

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5

Content Area: Technology

Introduction:

One of the greatest challenges facing education today is integrating technology within the curriculum. Primarily the computer's role is as a learning tool, to support and expand the curriculum focused on projects and programs that are open-ended in their design. Technology education teachers will support the application of problem-solving techniques across all curriculum areas. Their role will also include basic technology skills instruction. Developments in many technologies and the requirement to process the increasing pool of information necessitates a workforce with new skills. This instructional technology curriculum has been established to aid in the educational preparation of the students in the Long Beach Island Consolidated School District to meet the challenges of a changing world.

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Original Adoption: 8/20//2019
Created By: J. Oldham
Revised On:
Revised By:

Recommended Pacing Guide	
Unit 1: Basic Operations & Network Skills, Keyboarding, Word Processing, Acceptable Use/Copyright/Plagiarism	9 Days 1st Marking Period
Unit 2: Keyboarding, Word Processing Communication & Collaboration	8 Days 2nd Marking Period
Unit 3: Keyboarding, Spreadsheets, Multimedia/Presentation Tools, NJSLA	10 Days 3rd Marking Period
Unit 4: Keyboarding, Research & Gathering Information, Communication & Collaboration	8 Days 4th Marking Period

*There are about 35 technology classes throughout the school year. Academic, subject area will also incorporate a technology component with an additional, weekly technology class, specific to that subject area (social studies, language arts and science).

Unit 1: Basic Operations & Network Skills, Keyboarding, Word Processing, Acceptable Use/Copyright/Plagiarism	Duration: 9 Days, 1st Marking Period
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

Students will:

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education/cccs/>
- ELA - NJSLS/ELA:
- Math
- Science
- Social Studies
- Dance
- Theater
- Amistad Mandate
- Holocaust Studies

New Jersey Student Learning Supporting Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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- 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.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 19 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 and relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st Century Life and Careers

Mission: *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.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

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The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Self-evaluation of performance and progress 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Group work ● End of unit project ● Computer based progress reports
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score for projects 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO

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	<ul style="list-style-type: none">• End of year SGO
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Knowledge & Skills

Enduring Understandings: Students will understand that... <ul style="list-style-type: none">• Technology is always changing and we need to be lifelong learners.• We should use technology based on our personal and /or career needs.• A tool is only as good as the person using it.• Digital tools allow for communication and collaboration anytime/anyplace worldwide.• Selection of technology should be based on personal and /or career needs assessment.	Unit Essential Questions: What skills do I need to learn to be a 21st century learner/student? <ul style="list-style-type: none">• How do I pick the right digital tools and when do I use them?• How can I use my digital tools and skills in new situations?• How do I choose which technological tools to use and when it is appropriate to use them?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">• Keyboarding practice• Projects specific to subject area	Varied Levels of Text: Multiple software programs and licenses approved and renewed yearly by the Board of Education
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Accommodations/Modifications

English Language Learners: <ul style="list-style-type: none">• Provide clear and specific directions• Provide extended time• Provide written directions with models and diagrams when possible• Pre-teach vocabulary using visuals and gestures• Chunk texts• Summarize as you go• Preview lessons• Highlight key words• Sentence starters• Prompting and cueing• Activate schema• Build background knowledge

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Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Provide extra time

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

Economically Disadvantaged:

- Be flexible with assignments
- Provide extra time
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan

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- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson
- For additional support and guidance, provide students with a partner.

Unit 2:
Keyboarding, Word Processing Communication
& Collaboration

Duration: 8 Days
2nd Marking Period

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

Students will:

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Primary Interdisciplinary Connections:

- ELA
- Math
- Science

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- Social Studies
- Dance
- Theater
- Amistad Mandate
- Holocaust Studies

New Jersey Student Learning Supporting Standards:

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- 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.
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- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
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The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

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Evidence of Student Learning

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Knowledge & Skills

<p>Enduring Understandings:</p> <p>Unit Enduring Understandings Students will understand that...</p> <ul style="list-style-type: none"> ● Technology is always changing and we need to be lifelong learners. ● We should use technology based on our personal and /or career needs. ● A tool is only as good as the person using it. ● Digital tools allow for communication and collaboration anytime/anyplace worldwide. ● Selection of technology should be based on personal and /or career needs assessment. 	<p>Unit Essential Questions:</p> <p>What skills do I need to learn to be a 21st century learner/student?</p> <ul style="list-style-type: none"> ● How do I pick the right digital tools and when do I use them? ● How can I use my digital tools and skills in new situations? ● How do I choose which technological tools to use and when it is appropriate to use them?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Keyboarding practice ● Projects specific to subject area 	<p>Varied Levels of Text:</p> <p>Multiple software programs and licenses approved and renewed yearly by the Board of Education</p>
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Accommodations/Modifications

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English Language Learners:

- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Special Education/504 Plans/Students with Disabilities:

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- Provide extra time

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

Economically Disadvantaged:

- Be flexible with assignments
- Provide extra time
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<ul style="list-style-type: none"> ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cueing ● Activate schema ● Build background knowledge ● Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials <p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Involve families in student learning ● Provide social/emotional support ● Respect cultural traditions ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Provide manipulatives or the opportunity to draw solution strategies ● Provide students with notes from the lesson ● For additional support and guidance, provide students with a partner.
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Unit 3: Keyboarding, Spreadsheets, Multimedia/Presentation Tools, NJSLA	Duration: 10 Days 3rd Marking Period
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Standards/Learning Targets

<p>New Jersey Student Learning Focus Standards:</p> <ul style="list-style-type: none"> ● Apply existing knowledge to generate new ideas, products, or processes. ● Create original works as a means of personal or group expression. ● Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. ● Communicate information and ideas to multiple audiences using a variety of media and formats. ● Develop cultural understanding and global awareness by engaging with learners of other cultures. ● Contribute to project teams to produce original works or solve problems. ● Advocate and practice safe, legal, and responsible use of information and technology. ● Demonstrate personal responsibility for lifelong learning. ● Exhibit leadership for digital citizenship. ● Plan strategies to guide inquiry. ● Locate, organize, analyze, evaluate, synthesize, and ethically use information from a
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variety of sources and media.

- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. I
- Identify and define authentic problems and significant questions for investigation.
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Primary Interdisciplinary Connections:

- ELA - NJSLA/ELA
- Math - NJSLA/MATH
- Science - NJSLA/SCIENCE 5
- Social Studies
- Dance
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- Holocaust Studies

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- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of and relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Evidence of Student Learning

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

Students will understand that...

- Technology is always changing and we need to be lifelong learners.
- We should use technology based on our personal and /or career needs.
- A tool is only as good as the person using it.
- Digital tools allow for communication and collaboration anytime/anyplace worldwide.
- Selection of technology should be based on personal and /or career needs assessment.

Essential Questions:

- What skills do I need to learn to be a 21st century learner/student? ● How do I pick the right digital tools and when do I use them?
- How can I use my digital tools and skills in new situations?
- How do I choose which technological tools to us?

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Content Area: Technology

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Keyboarding practice
- Projects specific to subject area

Varied Levels of Text:

Multiple software programs and licenses approved and renewed yearly by the Board of Education

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Provide extended time
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- Provide extra time

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules

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- Be flexible

Economically Disadvantaged:

- Be flexible with assignments
- Provide extra time
- Pre-teach vocabulary using visuals and gestures
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- Preview lessons
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Culturally Diverse:

- Involve families in student learning
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Unit 4:

Keyboarding, Research & Gathering
Information, Communication & Collaboration

Duration: 8 Days

4th Marking Period

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- Apply existing knowledge to generate new ideas, products, or processes.
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- Contribute to project teams to produce original works or solve problems.
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- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. I
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Primary Interdisciplinary Connections:

- ELA
- Math
- Science
- Social Studies
- Dance
- Theater
- Amistad Mandate
- Holocaust Studies

New Jersey Student Learning Supporting Standards:

- New Jersey Student Learning Supporting Standards:
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 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.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 19 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.

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- 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 and relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

21st Century Life and Careers

Mission: 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.

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills
 - CRP6. Demonstrate creativity and innovation.
 - CRP12. Work productively in teams while using cultural global competence
- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be

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mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of progress 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Ongoing projects and assignments ● End of Unit Project ● Computer based progress reports (keyboarding)
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Technology is always changing and we need to be lifelong learners. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What skills do I need to learn to be a 21st century learner/student? ● How do I pick the right digital tools and when do I use them?
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<ul style="list-style-type: none">● We should use technology based on our personal and /or career needs.● A tool is only as good as the person using it.● Digital tools allow for communication and collaboration anytime/anyplace worldwide.● Selection of technology should be based on personal and /or career needs assessment.●	<ul style="list-style-type: none">● How can I use my digital tools and skills in new situations?● How do I choose which technological tools to us
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">● Keyboarding practice● Projects specific to subject area	Varied Levels of Text: Multiple software programs and licenses approved and renewed yearly by the Board of Education
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Accommodations/Modifications

<p>English Language Learners:</p> <ul style="list-style-type: none">● Provide clear and specific directions● Provide extended time● Provide written directions with models and diagrams when possible● Pre-teach vocabulary using visuals and gestures● Chunk texts● Summarize as you go● Preview lessons● Highlight key words● Sentence starters● Prompting and cueing● Activate schema● Build background knowledge <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none">● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan.

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- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Provide extra time

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

Economically Disadvantaged:

- Be flexible with assignments
- Provide extra time
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- For additional support and guidance, provide students with a partner

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