K-2 Technology

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
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.

K-2 Technology

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

2020 NJSLS - Computer Science and Design Thinking

Core Ideas:

Individuals use computing devices to perform a variety of tasks accurately and quickly.
Computing devices interpret and follow the instructions they are given literally.
A computing system is composed of software and hardware.
Describing a problem is the first step toward finding a solution when computing systems do not work as expected.
Individuals collect, use, and display data about individuals and the world around them.
Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.
Data can be used to make predictions about the world.
Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).
The availability of technology for essential tasks varies in different parts of the world.

Performance Expectations:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.
8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

K-2 Technology

Unit Sequence

Part A: *Essential Questions*	**Part B:** *Enduring Understandings*
• 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 • How can we use technology to collect and present data? Climate Change Raw Data and Graphing Tools	• 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)

Formative Assessments:

- Pre-test
- Teacher observation
- Project completion/rubrics
- Performance Tasks
- Self-Evaluations
- Surveys

Summative Assessments:

- Unit Projects
- Summative tests
- Questionnaire
- Demonstrations
- Digital Portfolio
- Learning Log

Benchmark Assessments:

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)

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:

- *Clubbing activities*
- *E*xploration by interest
- Flexible groupings

- Initial Benchmark: Beginning of first marking period
- Mid-Year Benchmark: Given in January
- End of year Benchmark: end of marking period

Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}

Gifted and Talented

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students with 504 Plans

- 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

K-2 Technology

Core Professional Resources:

- Tech4Learning
- Alice Keeler Education
- Typing.com
- International Technology Education Association
- Common Sense Education

Supplemental Professional Resources:

- 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/

Core Instructional Resources:

- Brain Pop JR.
- Typing.com
- Google Form
- Wixie
- Excel

Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:

- All Standards, All Students/Case Studies
- (Restructure Lessons with UDL)
- Project Based learning
- Brain Pop JR.
- Web Translation Tools
- Climate Change Raw Data and Graphing Tools

Intervention Resources:

- 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

- 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.

Math

Integration of Technology through NJSLS

- 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

Ongoing:

- Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Math Practice Make sense of problems and persevere in solving them. **ELA** RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4a Read grade-level text with purpose and understanding. RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6 Produce complete sentences when appropriate to task and situation. **Standard 8 Computer Science** 8.1.2.DA.3: Identify and describe patterns in data visualizations. **Standard 9 Career Readiness, Life Literacy, and Key Skills** 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.	• Climate Change Raw Data and Graphing Tools • Use overhead projector with Smartboard for shared lessons Other: • 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**
• Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration	• 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**
• Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast	• 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**
Unit Summary	

K-2 Technology

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

NJ Student Learning Standards

2020 NJSLS - Computer Science and Design Thinking
Core Ideas:
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.

Performance Expectations:
8.2.2.ED.1: Communicate the function of a product or device.

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*
• How can digital tools be used for creating original and innovative works, ideas, and solutions?	• Digital tools provide enhanced opportunities to design innovative solutions, and express ideas creatively.

Unit 2: Creativity and Innovation	**Teaching Point**
	• 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:

- Pre-test
- Teacher observation
- Project completion/rubrics
- Performance Tasks
- Self-Evaluations
- Surveys

Summative Assessments:

- Unit Projects
- Summative tests
- Questionnaire
- Demonstrations
- Digital Portfolio
- Learning Log

Benchmark Assessments:

- Initial Benchmark: Beginning of first marking period
- Mid-Year Benchmark: Given in January
- End of year Benchmark: end of marking period

Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

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)

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:

- *Clubbing activities*
- *E*xploration by interest
- Flexible groupings

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}

Gifted and Talented

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students with 504 Plans

- Subgroup Accommodations and Modification
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Core Instructional and Supplemental Materials Professional Resources:

Core Professional Resources:

- Tech4Learning
- Alice Keeler Education
- Typing.com
- International Technology Education Association
- Common Sense Education

Supplemental Professional Resources:

- 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/

Core Instructional, Supplemental, Instructional, and Intervention Resources

Core Instructional Resources:

- Brain Pop JR.
- Typing.com
- Google Form
- Wixie
- Digital cameras
- Computer on-board cameras
- Computer on-board Microphone

Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:

- *All Standards, All Students/Case Studies*
- (Restructure Lessons with UDL)
- Project Based learning
- Brain Pop JR.
- Web Translation Tools

Intervention Resources:

- 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.

K-2 Technology

Interdisciplinary Connections

- 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.

Math
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Math Practice
Make sense of problems and persevere in solving them.
ELA

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a Read grade-level text with purpose and understanding.
RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6 Produce complete sentences when appropriate to task and situation.

Standard 8 Computer Science
8.1.2.DA.3: Identify and describe patterns in data visualizations.
Standard 9 Career Readiness, Life Literacy, and Key Skills
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Integration of Technology through NJSLS

- 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

Ongoing:

- Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets
- Use overhead projector with Smartboard for shared lessons

Other:

- 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

- Global Awareness
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

Media Literacy Integration

- 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

- Virtual Field Trips
- EdTech Videos
- TechLearning.com
- Google Teacher Tribe Podcast

Global Perspective

- 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

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.
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.

NJ Student Learning Standards

2020 NJSLS - Computer Science and Design Thinking

Core Ideas:

Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.

Performance Expectations:

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Unit Sequence

Part A: *Essential Questions*	**Part B:** *Enduring Understandings*
• How has the use of digital tools improved opportunities for communication and collaboration?	• Digital tools allow for communication and collaboration anytime/anyplace worldwide.

Unit 3: Basic Publishing - Technology Operations and Concepts	**Teaching Point**
	• 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)

Formative Assessments:

- Pre-test
- Teacher observation
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- Performance Tasks
- Self-Evaluations
- Surveys

Summative Assessments:

- Unit Projects
- Summative tests
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Benchmark Assessments:

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Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

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)

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:

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- *E*xploration by interest
- Flexible grouping*s*

English Language Learners:

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Students at Risk for Failure:

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- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}

Gifted and Talented

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Core Instructional, Supplemental, Instructional, and Intervention Resources

Core Instructional Resources:

- Brain Pop JR.
- Typing.com
- Google Form
- Wixie
- Clever

Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:

- All Standards, All Students/Case Studies
- (Restructure Lessons with UDL)
- Project Based learning
- Brain Pop JR.
- Web Translation Tools

Intervention Resources:

- 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

- 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.

Math

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Math Practice

Make sense of problems and persevere in solving them.

ELA

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a Read grade-level text with purpose and understanding.
RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6 Produce complete sentences when appropriate to task and situation.

Standard 8 Computer Science

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Integration of Technology through NJSLS

- 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

Ongoing:

- Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets
- Use overhead projector with Smartboard for shared lessons

Other:

- 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

- Global Awareness
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication

Media Literacy Integration

- 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

• Collaboration	• 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**
• Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast	• 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

2020 NJSLS - Computer Science and Design Thinking

Core Ideas:

Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

The availability of technology for essential tasks varies in different parts of the world.

Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.

Performance Expectations:

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Unit Sequence

Part A: *Essential Questions*	**Part B:** *Enduring Understandings*

• What are an individual's responsibilities for using technology? • What constitutes misuse and how can it best be prevented?	• Technology use can have positive or negative impact on both users and those affected by their use.

Unit4: Digital Citizenship	**Teaching Point**
	• 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 the importance of creating a unique password and why it is important to not share the password. • 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**
Formative Assessments: • Pre-test • Teacher observation • Project completion/rubrics • Performance Tasks	**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)

- Self-Evaluations
- Surveys

Summative Assessments:

- Unit Projects
- Summative tests
- Questionnaire
- Demonstrations
- Digital Portfolio
- Learning Log

Benchmark Assessments:

- Initial Benchmark: Beginning of first marking period
- Mid-Year Benchmark: Given in January
- End of year Benchmark: end of marking period

Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:

- *Clubbing activities*
- *E*xploration by interest
- Flexible groupings

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}

Gifted and Talented

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students with 504 Plans

- Subgroup Accommodations and Modification
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

K-2 Technology

Core Instructional and Supplemental Materials Professional Resources:

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- Common Sense Education

Supplemental Professional Resources:

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- Learning Activity Types – William And Mary University - TPACK
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- http://www.typingweb.com/tutor/courses/

Core Instructional, Supplemental, Instructional, and Intervention Resources

Core Instructional Resources:

- Brain Pop JR.
- Typing.com
- Google Form
- Wixie
- Clever

Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:

- All Standards, All Students/Case Studies
- (Restructure Lessons with UDL)
- Project Based learning
- Brain Pop JR.
- Web Translation Tools

Intervention Resources:

- 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

- 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.

Integration of Technology through NJSLS

- 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

Ongoing:

Math **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Math Practice Make sense of problems and persevere in solving them. **ELA** RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4a Read grade-level text with purpose and understanding. RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6 Produce complete sentences when appropriate to task and situation. **Standard 8 Computer Science** 8.1.2.DA.3: Identify and describe patterns in data visualizations. **Standard 9 Career Readiness, Life Literacy, and Key Skills** 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.	• Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets • Use overhead projector with Smartboard for shared lessons Other: • 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**
• Global Awareness • Environmental Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration	• 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**
• Virtual Field Trips • EdTech Videos • TechLearning.com • Google Teacher Tribe Podcast	• 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

2020 NJSLS - Computer Science and Design Thinking

Core Ideas:

Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.

Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.

Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.

The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.

Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.

Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.

Performance Expectations:

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.2.2.ETW.3: Describe or model the system used for recycling technology.

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Unit Sequence

Part A: *Essential Questions*	**Part B:** *Enduring Understandings*
• What are an individual's responsibilities for using technology? • What constitutes misuse and how can it best be prevented? • What are the environmental impacts of technology?	• 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 the natural resources needed to create a product and the effects on the environment. • 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)

Formative Assessments:

- Pre-test
- Teacher observation
- Project completion/rubrics
- Performance Tasks
- Self-Evaluations
- Surveys

Summative Assessments:

- Unit Projects
- Summative tests
- Questionnaire
- Demonstrations
- Digital Portfolio
- Learning Log

Benchmark Assessments:

- Initial Benchmark: Beginning of first marking period
- Mid-Year Benchmark: Given in January
- End of year Benchmark: end of marking period

Alternative Assessments:

- Choice Projects
- Simplified or modified lessons
- Portfolios

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)

Differentiation:

- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:

- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:

- *Clubbing activities*
- *E*xploration by interest
- Flexible grouping*s*

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

K-2 Technology

	Students at Risk for Failure: • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners} **Gifted and Talented** • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) **Students with 504 Plans** • 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**

K-2 Technology

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Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:

- All Standards, All Students/Case Studies
- (Restructure Lessons with UDL)
- Project Based learning
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- Web Translation Tools

Intervention Resources:

- Graphic Organizers
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- 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
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Interdisciplinary Connections

- 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.

Math

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all

Integration of Technology through NJSLS

- 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

Ongoing:

- Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets
- Use overhead projector with Smartboard for shared lessons

Other:

positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Math Practice Make sense of problems and persevere in solving them. **ELA** RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4a Read grade-level text with purpose and understanding. RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6 Produce complete sentences when appropriate to task and situation. **Standard 8 Computer Science** 8.1.2.DA.3: Identify and describe patterns in data visualizations. **Standard 9 Career Readiness, Life Literacy, and Key Skills** 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.	• 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**
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Unit 6: Critical Thinking, Problem Solving, & Decision-Making	**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. 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	

K-2 Technology

2020 NJSLS - Computer Science and Design Thinking
Core Ideas:
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
Limitations (constraints) must be considered when engineering designs

Performance Expectations:
8.2.2.ED.1: Communicate the function of a product or device.
8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ED.4: Identify constraints and their role in the engineering design process.

Unit Sequence

Part A: *Essential Questions*	**Part B:** *Enduring Understandings*
• 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?	• 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)	**Accommodations and Modifications**
Formative Assessments:	**Special Education:**

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Low-Prep Differentiation:

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English Language Learners:

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Students at Risk for Failure:

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Integration of Technology through NJSLS

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- Highlight texts, themes, and reflections that connect to themes related to ethical use and cyberbullying.

Math
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Math Practice
Make sense of problems and persevere in solving them.

ELA

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Standard 8 Computer Science
8.1.2.DA.3: Identify and describe patterns in data visualizations.
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9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

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Ongoing:

- Use of Computers with headphones, Internet access, digital camera, camcorder, microphones, green screen, drawing tablets
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Other:

- 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

- Global Awareness
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

Media Literacy Integration

- 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

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- EdTech Videos
- TechLearning.com
- Google Teacher Tribe Podcast

Global Perspective

- Black History Month
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- Week of Respect
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K-2 Technology