

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
ELEMENTARY TECHNOLOGY**

GRADE LEVEL: K-2

PREPARED BY: LAUREN ZUCCONI

**REVISED AUGUST 2018
ALIGNED TO THE NJSLS**

B.O.E. ADOPTED AUGUST 23, 2018
[BORN DATE: AUGUST 20, 2015]

UNIT #1

TITLE: INTRODUCTION TO COMPUTERS/ INTRODUCTION TO KEYBOARDING + MOUSE SKILLS

UNIT LENGTH: 6+ WEEKS

Standard	8.1 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.
Strand	<i>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</i>

Content Statement	Indicator	Indicator	Essential Questions	Student Objectives	Vocabulary	Resources
Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.	<ul style="list-style-type: none"> ✓ How can a computer be useful? ✓ How is a computer similar to and different from your desk? ✓ How do you know which software program to use to complete your work? ✓ How can I learn to type efficiently? ✓ How does technology help us find answers to our questions more efficiently? ✓ How can I use a brand new technology tool to show what I know? 	<ul style="list-style-type: none"> ● Handle and care for devices properly ● Point, click and drag and drop items ● Use right click menu ● Log in/Log out of accounts ● Open/Quit applications ● Use drop down menus ● Save/Retrieve documents ● Launch 	Speaker Mouse Keyboard Monitor Programs Computer Laptop Home Row Positioning Shift Tab Caps Lock Home Screen Icons Apps	<ul style="list-style-type: none"> District Technology Website Games District Technology Website Grade Level Games Microsoft Word SmartNotebook *Game Suggestions: Mouse Practice

			<p>✓ How can technology help me to achieve my learning goals?</p>		
<p>Select and use applications effectively and productively.</p>	<p>8.1.2.A.2</p>	<p>Create a document using a word processing application.</p>		<p>applications</p> <ul style="list-style-type: none"> ● Type documents ● Print documents ● Identify keys ● Left/Right hand keys ● Use the Home Row properly ● Use special keys (tab, shift, caps lock) ● Improve accuracy and technique ● Improve speed <p>Demonstrate how to turn on the iPad</p> <ul style="list-style-type: none"> ● Open a program on iPad ● Return to the main menu on iPad ● Slide between menu screens on iPad ● Open the keyboard on iPad 	<p>Starfall</p> <p>Dance Mat Typing</p> <p>Keyboarding Zoo</p> <p>Keyboarding Zoo 2</p> <p>Typing Rocket JR</p> <p>Jump Rocket</p> <p>Alpha Munchies</p> <p>Keyboard Invasion</p> <p>Keyboard Challenge</p> <p>Typing Race</p> <p>Typing Rocket</p> <p>Mousercise</p> <p>Bees and Honey</p> <p>Cup Stacking</p> <p>ABCya</p> <p><u>*Assignment Suggestions:</u></p> <p>Type his/her first name</p>

						Type his/her last name Type numbers to 10 Type spelling words
21st Century Themes: Global Awareness Career Ready Practices: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11				21st Century Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication & Collaboration, Media Literacy, Technology Literacy, Life and Career Skills		
Evidence of Learning (Formative & Summative): Teacher Observation, Completed Projects, Oral Student Feedback, Peer Review, Level of Creativity, Reflection, Class Discussion						
Interdisciplinary Connections: <ul style="list-style-type: none"> ● English Language Arts <ul style="list-style-type: none"> ○ Writing <ul style="list-style-type: none"> ■ W.2.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ■ W.2.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. ■ W.2.7. Conduct short research projects that build knowledge about a topic. ■ W.2.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ○ Speaking <ul style="list-style-type: none"> ■ 2.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ■ 2.SL.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ■ SL.2.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ■ SL.2.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ■ 2.SL.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ○ Language <ul style="list-style-type: none"> ■ L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 						

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

- AASL

- 1.1.8
 - Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.3.5
 - Use information technology responsibly.
- 2.14
 - Use technology and other information tools to analyze and organize information.
- 2.1.6
 - Use the writing process, media and visual literacy and technology skills to create products that express new understandings.
- 3.1.4
 - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities/504	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> ● Consultation with Enrichment Staff ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking <p>Extension Activities</p> <ul style="list-style-type: none"> ● Design surveys to generate and analyze data to be used in discussion. 	<p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> ● Consultation with ESL Staff ● Modified Assignments ● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed <p>Modifications for Assignments</p> <ul style="list-style-type: none"> ● Extended time to complete assignments. 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Consultation with Special Education Staff ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher

<ul style="list-style-type: none"> • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Additional websites for higher level thinking 	<ul style="list-style-type: none"> • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions 	<p>determined by the student and teacher</p> <ul style="list-style-type: none"> • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions 	<ul style="list-style-type: none"> • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions
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UNIT #2
TITLE: MICROSOFT WORD
UNIT LENGTH: 6+ WEEKS

Standard	8.1 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.
Strand	<p><i>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p> <p><i>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i></p> <p><i>C. 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.</i></p> <p><i>E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</i></p>

Content Statement	Indicator	Indicator	Essential Questions	Student Objectives	Vocabulary	Resources
Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.	<ul style="list-style-type: none"> ✓ How does technology help us find answers to our questions more efficiently? ✓ How could you use technology to share pictures and stories with others? ✓ How can we use technology to work together on a shared project? ✓ How can technology help us work 	<ul style="list-style-type: none"> ● Handle and care for devices properly ● Point, click and drag and drop items ● Use right click menu ● Log in/Log out of accounts ● Open/Quit applications ● Use drop down 	Speaker Mouse Keyboard Monitor Programs Computer Laptop Home Row Positioning Shift Tab Caps Lock Cursor Paragraph	<p style="text-align: center;">District Technology Website Games</p> <p style="text-align: center;">District Technology Website Grade Level Games</p> <p>Microsoft Word</p> <p>SmartNotebook</p>

			<p>together?</p> <ul style="list-style-type: none"> ✓ How can I use a brand new technology tool to show what I know? ✓ How can technology help me to achieve my learning goals? 	<ul style="list-style-type: none"> ● menus ● Save/Retrieve documents ● Launch applications ● Type documents ● Print documents ● Identify keys ● Left/Right hand keys ● Use the Home Row properly ● Use special keys (tab, shift, caps lock) ● Improve accuracy and technique ● Create new documents ● Enter text properly ● Open/Quit applications ● Use drop down menus ● Save/Retrieve documents ● Launch applications ● Type documents ● Print documents 	<p>Insert Toolbar Textbox Font Font Size Font Style Object</p>	<p><u>*Assignment Suggestions:</u></p> <p>All About Me</p> <p>Create a Word Search</p> <p>Type a Friendly Letter</p> <p>Create a World Cloud</p> <p>Type a list of color words, select each word, and choose the text color to match the word.</p> <p>Type the alphabet.</p> <p>Type a list of sight words.</p> <p>Produce story sentences about a topic (Teacher can substitute the topic to coincide with current curricular topics).</p> <p>Type sentences describing characteristics of characters from a</p>
Select and use applications effectively and productively.	8.1.2.A.2	Create a document using a word processing application.				
<p>Apply existing knowledge to generate new ideas, products, or processes.</p> <p>Create original works as a means of personal or group expression.</p>	8.1.P.B.1 8.1.2.B.1	<p>Create a story about a picture taken by the student on a digital camera or mobile device.</p> <p>Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>				
Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.	8.1.2.C.1 8.1.2.C.1	Collaborate with peers by participating in interactive digital games or activities.				

<p>Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>		<p>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>			<p>story (Teacher can substitute the topic to coincide with current curricular topics).</p> <p>Evaluate and summarize facts from an article.</p> <p>Participate in a virtual field trip and write a summary about what was viewed.</p> <p>Write poems and insert a picture from Clip Art</p>
<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p>	<p>8.1.2.E.1</p>	<p>Use digital tools and online resources to explore a problem or issue.</p>			<p>Create an “All About Me” document which will become part of a class book.</p> <p>Type up a paragraph or a few sentences titled “What I Learned in _____ Grade”.</p> <p>Develop a “Dear Future _____ Grader” document about what it’s like to be a _____ grader. Print and share</p>

						<p>with future _____ grade students.</p> <p>Research an author or an animal. Write a report or five interesting facts.</p>
<p>21st Century Themes: Global Awareness Career Ready Practices: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11</p>				<p>21st Century Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication & Collaboration, Media Literacy, Technology Literacy, Life and Career Skills</p>		
<p>Evidence of Learning (Formative & Summative): Teacher Observation, Completed Projects, Oral Student Feedback, Peer Review, Level of Creativity, Reflection, Class Discussion</p>						
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● English Language Arts <ul style="list-style-type: none"> ○ Writing <ul style="list-style-type: none"> ■ W.2.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ■ W.2.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. ■ W.2.7. Conduct short research projects that build knowledge about a topic. ■ W.2.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ○ Speaking <ul style="list-style-type: none"> ■ 2.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. ■ 2.SL.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ■ SL.2.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ■ SL.2.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ■ 2.SL.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ○ Language <ul style="list-style-type: none"> ■ L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 						

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

- AASL

- 1.1.8
 - Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.3.5
 - Use information technology responsibly.
- 2.14
 - Use technology and other information tools to analyze and organize information.
- 2.1.6
 - Use the writing process, media and visual literacy and technology skills to create products that express new understandings.
- 3.1.4
 - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities/504	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> ● Consultation with Enrichment Staff ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking <p>Extension Activities</p> <ul style="list-style-type: none"> ● Design surveys to generate and analyze data to be used in 	<p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> ● Consultation with ESL Staff ● Modified Assignments ● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed <p>Modifications for Assignments</p> <ul style="list-style-type: none"> ● Extended time to complete 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Consultation with Special Education Staff ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and

<p>discussion.</p> <ul style="list-style-type: none"> • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Additional websites for higher level thinking 	<p>assignments.</p> <ul style="list-style-type: none"> • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions 	<ul style="list-style-type: none"> • Preferential seating to be mutually determined by the student and teacher • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions 	<p>teacher</p> <ul style="list-style-type: none"> • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions
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UNIT #3
TITLE: INTERNET SAFETY
UNIT LENGTH: 6+ WEEKS

Standard	8.1 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.
Strand	<i>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>

Content Statement	Indicator	Indicator	Essential Questions	Student Objectives	Vocabulary	Resources
Advocate and practice safe, legal, and responsible use of information and technology.	8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.	<ul style="list-style-type: none"> ✓ Why might there be “netiquette” rules for communicating online? ✓ How does working together help us learn? ✓ What responsibilities come with using technology to learn? ✓ How can we grow, socially, through technology together? ✓ How can technology help me to achieve my learning goals? 	<ul style="list-style-type: none"> ● Use basic terms related to the Internet, such as browser, URL, keyword and links ● Use age appropriate Internet based tools and resources to navigate ● Open a web browser, navigate and use browser buttons ● Navigate district sites and links 	Internet URL Browser Email Bookmark Link Webpage Website Cyberbully Blog Netiquette Password Personal Private Chat Download	<ul style="list-style-type: none"> District Technology Website Games District Technology Website Grade Level Games Microsoft Word SmartNotebook Net Smartz Kids ABCya

Demonstrate personal responsibility for lifelong learning.	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.				
Exhibit leadership for digital citizenship.	8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.				
21st Century Themes: Global Awareness, Civic Literacy Career Ready Practices: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11				21st Century Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication & Collaboration, Media Literacy, Technology Literacy, Life and Career Skills		
Evidence of Learning (Formative & Summative): Teacher Observation, Completed Projects, Oral Student Feedback, Peer Review, Level of Creativity, Reflection, Class Discussion						

Interdisciplinary Connections:

- English Language Arts
 - Writing
 - W.2.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - W.2.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
 - W.2.7. Conduct short research projects that build knowledge about a topic.
 - W.2.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
 - Speaking
 - 2.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - 2.SL.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - SL.2.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - SL.2.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 - 2.SL.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 - Language
 - L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.2.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- AASL
 - 1.1.8
 - Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
 - 1.3.5
 - Use information technology responsibly.
 - 2.14
 - Use technology and other information tools to analyze and organize information.
 - 2.1.6
 - Use the writing process, media and visual literacy and technology skills to create products that express new understandings.
 - 3.1.4
 - Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities/504	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> • Consultation with Enrichment Staff • Use of Higher Level Questioning Techniques • Provide assessments at a higher level of thinking <p>Extension Activities</p> <ul style="list-style-type: none"> • Design surveys to generate and analyze data to be used in discussion. • Authentic listening and reading sources that provide data and support for speaking and writing prompts. • Additional websites for higher level thinking 	<p>Modifications for Classroom Assignments</p> <ul style="list-style-type: none"> • Consultation with ESL Staff • Modified Assignments • Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) • Extended time for assignment completion as needed <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in an alternate setting as needed. • Restate, reread, and clarify directions/questions 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Consultation with Special Education Staff • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Preferential seating to be mutually determined by the student and teacher • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Preferential seating to be mutually determined by the student and teacher • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time <p>Modifications for Assignments</p> <ul style="list-style-type: none"> • Extended time to complete assignments. • Provide the student with clearly stated (written) expectations and grading criteria for assignments. • Extended time on classroom tests and quizzes. • Student may take/complete tests in

		<p>and quizzes.</p> <ul style="list-style-type: none">• Student may take/complete tests in an alternate setting as needed.• Restate, reread, and clarify directions/questions	<p>an alternate setting as needed.</p> <ul style="list-style-type: none">• Restate, reread, and clarify directions/questions
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Pacing Guide		ISTE “I Can” Statements
Unit #1- Introduction to Computers/Keyb oarding/Mouse Skills	6+ weeks	<ul style="list-style-type: none"> ● <i>Technology “I Can” Statements:</i> <ul style="list-style-type: none"> ○ <i>Empowered Learner</i> <ul style="list-style-type: none"> ▪ I can use a program on my device to show you what I know in my mind ▪ I can predict the result I will get when using a familiar technology device or program ▪ I can tell whether or not a program worked the way I expected ▪ I can share and be polite when working with my group on a project ▪ I can work with others to write and share a story ▪ I can work with others to add graphics to a shared story ▪ I can find a different way to use a program when my first plan doesn’t work ▪ I can use a mouse, trackpad or touchscreen ▪ I can navigate a computer or mobile device using icons ▪ I can tell what is similar and different when I use different computers, technology or software programs. ▪ I can login to a technology device ▪ I can find the letters and numbers on a keyboard ▪ I can name a file and save it to where I can find it later ▪ I can tell whether or not a program worked the way I expected it to ▪ I can choose the program I want to use to create or edit a project ▪ I can write learning goals for myself ▪ I can reflect on a lesson and describe what I learned ▪ I can work with other students on a document that needs input and ideas from our group ▪ I can work with others to create a document that have a variety of items like words, tables, graphs, pictures and other graphics ▪ I can learn how a technology tool works by exploring its features ▪ I can ask questions when I’m not sure how a feature works ▪ I can learn a new technology tool by playing with it ▪ I can name and define all of the parts of a computer, laptop and tablet ▪ I know the proper way to turn a device on and off, and safely restart ▪ I can use a mouse, trackpad or touchscreen to navigate any device ▪ I can use icons and menus to find and open programs on my device ▪ I can use basic computer shortcuts like copy and paste ▪ I can print something from a computer or mobile device with an adult’s help ○ <i>Digital Citizen</i> <ul style="list-style-type: none"> ▪ I can decide what personal information to share with my online friends
Unit #2- Microsoft Word	6+ weeks	
Unit #3- Internet Safety	6+ weeks	

- I can observe how information posted online can be downloaded forever
- I can tell which pictures of me, my friend or my school should be online and which ones should not
- I can make sure or ask if something can be copied from the internet before I use it
- I can work with my others in school, community or at home to tell them about being a good digital citizen
- I can get permission from a parent or teacher before sharing private information online
- I can leave a site and tell an adult if I feel uncomfortable about anything I see on the Internet
- I can protect my passwords by not sharing them with others
- I can put something I read into my own words
- I can explain the rules of responsible use
- I can explain how I know that technology is all around us
- I can explain what information is ok to tell and what I shouldn't tell
- I can choose an appropriate profile picture for social media
- I can use technology independently and with peers responsibly and make safe choices
- I can explain the rules for being safe in the digital world
- I can search the internet safely
- *Knowledge Constructor*
 - I can create a report or presentation with information that I found when using technology
 - I can help find information using a search engine
 - I can find things on the internet and bookmark websites that I like
 - I can tell someone if what I found on the internet is good information
 - I can use technology to find more than one solution to a problem
 - I can use a drawing program to create original work that includes both drawings and text
 - I can make meaningful connections between resources I find when doing research
 - I can work in a group to solve a problem
 - I can find an answer to my questions by searching online
- *Innovative Designer*
 - I can ask questions about things I want to learn
 - I can use technology tools to share what I know
 - I can use software to help make a project timeline
 - I can use an online tool to plan out the solution to a problem
 - I can use the design process
 - I can ask a question about a problem I have
 - I can imagine how to solve a problem I have
 - I can make a plan to solve a problem I have
 - I can test out my plan to solve a problem I have
 - I can improve my plan and try again until I find the solution to a problem I have
 - I can stay with a task until I have it completed
 - I can solve a challenging problem

- I can enjoy working through a problem
- I can use a calendar, task manager or similar tool to organize a project from start to finish
- I can take notes using any type of device
- I can brainstorm using a technology tool
- I can organize information in a visual way that other people understand
- I can plan out a project using digital tools
- I can complete the steps of the design process within a project
- I can ask a question and research the answer
- I can image possible solutions to answer my question
- I can create a plan to find the answer to my question
- I can test out my plan with an experiment
- I can improve on my original plan and retest
- I can explain multiple solutions to the same problem
- I can use the materials around me to help me solve a problem
- *Computational Thinker*
 - I can use a search engine with my teacher to find information about something
 - I can work with my group and use technology to take notes when we are learning something new
 - I can decide which technology tool to use to show what I know
 - I can use apps to look up something like the weather and tell what may happen later
 - I can use technology to find more than one solution to a problem
 - I can break problems into parts to make them easier to solve
 - I can solve multi- step problems
 - I can brainstorm ideas for solving problems
 - I can explain how technology helps to make a task easier
 - I can explain how technology tools help us solve problems
 - I can understand that computers solve problems by finding patterns
 - I can use technology tools to present the solution to a problem I solved
 - I can brainstorm solutions to problems
 - I can explain my problem solving process in words
- *Creative Communicator*
 - I can find things on the Internet and bookmark websites that I like
 - I can use apps to look up information
 - I can tell someone if what I found on the internet is good information
 - I can use drawing tools to make pictures of my original story
 - I can use a word processing program to tell others about my ideas
 - I can write a story, poem or title about a digital photo that I have taken
 - I can use a technology tool to record my voice
 - I can use a technology tool to record a video
 - I can use a technology tool to draw a picture
 - I can use a technology tool to tell a story

		<ul style="list-style-type: none"> ▪ I can use apps on a tablet to draw or write with a friend ▪ I can use software on a computer to draw or write with a friend ▪ I can send something I created over the Internet ▪ I can work with others to write and share a story ▪ I can work with others to add graphic to a shared story ▪ I can use technology to discuss ideas ▪ I can use technology to talk about problem solving ▪ I can help my group finish a project ▪ I can use technology to find more than one solution to a problem ▪ I can use a technology tool to help me understand a problem ▪ I can use a technology tool to think of ideas for solving a problem ▪ I can be polite and respectful at all times when using technology tools ▪ I can use virtual world and gaming tools in groups to work toward a common goal ▪ I can use word processing applications to write, edit, print and save assignments ▪ I can create a presentation using multiple types of presentation software programs ▪ I can type a report or essay in any word processor ▪ I can create graphics using technology tools on a computer or mobile device ▪ I can use text language when communicating with friends ▪ I can use proper grammar when communicating for education ▪ I can create a presentation with consideration to my audience members <p>○ <i>Global Collaborator</i></p> <ul style="list-style-type: none"> ▪ I can use a shared online workspace to communicate my ideas ▪ I can be responsible for completing my portion of group work ▪ I can take any role within a group and be successful ▪ I can work with others toward a common goal ▪ I can use an online tool to communicate with a group
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