li> <li>• Large Computer Keyboard</li> <li>• Noise canceling headphones</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying.</li> <li>• All major subject areas can be integrated into the area of technology including ELA, Mathematics, Social Studies, Science and Health.</li> <li>• Correlates to routine units in technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a document camera or overhead projector for shared lessons.</li> <li>• Use of chromebooks or iMacs</li> <li>• Use microphone or camera feature on computer</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Use of Computers with headphones, Internet access, digital camera, microphones, drawing tablets</li> <li>• Use the overhead screen for shared information.</li> <li>•</li> </ul> <p>Other:</p>

	<ul style="list-style-type: none"> <li>Use Microsoft Word, Google Suite, Scratch software, iLife Suite.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>Virtual Field Trips</li> <li>EdTech Video</li> <li>Google Teacher Tribe Podcasts</li> <li>TechLearning.com</li> </ul>	<ul style="list-style-type: none"> <li>Black History Month</li> <li>National Women’s History Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>Kindness Month</li> </ul>

<b>Unit4: Spreadsheets and Graphs</b>	<b>Grade: 3-5</b>
<b>Unit Summary</b>	
To fully implement and integrate the use of current and future technologies with the intent of enhancing the teaching and learning process as well as fostering students’ ability to problem solve and think critically.	
<b>NJ Student Learning Standards</b>	
<p>8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problems or issues.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>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.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>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.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	
<b>Unit Sequence</b>	
<b>Part A: Essential Questions</b>	<b>Part B: Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How are digital tools used to access, manage, evaluate, and synthesize information to solve problems individually and collaboratively?</li> <li>How are digital tools used to create and communicate knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> <li>The use of digital tools and media-rich resources enhances creativity and the</li> </ul>

	<p>construction of knowledge.</p> <ul style="list-style-type: none"> <li>● Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>● Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</li> <li>● Effective use of digital tools assists in gathering and managing information.</li> <li>● Information accessed using digital tools assists in generating solutions and making decisions.</li> <li>● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> <li>● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</li> <li>● Students apply digital tools to gather, evaluate, and use information.</li> <li>● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> </ul>
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<b>Unit 4: Spreadsheets and Graphs</b>	<b>Teaching Point</b>
	<ul style="list-style-type: none"> <li>● Today I want to teach you to identify and locate <b>cells, rows, and columns</b>.</li> <li>● Today I want to teach you to create a spreadsheet by entering text, and values (numeric).</li> <li>● Today I want to teach you to create a formula to calculate a value.</li> <li>● Today I want to teach you to change the font size, type, style (<b>bold, italicize, underline</b>), and color.</li> <li>● Today I want to teach you to interpret the graph, what do the numbers “say” by writing an essay describing the meaning of the graph.</li> <li>● Today I want to teach you to enter data into a pre-created spreadsheet with a chart. They will watch the chart change as their data is entered.</li> <li>● Today I want to teach you to create a spreadsheet and add formulas to calculate taxes “Let’s Add it all up.”</li> <li>● Today I want to teach you to create a spreadsheet in Google Drive that demonstrates information from science or social studies class.</li> </ul>

<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
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<p><b>Formative Assessments:</b></p>	<p><b>Special Education:</b></p>
<ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Summative Assessments:</b></p>	<p><b>Differentiation:</b></p>
<ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Summative tests</li> <li>• Questionnaire</li> <li>• Demonstrations</li> <li>• Digital Portfolio</li> <li>• Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> <li>• <i>Keyboards will be marked with specific colors on various keys.</i></li> </ul>
<p><b>Benchmark Assessments:</b></p>	<p><b>High-Prep Differentiation:</b></p>
<ul style="list-style-type: none"> <li>• Initial Benchmark: Beginning of first marking period</li> <li>• Mid-Year Benchmark: Given in January</li> <li>• End of year Benchmark: end of marking period</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul>
<p><b>Alternative Assessments:</b></p>	<p><b>Low-Prep Differentiation:</b></p>
<ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
	<p><b>English Language Learners:</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners}</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

	<p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://alicekeeler.com">https://alicekeeler.com</a></li> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> <li>• <a href="https://www.tech4learning.com/">https://www.tech4learning.com/</a></li> <li>• <a href="https://www.battelleforkids.org/networks/p21">https://www.battelleforkids.org/networks/p21</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="http://www.common sense media.org/educators/curriculum/k-5">http://www.common sense media.org/educators/curriculum/k-5</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="#">Partnership for 21<sup>st</sup> Century Skills</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction">https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• BrainPop</li> <li>• Newsela</li> <li>• <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>• <a href="https://sos.fbi.gov/en/">https://sos.fbi.gov/en/</a></li> <li>• Google Forms</li> <li>• Typing.com</li> <li>• Canva.com</li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• All Standards, All Students/Case Studies (Restructure Lessons with UDL)</li> <li>• Project Based Learning</li> <li>• Brainpop</li> <li>• Newsela</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop</a></li> <li>• Large Computer Keyboard</li> <li>• Noise canceling headphones</li> </ul>

<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLS</b>
<ul style="list-style-type: none"> <li>Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying.</li> <li>All major subject areas can be integrated into the area of technology including ELA, Mathematics, Social Studies, Science and Health.</li> <li>Correlates to routine units in technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use a document camera or overhead projector for shared lessons.</li> <li>Use of chromebooks or iMacs</li> <li>Use microphone or camera feature on computer</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>Use of Computers with headphones, Internet access, digital camera, microphones, drawing tablets</li> <li>Use an overhead screen for shared information.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Use Microsoft Word, Google Suite, Scratch software, iLife Suite.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>Virtual Field Trips</li> <li>EdTech Video</li> <li>Google Teacher Tribe Podcasts</li> <li>TechLearning.com</li> </ul>	<ul style="list-style-type: none"> <li>Black History Month</li> <li>National Women’s History Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>Kindness Month</li> </ul>

<b>Unit 5: Presentations</b>	<b>Grades: 3-5</b>
<b>Unit Summary</b>	
To fully implement and integrate the use of presentation tools with the intent of teaching others.	
<b>NJ Student Learning Standards</b>	
<p>8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>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.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>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.</p>	

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.  
 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Unit Sequence**

**Part A: Essential Questions**

- How are digital tools used to access, manage, evaluate, and synthesize information to solve problems individually and collaboratively?
- How are digital tools used to create and communicate knowledge?

**Part B: Enduring Understandings**

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
- Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.
- Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- Effective use of digital tools assists in gathering and managing information.
- Information accessed using digital tools assists in generating solutions and making decisions.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Students apply digital tools to gather, evaluate, and use information.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit 5: Presentations	Teaching Point
	<ul style="list-style-type: none"> <li>• Today I want to teach you to add text to slides.</li> <li>• Today I want to teach you to insert multiple New Slides.</li> <li>• Today I want to teach you to change font size, type, style (bold, italicize, underline), add color.</li> <li>• Today I want to teach you to use Alignment tools to format text (left, right, center, justify).</li> <li>• Today I want to teach you to format text by using Bullets and Numbering.</li> <li>• Today I want to teach you to insert pictures from Clipart Gallery and from File.</li> </ul>

	<ul style="list-style-type: none"> <li>• Today I want to teach you to create links to slides in the presentation that are linear.</li> <li>• Today I want to teach you to use the Slide <b>Sorter view</b> to organize (change sequence) and edit presentation.</li> <li>• Today I want to teach you to demonstrate understanding of slide symmetry.</li> <li>• Today I want to teach you to demonstrate understanding of balancing colors and making information easy to view.</li> <li>• Today I want to teach you to review the basic elements of the Google Presentation software.</li> <li>• Today I want to teach you to use Google Presentations to make a presentation for a science or social studies topic.</li> </ul>
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<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>
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<b>Formative Assessments:</b>
<ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Surveys</li> </ul>
<b>Summative Assessments:</b>
<ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Summative tests</li> <li>• Questionnaire</li> <li>• Demonstrations</li> <li>• Digital Portfolio</li> <li>• Learning Log</li> </ul>
<b>Benchmark Assessments:</b>
<ul style="list-style-type: none"> <li>• Initial Benchmark: Beginning of first marking period</li> <li>• Mid-Year Benchmark: Given in January</li> <li>• End of year Benchmark: end of marking period</li> </ul>
<b>Alternative Assessments:</b>
<ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> </ul>

<b>Special Education:</b>
<ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> <li>• <i>Keyboards will be marked with specific colors on various keys.</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<b>English Language Learners:</b>
<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

	<p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners}</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>

<p><b>Core Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p>
<ul style="list-style-type: none"> <li>• <a href="https://alicekeeler.com">https://alicekeeler.com</a></li> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> <li>• <a href="https://www.tech4learning.com/">https://www.tech4learning.com/</a></li> <li>• <a href="https://www.battelleforkids.org/networks/p21">https://www.battelleforkids.org/networks/p21</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="http://www.common sense media.org/educators/curriculum/k-5">http://www.common sense media.org/educators/curriculum/k-5</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>BrainPop</i></li> <li>• <i>Newsela</i></li> <li>• <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>• <a href="https://sos.fbi.gov/en/">https://sos.fbi.gov/en/</a></li> <li>• <i>Google Forms</i></li> <li>• <i>Typing.com</i></li> <li>• <i>Canva.com</i></li> </ul>
<p><b>Supplemental Professional Resources:</b></p>	<p><b>Supplemental Resources:</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="#">Partnership for 21<sup>st</sup> Century Skills</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction">https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> </ul>	<p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• All Standards, All Students/Case Studies</li> <li>• (Restructure Lessons with UDL)</li> <li>• Project Based Learning</li> <li>• Brainpop</li> <li>• Newsela</li> </ul>
	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop</a></li> <li>• Large Computer Keyboard</li> <li>• Noise canceling headphones</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLS</b></p>
<ul style="list-style-type: none"> <li>• Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying.</li> <li>• All major subject areas can be integrated into the area of technology including ELA, Mathematics, Social Studies, Science and Health.</li> <li>• Correlates to routine units in technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a document camera or overhead projector for shared lessons.</li> <li>• Use of chromebooks or iMacs</li> <li>• Use microphone or camera feature on computer</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Use of Computers with headphones, Internet access, digital camera, microphones, drawing tablets</li> <li>• Use an overhead screen for shared information.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Google Suite, Scratch software, iLife Suite.</li> </ul>

Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
Career Education	Global Perspective
<ul style="list-style-type: none"> <li>• Virtual Field Trips</li> <li>• EdTech Video</li> <li>• Google Teacher Tribe Podcasts</li> <li>• TechLearning.com</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• National Women’s History Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• Kindness Month</li> </ul>

Unit 6: Using Scratch to Make Animations		Grades: 3-5
<p><b>Unit Summary</b> To fully implement and integrate the use of current and future technologies with the intent of enhancing the teaching and learning process as well as fostering students’ ability to problem solve and think critically.</p>		
<p><b>NJ Student Learning Standards</b></p>		
<p>8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.              8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.              8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.              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.              8.1.5.D.1 Understand the need for and use of copyrights.              8.1.5.D.2 Analyze the resource citations in online materials for proper use.              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.              8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>		
<p><b>Unit Sequence</b></p>		
<p><b>Part A: Essential Questions</b></p>	<p><b>Part B: Enduring Understandings</b></p>	
<ul style="list-style-type: none"> <li>• How are digital tools used to access, manage, evaluate, and synthesize information to solve problems individually and collaboratively?</li> </ul>	<ul style="list-style-type: none"> <li>• The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</li> </ul>	



<ul style="list-style-type: none"> <li>• How are digital tools used to create and communicate knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>• The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</li> <li>• Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.</li> <li>• Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</li> <li>• Effective use of digital tools assists in gathering and managing information.</li> <li>• Information accessed using digital tools assists in generating solutions and making decisions.</li> <li>• Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> <li>• Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</li> <li>• Students apply digital tools to gather, evaluate, and use information.</li> <li>• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> </ul>
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<p><b>Unit 6: Using Scratch to Make Animations</b></p>	<p><b>Teaching Point</b></p>
	<ul style="list-style-type: none"> <li>• Today I will teach you to recognize the vocabulary of the program scratch.</li> <li>• Today I will teach you the various kinds of control items that can be used.</li> <li>• Today I will teach you to identify the difference between a script and a block.</li> <li>• Today I will teach you the concept of loops, in the form of a Forever block.</li> <li>• Today I will teach you to use x y coordinates to position sprites.</li> <li>• Today I will teach you to use green flags in script to become introduced to if then statements.</li> <li>• Today I will teach you to use pre-writing and explore conceptualizing an idea and then determine how to program the computer to create the idea.</li> </ul>
<p><b>Evidence of Learning (Assessments)</b></p>	<p><b>Accommodations and Modifications</b></p>

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Surveys</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> <li>• <i>Keyboards will be marked with specific colors on various keys.</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Summative tests</li> <li>• Questionnaire</li> <li>• Demonstrations</li> <li>• Digital Portfolio</li> <li>• Learning Log</li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Initial Benchmark: Beginning of first marking period</li> <li>• Mid-Year Benchmark: Given in January</li> <li>• End of year Benchmark: end of marking period</li> </ul>	<p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>

	<p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://alicekeeler.com">https://alicekeeler.com</a></li> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> <li>• <a href="https://www.tech4learning.com/">https://www.tech4learning.com/</a></li> <li>• <a href="https://www.battelleforkids.org/networks/p21">https://www.battelleforkids.org/networks/p21</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="http://www.commonsemmedia.org/educators/curriculum/k-5">http://www.commonsemmedia.org/educators/curriculum/k-5</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ISTE NET-S Implementation Wiki</a></li> <li>• <a href="#">Partnership for 21<sup>st</sup> Century Skills</a></li> <li>• <a href="#">Learning Activity Types – William And Mary University - TPACK</a></li> <li>• <a href="https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction">https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction</a></li> <li>• <a href="http://www.typingweb.com/tutor/courses/">http://www.typingweb.com/tutor/courses/</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• BrainPop</li> <li>• Newsela</li> <li>• <a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a></li> <li>• <a href="https://sos.fbi.gov/en/">https://sos.fbi.gov/en/</a></li> <li>• Google Forms</li> <li>• Typing.com</li> <li>• Canva.com</li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• All Standards, All Students/Case Studies (Restructure Lessons with UDL)</li> <li>• Project Based Learning</li> <li>• Brainpop</li> <li>• Newsela</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop</a></li> <li>• Large Computer Keyboard</li> <li>• Noise canceling headphones</li> </ul>

<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSLs</b>
<ul style="list-style-type: none"> <li>• Highlight texts, themes, and reflections that connect to current themes.</li> <li>• All major subject areas can be integrated into the area of technology including ELA, Mathematics, Social Studies, Science and Health.</li> <li>• Correlates to routine units in technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a document camera or overhead projector for shared lessons.</li> <li>• Use of chromebooks or iMacs</li> <li>• Use microphone or camera feature on computer</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Use of Computers with headphones, Internet access, digital camera, microphones, drawing tablets</li> <li>• Use an overhead screen for shared information.</li> <li>•</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Google Suite, Scratch software, iLife Suite.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>• Virtual Field Trips</li> <li>• EdTech Video</li> <li>• Google Teacher Tribe Podcasts</li> <li>• TechLearning.com</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• National Women’s History Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• Kindness Month</li> </ul>