

Grade K-2 Scope and Sequence for Technology

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -1, 2	Technology Operations and Concepts	4 Instructional Days
MP -1, 2	Creativity and Innovation	4 Instructional Days
MP -1, 2	Communication and Collaboration	3 Instructional Days
MP -1, 2	Digital Citizenship	3 Instructional Days
MP -1, 2	Research and Information Fluency	4 Instructional Days
MP -1, 2	Critical Thinking, Problem Solving, & Decision-Making	4 Instructional Days

K-2 Grade Technology Curriculum	
Course Title: Technology	
Philosophy	Quick Link
Unit 1: Technology Operations and Concepts	Quick Link to Unit 1
Unit 2: Creativity and Innovation	Quick Link to Unit 2
Unit 3: Communication and Collaboration	Quick Link to Unit 3
Unit 4: Digital Citizenship	Quick Link to Unit 4
Unit 5: Research and Information Fluency	Quick Link to Unit 5
Unit 6: Critical Thinking, Problem Solving, & Decision-Making	Quick Link to Unit 6

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>

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Unit 1: Technology Operations and Concepts	Grades: K-2
Unit Summary	
Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.	
NJ Student Learning Standards	
<p><i>8.1.P.A.1 Use an input device to select an item and navigate the screen</i></p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.P.A.2 Navigate the basic functions of a browser.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.2.A.7 Enter information into a database or spreadsheet and filter the information</p>	
Unit Sequence	
Part A: Essential Questions	Part B: Enduring Understandings
<ul style="list-style-type: none"> ● In a world of constant change, what skills should we learn? ● How do I choose which technological tools to use and when it is appropriate to use them? ● How can I transfer what I know to new technological situations/experiences 	<ul style="list-style-type: none"> ● Technology is constantly changing and requires continuous learning of new skills. ● The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. ● A tool is only as good as the person using it.
Unit 1: Technology Operations and Concepts	Teaching Point

- Today I will teach you to use an input device to select an item and navigate the screen.
- Today I will teach you to navigate the basic functions of a browser.
- Today I will teach you to use digital devices to create stories with pictures, numbers, letters and words.
- Today I will teach you to use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- Today I will teach you to demonstrate the ability to access and use resources on a computing device.
- Today I will teach you to identify the basic features of a digital device and explain its purpose.
- Today I will teach you to identify the basic features of a computer and explain how to use them effectively.
- Today I will teach you to create a document using a word processing application.
- Today I will teach you to compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- Today I will teach you to demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- Today I will teach you to enter information into a spreadsheet and sort the information.
- Today I will teach you to identify the structure and components of a database.
- Today I will teach you to enter information into a database or spreadsheet and filter the information.
- Today I will teach you to use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
- Today I will teach you to use various programs and websites to navigate in virtual environments
- Today I will teach you to use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
- Today I will teach you to identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
- Today I will teach you to recognize that the number keys are in a row on the top of the keyboard.
- Today I will teach you to use basic technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
- Today I will teach you to use technology terms in daily practice.
- Today I will teach you to discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
- Today I will teach you to create a document with text using a word processing program.
- Today I will teach you to demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
- Today I will teach you to introduce shortcuts for saving and printing
- Today I will teach you to enhance writing pieces by using different font styles, sizes and colors.
- Today I will teach you to collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
- Today I will teach you to students collect information about products and systems.
- Today I will teach you to students create a graph in Wixie.

Evidence of Learning (Assessments)

Accommodations and Modifications

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

	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Tech4Learning • Alice Keeler Education • Typing.com • International Technology Education Association • Common Sense Education <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • ISTE NET-S Implementation Wiki • Partnership for 21st Century Skills • Learning Activity Types – William And Mary University - TPACK • https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction • http://www.typingweb.com/tutor/courses/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Brain Pop JR. • Typing.com • Google Form • Wixie • Excel <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • All Standards, All Students/Case Studies • (Restructure Lessons with UDL) • Project Based learning • Brain Pop JR. • Web Translation Tools
	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • All lessons will be modeled through the use of an interactive board • Keyboards will be marked with specific colors on various keys. • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop JR.

Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> All major subject areas can be integrated into the area of technology including: English Language Arts, Mathematics, Social Studies, Science, and Health. Correlates to routine units in technology. Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying. 	<ul style="list-style-type: none"> All students will have access to a computer with wireless capabilities during this time. Use overhead projector with Smartboard for shared lessons Use of Chromebooks or iPads Use of microphone or camera feature on laptop <p>Ongoing:</p> <ul style="list-style-type: none"> Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets Use overhead projector with Smartboard for shared lessons <p>Other:</p> <ul style="list-style-type: none"> Use Microsoft Word, Wixie, Smart Board for shared lessons, Google Apps, Clever Apps Use www.typing.com to practice typing weekly
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> Global Awareness Environmental Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication Collaboration 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> Virtual Field Trips EdTech Videos TechLearning.com Google Teacher Tribe Podcast 	<ul style="list-style-type: none"> Black History Month National Women's History Month Week of Respect Kindness Month Week of Respect National Compliment Week St. Patrick's Day

Unit 2: Creativity and Innovation	Grades: K-2
<p>Unit Summary Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology</p>	
NJ Student Learning Standards	

8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources	
Unit Sequence	
Part A: Essential Questions	Part B: Enduring Understandings
<ul style="list-style-type: none"> How can digital tools be used for creating original and innovative works, ideas, and solutions? 	<ul style="list-style-type: none"> Digital tools provide enhanced opportunities to design innovative solutions, and express ideas creatively.
Unit 2: Creativity and Innovation	
Unit 2: Creativity and Innovation	Teaching Point
	<ul style="list-style-type: none"> Today I will teach you to use a digital camera to take a picture. Today I will teach you to create original graphics with digital tools. Today I will teach you to manipulate digital images from files and digital cameras Today I will teach you to record audio narrations to be embedded in illustrations Today I will teach you to illustrate and communicate original ideas and stories using digital tools and media-rich resources. Today I will teach you to create a digital scrapbook. Include information about how each family member contributes to the family unit and talk about anything that makes the person special. Images can be hand drawn and scanned or digital pictures may be used. Today I will teach you to create a short video about a favorite activity.
Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments:	Special Education:
<ul style="list-style-type: none"> Pre-test Teacher observation Project completion/rubrics Performance Tasks Self-Evaluations Surveys 	<ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Summative Assessments:	Differentiation:
<ul style="list-style-type: none"> Unit Projects Summative tests 	<ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting
	High-Prep Differentiation:

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

<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Tech4Learning • Alice Keeler Education • Typing.com • International Technology Education Association • Common Sense Education <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • ISTE NET-S Implementation Wiki • Partnership for 21st Century Skills • Learning Activity Types – William And Mary University - TPACK • https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction • http://www.typingweb.com/tutor/courses/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Brain Pop JR. • Typing.com • Google Form • Wixie • Digital cameras • Computer on-board cameras • Computer on-board Microphone <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • <i>All Standards, All Students/Case Studies</i> • (Restructure Lessons with UDL) • Project Based learning • Brain Pop JR. • Web Translation Tools <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • All lessons will be modeled through the use of an interactive board • Keyboards will be marked with specific colors on various keys. • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop JR.
<p style="text-align: center;">Interdisciplinary Connections</p> <ul style="list-style-type: none"> • All major subject areas can be integrated into the area of technology including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Correlates to routine units in technology. • Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying. 	<p style="text-align: center;">Integration of Technology through NJSL</p> <ul style="list-style-type: none"> • All students will have access to a computer with wireless capabilities during this time. Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop <p>Ongoing:</p>

	<ul style="list-style-type: none"> • Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets • Use overhead projector with Smartboard for shared lessons <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Wixie, Smart Board for shared lessons, Google Apps, Clever Apps • Use www.typing.com to practice typing weekly
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast 	<ul style="list-style-type: none"> • Black History Month • National Women’s History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick’s Day

Unit 3: Communication/Collaboration		Grades: K-2
Unit Summary		
<p>Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Communication and Collaboration: 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.</p> <p>Communication and Collaboration: 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.</p>		
NJ Student Learning Standards		
<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>		
Unit Sequence		
Part A: Essential Questions		Part B: Enduring Understandings
<ul style="list-style-type: none"> • How has the use of digital tools improved opportunities for communication and collaboration? 		<ul style="list-style-type: none"> • Digital tools allow for communication and collaboration anytime/anyplace worldwide.

<p>Unit 3: Basic Publishing - Technology Operations and Concepts</p>	<p style="text-align: center;">Teaching Point</p>
	<ul style="list-style-type: none"> ● Today I will teach you to operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats. ● Today I will teach you to engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools. ● Today I will teach you to compare information about plants, animals and non-living objects found in the schoolyard with other students from around the country and the world. ● Today I will teach you to participate in a project that combines artwork with the development of reading and writing skills. ● Today I will teach you to create and interpret graphs, use descriptive text.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Pre-test ● Teacher observation ● Project completion/rubrics ● Performance Tasks ● Self-Evaluations ● Surveys <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Projects ● Summative tests ● Questionnaire ● Demonstrations ● Digital Portfolio ● Learning Log <p>Benchmark Assessments:</p>	<p>Special Education:</p> <ul style="list-style-type: none"> ● Curricular Modifications and Guidance for Students Educated in Special Class Settings ● Subgroup Accommodations and Modifications ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Guided Reading</i> ● <i>Personal agendas</i> ● <i>Project-based learning</i> ● <i>Tiered activities/assignments</i> ● <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> ● <i>Clubbing activities</i>

<ul style="list-style-type: none"> Initial Benchmark: Beginning of first marking period Mid-Year Benchmark: Given in January End of year Benchmark: end of marking period 	<ul style="list-style-type: none"> Exploration by interest Flexible groupings
<p>Alternative Assessments:</p>	<p>English Language Learners:</p>
<ul style="list-style-type: none"> Choice Projects Simplified or modified lessons Portfolios 	<ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> Subgroup Accommodations and Modification Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>
<ul style="list-style-type: none"> • Tech4Learning • Alice Keeler Education • Typing.com • International Technology Education Association • Common Sense Education 	<ul style="list-style-type: none"> • Brain Pop JR. • Typing.com • Google Form • Wixie • Clever
<p>Supplemental Professional Resources:</p>	<p>Supplemental Resources:</p>
<ul style="list-style-type: none"> • ISTE NET-S Implementation Wiki • Partnership for 21st Century Skills • Learning Activity Types – William And Mary University - TPACK • https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction • http://www.typingweb.com/tutor/courses/ 	<p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • All Standards, All Students/Case Studies • (Restructure Lessons with UDL) • Project Based learning • Brain Pop JR. • Web Translation Tools
	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • All lessons will be modeled through the use of an interactive board • Keyboards will be marked with specific colors on various keys. • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop JR.
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<ul style="list-style-type: none"> • All major subject areas can be integrated into the area of technology including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Correlates to routine units in technology. • Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying. 	<ul style="list-style-type: none"> • All students will have access to a computer with wireless capabilities during this time. Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop <p>Ongoing:</p> <ul style="list-style-type: none"> • Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets • Use overhead projector with Smartboard for shared lessons

	Other: <ul style="list-style-type: none"> • Use Microsoft Word, Wixie, Smart Board for shared lessons, Google Apps, Clever Apps • Use www.typing.com to practice typing weekly
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast 	<ul style="list-style-type: none"> • Black History Month • National Women’s History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick’s Day

Unit 4: Digital Citizenship		Grades: K-2
Unit Summary		
Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.		
NJ Student Learning Standards		
8.1.2.D.1 Develop an understanding of ownership of print and non-print information.		
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.		
Unit Sequence		
Part A: Essential Questions		Part B: Enduring Understandings
<ul style="list-style-type: none"> • What are an individual’s responsibilities for using technology? • What constitutes misuse and how can it best be prevented? 		<ul style="list-style-type: none"> • Technology use can have positive or negative impact on both users and those affected by their use.

<p>Unit4: Digital Citizenship</p>	<p style="text-align: center;">Teaching Point</p>
	<ul style="list-style-type: none"> ● Today I will teach you to develop an understanding of ownership of print and non-print information. ● Today I will teach you to understand the need for and use of copyrights. ● Today I will teach you to analyze the resource citations in online materials for proper use. ● Today I will teach you to demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. ● Today I will teach you to understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. ● Today I will teach you to model legal and ethical behaviors when using both print and non-print information by citing resources. ● Today I will teach you to explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies. ● Today I will teach you to analyze the need for and use of copyrights. ● Today I will teach you to explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology ● Today I will teach you to recognize ownership of work by identifying the title, author or source of a book, article, song or poem provided by their teacher. ● Today I will teach you to cite the specific website beneath a picture that is used for a project/lesson.

Evidence of Learning (Assessments)	Accommodations and Modifications										
<table border="1" style="width: 100%;"> <tr> <td data-bbox="178 1019 982 1084"> <p>Formative Assessments:</p> </td> </tr> <tr> <td data-bbox="178 1084 982 1271"> <ul style="list-style-type: none"> ● Pre-test ● Teacher observation ● Project completion/rubrics ● Performance Tasks ● Self-Evaluations ● Surveys </td> </tr> <tr> <td data-bbox="178 1271 982 1336"> <p>Summative Assessments:</p> </td> </tr> <tr> <td data-bbox="178 1336 982 1424"> <ul style="list-style-type: none"> ● Unit Projects ● Summative tests </td> </tr> </table>	<p>Formative Assessments:</p>	<ul style="list-style-type: none"> ● Pre-test ● Teacher observation ● Project completion/rubrics ● Performance Tasks ● Self-Evaluations ● Surveys 	<p>Summative Assessments:</p>	<ul style="list-style-type: none"> ● Unit Projects ● Summative tests 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="982 1019 1837 1084"> <p>Special Education:</p> </td> </tr> <tr> <td data-bbox="982 1084 1837 1206"> <ul style="list-style-type: none"> ● Curricular Modifications and Guidance for Students Educated in Special Class Settings ● Subgroup Accommodations and Modifications ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) </td> </tr> <tr> <td data-bbox="982 1206 1837 1239"> <p>Differentiation:</p> </td> </tr> <tr> <td data-bbox="982 1239 1837 1336"> <ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> </td> </tr> <tr> <td data-bbox="982 1336 1837 1369"> <p>High-Prep Differentiation:</p> </td> </tr> <tr> <td data-bbox="982 1369 1837 1424"> <ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Guided Reading</i> </td> </tr> </table>	<p>Special Education:</p>	<ul style="list-style-type: none"> ● Curricular Modifications and Guidance for Students Educated in Special Class Settings ● Subgroup Accommodations and Modifications ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) 	<p>Differentiation:</p>	<ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> 	<p>High-Prep Differentiation:</p>	<ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Guided Reading</i>
<p>Formative Assessments:</p>											
<ul style="list-style-type: none"> ● Pre-test ● Teacher observation ● Project completion/rubrics ● Performance Tasks ● Self-Evaluations ● Surveys 											
<p>Summative Assessments:</p>											
<ul style="list-style-type: none"> ● Unit Projects ● Summative tests 											
<p>Special Education:</p>											
<ul style="list-style-type: none"> ● Curricular Modifications and Guidance for Students Educated in Special Class Settings ● Subgroup Accommodations and Modifications ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) 											
<p>Differentiation:</p>											
<ul style="list-style-type: none"> ● <i>Preview content and concepts</i> ● <i>Behavior management plan</i> ● <i>Highlight text</i> ● <i>Small group setting</i> 											
<p>High-Prep Differentiation:</p>											
<ul style="list-style-type: none"> ● <i>Alternative formative and summative assessments</i> ● <i>Guided Reading</i> 											

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

<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>
<ul style="list-style-type: none"> • Tech4Learning • Alice Keeler Education • Typing.com • International Technology Education Association • Common Sense Education 	<ul style="list-style-type: none"> • Brain Pop JR. • Typing.com • Google Form • Wixie • Clever
<p>Supplemental Professional Resources:</p>	<p>Supplemental Resources:</p>
<ul style="list-style-type: none"> • ISTE NET-S Implementation Wiki • Partnership for 21st Century Skills • Learning Activity Types – William And Mary University - TPACK • https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction • http://www.typingweb.com/tutor/courses/ 	<p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • All Standards, All Students/Case Studies • (Restructure Lessons with UDL) • Project Based learning • Brain Pop JR. • Web Translation Tools
	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • All lessons will be modeled through the use of an interactive board • Keyboards will be marked with specific colors on various keys. • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop JR.
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<ul style="list-style-type: none"> • All major subject areas can be integrated into the area of technology including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Correlates to routine units in technology. • Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying. 	<ul style="list-style-type: none"> • All students will have access to a computer with wireless capabilities during this time. Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop <p>Ongoing:</p> <ul style="list-style-type: none"> • Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets • Use overhead projector with Smartboard for shared lessons

	Other: <ul style="list-style-type: none"> • Use Microsoft Word, Wixie, Smart Board for shared lessons, Google Apps, Clever Apps • Use www.typing.com to practice typing weekly
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast 	<ul style="list-style-type: none"> • Black History Month • National Women’s History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick’s Day

Unit 5: Research and Information Fluency		Grades: K-2
Unit Summary Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.		
NJ Student Learning Standards		
8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support. 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.		
Unit Sequence		
Part A: Essential Questions		Part B: Enduring Understandings
<ul style="list-style-type: none"> • What are an individual’s responsibilities for using technology? • What constitutes misuse and how can it best be prevented? 		<ul style="list-style-type: none"> • Technology use can have positive or negative impact on both users and those affected by their use.
Unit 5: Research and Information Fluency	Teaching Point	

- Today I will teach you to use the Internet to explore and investigate questions with a teacher’s support.
- Today I will teach you to use digital tools and online resources to explore a problem or issue effecting children, and discuss possible solutions.
- Today I will teach you to explore various types of tool and their intended use, which can be harmful or helpful (discussion in digital citizenship)

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

	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners} <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Tech4Learning • Alice Keeler Education • Typing.com • International Technology Education Association • Common Sense Education <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • ISTE NET-S Implementation Wiki • Partnership for 21st Century Skills • Learning Activity Types – William And Mary University - TPACK • https://sites.google.com/a/fpks.org/toolsforteachers/tools-to-enhance-instruction • http://www.typingweb.com/tutor/courses/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Brain Pop JR. • Typing.com • Google Form • Wixie <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • All Standards, All Students/Case Studies (Restructure Lessons with UDL) • Project Based learning • Brain Pop JR. • Web Translation Tools <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes

	<ul style="list-style-type: none"> • Closed Notes • Shared Notes and slide presentations • Study guides • All lessons will be modeled through the use of an interactive board • Keyboards will be marked with specific colors on various keys. • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop JR.
<p align="center">Interdisciplinary Connections</p>	<p align="center">Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • All major subject areas can be integrated into the area of technology including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Correlates to routine units in technology. • Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying. 	<ul style="list-style-type: none"> • All students will have access to a computer with wireless capabilities during this time. Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop <p>Ongoing:</p> <ul style="list-style-type: none"> • Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets • Use overhead projector with Smartboard for shared lessons <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Wixie, Smart Board for shared lessons, Google Apps, Clever Apps • Use www.typing.com to practice typing weekly
<p align="center">Integration of 21st Century Themes and Skills</p>	<p align="center">Media Literacy Integration</p>
<ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
<p align="center">Career Education</p>	<p align="center">Global Perspective</p>
<ul style="list-style-type: none"> • Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast 	<ul style="list-style-type: none"> • Black History Month • National Women’s History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick’s Day

<p>Unit 6: Critical Thinking, Problem Solving, & Decision-Making</p>	<p>Grades: K-2</p>
<p>Unit Summary</p>	

Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

NJ Student Learning Standards

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

Unit Sequence

Part A: Essential Questions

- How do I choose which technological tools to use and when it is appropriate to use them?
- How can I transfer what I know to new technological situations/experiences?

Part B: Enduring Understandings

- Selection of technology should be based on personal and/or career needs assessment.
- A tool is only as good as the person using it.

Unit 6: Critical Thinking, Problem Solving, & Decision-Making

Teaching Point

- Today I will teach you to navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- Today I will teach you to use mapping tools to plan and choose alternate routes to and from various locations.
- Today I will teach you to use mapping software to create a replica of your town, identifying types of services that are available.
- Today I will teach you to make a list of addresses of the local police station, firehouse, hospital, and library. Use Google’s mapping tools to identify where each of these buildings is located in relation to the school.

Evidence of Learning (Assessments)

Formative Assessments:

- Pre-test
- Teacher observation
- Project completion/rubrics
- Performance Tasks

Accommodations and Modifications

Special Education:

- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)
- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

<ul style="list-style-type: none"> • Self-Evaluations • Surveys 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
<p>Summative Assessments:</p>	
<ul style="list-style-type: none"> • Unit Projects • Summative tests • Questionnaire • Demonstrations • Digital Portfolio • Learning Log 	<p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Benchmark Assessments:</p>	
<ul style="list-style-type: none"> • Initial Benchmark: Beginning of first marking period • Mid-Year Benchmark: Given in January • End of year Benchmark: end of marking period 	<p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Alternative Assessments:</p>	
<ul style="list-style-type: none"> • Choice Projects • Simplified or modified lessons • Portfolios 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Tech4Learning • Alice Keeler Education • Typing.com • International Technology Education Association • Common Sense Education <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • ISTE.NET-S Implementation Wiki • Partnership for 21st Century Skills • Learning Activity Types – William And Mary University - TPACK • https://sites.google.com/a/fpk.org/toolsforteachers/tools-to-enhance-instruction • http://www.typingweb.com/tutor/courses/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Brain Pop IR. • Typing.com • Google Form • Wixie <p>Supplemental Resources:</p> <p>Suggested Lessons for Differentiation with Small Groups:</p> <ul style="list-style-type: none"> • All Standards, All Students/Case Studies • (Restructure Lessons with UDL) • Project Based learning • Brain Pop IR. • Web Translation Tools <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Graphic Organizers • Scaffolded Notes • Closed Notes • Shared Notes and slide presentations • Study guides • All lessons will be modeled through the use of an interactive board • Keyboards will be marked with specific colors on various keys. • Screens can be magnified if necessary • Cooperative Learning Groups • Posters will be displayed as a visual to assist students when completing the computer basics. • Brain Pop IR.
Interdisciplinary Connections	Integration of Technology through NJSL
<ul style="list-style-type: none"> • All major subject areas can be integrated into the area of technology including: English Language Arts, Mathematics, Social Studies, Science, and Health. • Correlates to routine units in technology. • Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying. 	<ul style="list-style-type: none"> • All students will have access to a computer with wireless capabilities during this time. Use overhead projector with Smartboard for shared lessons • Use of Chromebooks or iPads • Use of microphone or camera feature on laptop <p>Ongoing:</p>

	<ul style="list-style-type: none"> • Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets • Use overhead projector with Smartboard for shared lessons <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Wixie, Smart Board for shared lessons, Google Apps, Clever Apps • Use www.typing.com to practice typing weekly
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast 	<ul style="list-style-type: none"> • Black History Month • National Women’s History Month • Week of Respect • Kindness Month • Week of Respect • National Compliment Week • St. Patrick’s Day