Course:Technology & Design

Intro to Tech Lab: Unit 1

Grade Level(s): 2	**Length of Unit: 1 week**

Unit Rationale:
Students will be using technology to support their learning in a variety of platforms during the school year. In this unit, students will learn about safety and rules of the tech lab, and how they should behave appropriately during technology classroom. Teacher will discuss appropriate and acceptable usage of the computers and technology equipment not only within the lab, but within their classrooms as well. Students will also receive their passwords, and log onto the Chromebooks.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *Students will be using technology to support their learning in a variety of platforms during the school year. In this unit, students will learn about safety and rules of the tech lab, and how they should behave appropriately during technology classroom.*
- *Teacher will discuss appropriate and acceptable usage of the computers and technology equipment not only within the lab, but within their classrooms as well. Students will also receive their passwords, and log onto the Chromebooks.*

Essential Questions:

- -What does it mean to use the computer appropriately?
- What are the expectations of behavior in the technology lab?
- How does a student log onto the computer network at school?
- What projects are you excited about this year?

Content:

Students will know…

- *the appropriate rules in the technology lab.*
- *log on to the chromebooks, using their username and password.*
-

Skills:

Students will be able to…

- *Identify the rules of the technology lab.*
- *Know the procedures of the classroom.*
- *Understand safety in the classroom.*
- *Memorize username and password.*
-

NJ Student Learning Standards -
21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP11. Use technology to enhance productivity

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

Career readiness, life literacies, and key skills education *provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.*
https://www.nj.gov/education/standards/clicks/index.shtml or
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf (Pgs 15-16)

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
5. Demonstrate creativity and innovation
8. Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how **CLKS Practices** connect to the unit:

Students will learn about the responsibilities of learning in the technology lab, learning how technology, collaboration and creativity will be used throughout the school year.

9.2 standards should be listed <u>when appropriate</u>. The <u>appropriate grade band</u> must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

W.2.6. With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.

Explanation of how interdisciplinary standards connect to the unit:
Students will be using technology to support their learning in a variety of platforms.

Technology Integration (9.4 Standards) -

• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.5: Explain what a digital footprint is and how it is created.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Explanation of how 9.4 standards connect to the unit:
Students will be involved in discussions on how to use the technology safely within the classroom setting, and at home, and what it means to use computers responsibly.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	*Small day-to-day assessments*
Summative	*Large end-of-unit*
Alternative	*For students that can't complete normal assessment*
Benchmark	*Standard style assessment to gauge if all students in the course are on pace. Only in a mid and last unit. If the benchmark will not be in this unit, list which unit and provide a brief description of the skills/content the benchmark is expecting.*
Other	*Diagnostic, Projects, etc.*

Stage 3 - Learning Plan

Learning Activities:
- (please bullet)

Trajectory of how you are bringing students to develop the understandings listed above

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

The ELL Math Resources Folder is located **HERE**

G&T:
- Allow students to take an active role in teaching content to other students in the school

- Propose interest-based extension activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Chromebooks Unit 2

Grade Level(s): 2	**Length of Unit: 3 weeks**

Unit Rationale:
With increasing forms of technology available for students to enhance their learning environment, students will be introduced to the basic functions of using a chromebook. This will help aid their usage within their homerooms, as students will be issued their google accounts and passwords. Students will learn some basics with the chromebooks, including how to turn them on/off, log in properly, use the chrome explorer, and basic google drive tools.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *A lot of responsibility comes with using the chromebooks in school.*
- *Chromebooks are very amazing learning tools.*
- *Student accounts will be used for school purposes, and remembering a password and account information is private and very important.*
- *Students will understand how important it is to treat these laptops with respect.*
-

Essential Questions:

- -
- How do I log into and out of a chromebook?
- What is the responsibility I must exhibit when using a chromebook here in school?
- What is a web browser?
- What is the google drive, and what does it mean to save something on the cloud?

Content:

Students will know…

- create professional documents using features of a Google Documents.
- Students will create and edit a document.
- Students will use the sharing features of Google Documents to collaborate, comment, and provide positive feedback with other students.
- how to use use the chromebook web browser

Skills:

Students will be able to…

- Identify the many uses of the chromebook.
- Identify the major components of the word processing window.
- Create, rename, save, close, open and print a document.
- Format text.
- Insert an image into a document.
- Use the drawing tools.
- Create a bulleted and numbered list.
- Share a document with a teacher/student.
- save a favorite on chrome web browser.

NJ Student Learning Standards -

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving

problems.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

CLKS Practices:

1. Act as a responsible and contributing community members and employee
4. Demonstrate creativity and innovation
5. Utilize critical thinking to make sense of problems and persevere in solving them
8. Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how **CLKS Practices** connect to the unit:

Students will understand the accountability of using the chromebooks, as a way to think innovatively and creatively. They will also learn how to use technology to increase collaboration and communicate effectively.

9.2 standards should be listed <u>when appropriate</u>. The <u>appropriate grade band</u> must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Explanation of how interdisciplinary standards connect to the unit:
Students will learn how to use digital tools as a way to produce writing and publishing.

Technology Integration (9.4 Standards) -

• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
• 9.4.2.TL.2: Create a document using a word processing application.
9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). •
9.4.2.DC.4: Compare information that should be kept private to information that might be made public.

Explanation of how 9.4 standards connect to the unit:

Students will learn how to use the digital tools of a chromebook, and what their purpose is within the school setting, and in addition will learn how it is important to keep information such as passwords private when using the internet as a safe practice.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	*Small day-to-day assessments*
Summative	*Large end-of-unit*
Alternative	*For students that can't complete normal assessment*
Benchmark	*Standard style assessment to gauge if all students in the course are on pace. Only in a mid and last unit. If the benchmark will not be in this unit, list which unit and provide a brief description of the skills/content the benchmark is expecting.*
Other	*Diagnostic, Projects, etc.*

Stage 3 - Learning Plan	
Learning Activities: ● Review Safety Rules	**Differentiation:** **ELL:** ● Extend time requirements ● Preferential seating ● Check often for understanding ● Oral/visual directions/prompts when needed ● Provide hands-on materials and/

manipulatives for students to practice using new content knowledge

G&T:
- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:
- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:
- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:
- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher*

design this unit

Student Materials: *Google Drive, Chromebooks*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

All About Me Poster Unit 3

Grade Level(s): 2	**Length of Unit: 4 weeks**

Unit Rationale:
Desktop publishing enhances visual communication and streamlines the process of disseminating information of all kinds. Desktop publishing is important as a tool that can enhance communication by making it possible to quickly and efficiently produce printed and electronic (online or on-screen) documents. In this unit, students will be creating a self portrait design on Microsoft Paint, becoming familiar with the tools for simple digital illustrations, then transferring it, with assistance and teacher guided instruction using copy and paste to a word processor, creating a poster for display and presentation. Students will learn that their projects can be saved for later work. Students will be using design skills to choose a layout, and format it to their choice. Lastly, students will display keyboarding skills when creating their write up about themselves in their published work.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *they will be capable of saving their work to work on multiple week projects with the use of the google and/or f: drive*
- *multiple programs and applications can be applied to create a single document*
- *their projects can be saved on their drives for later use*
- *microsoft paint has numerous tools to enable drawing techniques*
- *using digital illustrations for projects helps to enhance their visual appeal, and possessing these skills to be able to illustrate is helpful to presenting published work.*
-

Essential Questions:

- What kind of documents can I create using a desktop publishing program?
- How do I create a publication?
- How does formatting documents help enhance the communication of information presented?
- How does one create a digital illustration?
- What can a digital illustration be used for?

Content:

Students will know…

- how to open up Microsoft paint, and utilize the digital illustration tools.
- use microsoft publisher to create a flyer.
- how to save their file in their drive
- basic keyboarding skills
-

Skills:

Students will be able to…

- use the tools in microsoft paint
- save their projects in their drives
- copy and paste with assistance
- type using appropriate techniques
- make an upper case letter
- delete any mistakes
- spellcheck
- understand the functionality of the enter key
- use wordart to create a proper title
-

NJ Student Learning Standards -

8.1.2.A.2 Create a document using a word processing application.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

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https://www.nj.gov/education/standards/clicks/index.shtml or
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf (Pgs 15-16)

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

5. Demonstrate creativity and innovation
8. Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how **CLKS Practices** connect to the unit:
Students will be creatively when making their posters, using creativity and innovation to complete the tasks.

9.2 standards should be listed <u>when appropriate</u>. The <u>appropriate grade band</u> must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Explanation of how interdisciplinary standards connect to the unit:

Students will be expected to use correct english grammar and edit their writing when inputting into their All About Me Poster

Technology Integration (9.4 Standards)

• 9.4.2.TL.2: Create a document using a word processing application.
• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Explanation of how 9.4 standards connect to the unit:
Students will be creating a document writing about themselves using multiple digital tools to create an image and an all about me poster.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	**Informal assessment through questioning, exit tickets, health and wellness journal, student reflections**
Summative	**Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations**
Alternative	**Slideshow, poster, oral presentation**
Benchmark	**Questionnaire, survey**
Other	**Informal assessment through questioning, exit tickets, health and wellness journal, student reflections**

Stage 3 - Learning Plan	
Learning Activities: ● Create a document ● Name doc ● Write rough draft on paper	**Differentiation:** **ELL:**

- Type it on document
- Create image and add to file

Trajectory of how you are bringing students to develop the understandings listed above

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify document content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
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Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Toy Design Unit 4

Grade Level(s): 2	**Length of Unit: 4 weeks**

Unit Rationale:
Students participating in the Design Challenges will be challenged to use technological design and problem solving methods to develop their inventions and ideas, while utilizing presentation skills. In this particular unit, students will be developing and designing a toy that is unique and appealing to customers suited for children ages 3 to 11. There will be two toy designs, one targeting boys and the other targeting girls. These toys will be featured in Jolly Meals for three months. McThurlow's executives will be assessing your research and decision making processes related to the toy designs and the correct designs for target audience. Students will take their ideas from a sketch phase all the way to a prototype phase, and present their product to a marketing team for critiquing.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *A technological world requires that humans develop capabilities to solve technological challenges and improve products for the way we live.*
- *Some attributes of objects are measurable.*
- *Some questions can be answered by collecting, analyzing, and representing data.*
-

Essential Questions:

- How would you apply technological design and problem-solving methods in the development of inventions and innovations?
- What strategies can we use to find the attributes of objects?
- How can we use data to solve problems?

Content:

Students will know…

- *how to use teamwork skills to design their toy*
- *how to present effective marketing proposal that shares details of their toy to the class.*
-

Skills:

Students will be able to…

- *- demonstrate appropriate designing techniques.*
- *evaluate their typing efficiency and progress*
- *demonstrate the ability to keyboard from straight-copy material*
- *demonstrate the ability to proofread*
- *demonstrate improvement with speed and accuracy throughout the course*
-

NJ Student Learning Standards -

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.
8.2.5.C.3 Research how design modifications have lead to new products.
8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
8.2.5.C.5 Explain the functions of a system and subsystems.
8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.
8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity
CRP12. Work productively in teams while using cultural global competence.

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

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https://www.nj.gov/education/standards/clicks/index.shtml or
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf (Pgs 15-16)

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
   3. Consider the environmental, social and economic impacts of decisions
   5. Demonstrate creativity and innovation
   6. Utilize critical thinking to make sense of problems and persevere in solving them
   8. Work productively in teams while using cultural/global competence

Explanation of how **CLKS Practices** connect to the unit:
Students will work in teams to create a toy design using recyclables and understanding the environmental impact of their project, and along the way demonstrate creativity and innovation, through critical thinking and problem solving.

9.2 standards
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
• 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Explanation of how 9.2 standards connect to the unit:

Identify what requirements are needed to become a toy designer, and then discuss the different roles and parts of each job.

Interdisciplinary Standards

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.

Explanation of how interdisciplinary standards connect to the unit:
Students will listen to one another and work together in groups to create their own version of their toy.

Technology Integration (9.4 Standards)

• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Explanation of how 9.4 standards connect to the unit:
Within this unit, students will use original ideas and inventiveness to create their toy product.

Stage 2- Assessment Evidence:

Assessment:

Formative	**Informal assessment through questioning, exit tickets, health and wellness journal, student reflections**
Summative	**Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations**
Alternative	**Slideshow, poster, oral presentation**

Benchmark	**Questionnaire, survey**
Other	**Informal assessment through questioning, exit tickets, sketch book journal, student reflections**

Stage 3 - Learning Plan

Learning Activities:

- (please bullet)

Trajectory of how you are bringing students to develop the understandings listed above

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic

	• Provide individual instruction as needed • Meet with students frequently to ensure understanding • Allow verbal rather than written responses **Link to Math Differentiation Chart and** **2021 Accommodations Chart**

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Keyboarding Unit 5

Grade Level(s): 2	**Length of Unit: 2 weeks**

Unit Rationale:
Communicating on the computer with word processing will be essential to the success of students within their academic careers, and beyond. Students will learn proper technique and keyboarding skills using a typing program. To enhance these typing skills, students will need repetition and practice, and by tracking their progress, students and teachers will be able to assess how well they have improved in their typing skills throughout the year.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *- Students will develop keyboarding proficiency through a variety of strategies such as: direct instruction, guided review and practice, and timed sessions to determine speed and accuracy.*
- *- Students will utilize online tools such as* ***http://typingclub.com*** *to improved speed and accuracy.*
- *or dance mat typing.*
-
- *1. Keyboarding technique is an essential tool for computer literacy.*
- *2. Speed and accuracy must be developed together.*
-

Essential Questions:

1. What are the proper techniques to keyboarding?
2. Why is it important to be able to type appropriately?
3. How do you develop faster and more accurate typing?

Content:

Students will know…

- *Students will be able to log on to the program www.typingclub.com using a username and password provided by the teacher.*
- *Students will be able to track their progress and set goals for themselves.*

Skills:

Students will be able to…

- *demonstrate appropriate keyboarding techniques.*
- *evaluate their typing efficiency and progress*
- *demonstrate the ability to keyboard from straight-copy material*
- *demonstrate the ability to proofread*
- *demonstrate improvement with speed and accuracy throughout the course*
-

NJ Student Learning Standards -

8.1.2.A.2 Create a document using a word processing application.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP11. Use technology to enhance productivity

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https://www.nj.gov/education/standards/clicks/index.shtml or
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf (Pgs 15-16)

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

8. Use technology to enhance productivity increase collaboration and communicate effectively
9. Work productively in teams while using cultural/global competence

Explanation of how **CLKS Practices** connect to the unit:
Students will work productively as a team to use keyboarding as a way to communicate effectively. Discussions will take place on how keyboarding will help students will their future communications within the workspace.

9.2 standards should be listed <u>when appropriate</u>. The <u>appropriate grade band</u> must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Explanation of how interdisciplinary standards connect to the unit:
Students will learn how to use digital tools as a way to produce writing and publishing.

Technology Integration (9.4 Standards)

• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
• 9.4.2.TL.2: Create a document using a word processing application.
• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

Explanation of how 9.4 standards connect to the unit:

Keyboarding is an important skill to use when word processing, and this tool will allow students to communicate their ideas better within many different digital tools.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	*Student reflection*
Summative	*Leveled typing tests*
Alternative	
Benchmark	*Benchmark typing tests*
Other	*Class typing competitions*

Stage 3 - Learning Plan

Learning Activities:

- Learn the proper techniques of keyboarding through platform typingclub.com
- Take a pre-test to assess what level typing speed and accuracy a student is in the beginning of the year.
- Progress through hundreds of levels, keeping your score and compete against students in your class and other classes.
- Take a post-test at the end of the school year to see how far you've progressed since then.

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *Chromebook, Typingclub.com*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Research Unit 6

Grade Level(s): 2	**Length of Unit: 4 weeks**

Unit Rationale:
Using the computer as a researching tool has quickly become the easiest way for students to learn information quickly about a topic they are interested in. Starting at an early age, it is imperative that students recognize that the information they research is not their own, and it must be credited, and not copied, or else this constitutes plagiarism. Students will be researching a topic of interest, creating an illustration, and document. Some examples of topics include animal, countries, food, plants/trees/ bugs, space, airplanes, inventions

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *the computer can be used as a researching tool*
- *presentations can help enhance learning about a topic and make it really exciting to learn about*

Essential Questions:

1. Who has the rights or credit to the information?
2. How do we give them credit?
3. How can computers help enhance learning about a topic?

Content:

Students will know…

- *how to save a file in their f: drive or google drive*
- *how to create a new project file*
- *how to research online about a topic*

Skills:

Students will be able to…

- log onto computer
- print out information about their animal
- highlight and identify relevant information for their report
- create a paint document and illustrate their research topic
- create a publisher file
- with assistance, copy and paste illustration into publisher document
- create WordArt for their title
- input important information regarding their animal into the file.

NJ Student Learning Standards -

8.1.2.A.2 Create a document using a word processing application.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

CRP7. Employ valid and reliable research strategies.

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

CLKS Practices:

8. Use technology to enhance productivity increase collaboration and communicate effectively
9. Work productively in teams while using cultural/global competence

Explanation of how **CLKS Practices** connect to the unit:
Students will work in teams to help assist each other when researching online.

9.2 standards should be listed <u>when appropriate</u>. The <u>appropriate grade band</u> must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Explanation of how interdisciplinary standards connect to the unit:
Students will learn how to use digital tools as a way to produce writing and publishing.

Technology Integration (9.4 Standards)
• 9.4.2.TL.2: Create a document using a word processing application.
• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Explanation of how 9.4 standards connect to the unit:
Students will create a document within Google that will allow them to illustrate and communicate their ideas using multiple tools through information sought out in a search engine and digital resource.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	**Informal assessment through questioning, exit tickets, health and wellness journal, student reflections**
Summative	**Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations**
Alternative	**Slideshow, poster, oral presentation**
Benchmark	**Questionnaire, survey**
Other	**Informal assessment through questioning, exit tickets, sketch book journal journal, student reflections**

Stage 3 - Learning Plan	
Learning Activities: ● (please bullet) *Trajectory of how you are bringing students to develop the understandings listed above*	**Differentiation:** **ELL:** ● Extend time requirements ● Preferential seating ● Check often for understanding ● Oral/visual directions/prompts when needed ● Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

How to Unit 7

Grade Level(s): 2	**Length of Unit: 3 weeks**

Unit Rationale:
Developing an understanding of algorithms as a precursor to the next unit Programming, which will help relate computer programming to a series of steps. It is a simple way to entrench in students minds that computers function on a series of steps and actions, just as we do in our everyday lives. Students will examine a simple algorithm in their lives, such as, how to make a PBJ sandwich, or how to tie your shoes, throw a baseball, and break down the steps needed to complete this process. Students will then write this down in a series of steps, and relate it to coding in the upcoming unit. After writing it down, students will create a "how to" poster in a word processor.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *an algorithm is a process or set of rules that needs to be followed in order to solve a specific problem.*
- *algorithms relate to real life, and also computer programming*

Essential Questions:

1. create a document
   create bullet points and/or numbers with task in proper form.
2. enter information using appropriate keyboarding techniques.

Content:

Students will know…

- *how to save a file in their f: drive or google drive*
- *how to create a new project file*
- *how to research online about a topic*
-

Skills:

Students will be able to…

- log onto computer
- print out information about their animal
- highlight and identify relevant information for their report
- create a paint document and illustrate their research topic
- create a publisher file
- with assistance, copy and paste illustration into publisher document
- create WordArt for their title
- input important information regarding their animal into the file.
-

	•

NJ Student Learning Standards -

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

Career readiness, life literacies, and key skills education *provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.*
https://www.nj.gov/education/standards/clicks/index.shtml or
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf (Pgs 15-16)

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Attend to financial well-being
3. Consider the environmental, social and economic impacts of decisions
4. Demonstrate creativity and innovation
5. Utilize critical thinking to make sense of problems and persevere in solving them
6. Model integrity, ethical leadership and effective management
7. Plan education and career paths aligned to personal goals
8. Use technology to enhance productivity increase collaboration and communicate effectively
9. Work productively in teams while using cultural/global competence

Explanation of how **CLKS Practices** connect to the unit:

9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards
MP.2. Reason abstractly and quantitatively.
MP.4. Model with mathematics.
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation … to define a simple problem that can be solved through the development of a new or improved object or tool.

Explanation of how interdisciplinary standards connect to the unit:

Numeracy connects mathematics with situations that require capabilities such as problem solving, critical judgment, and sense-making related to non-mathematical contexts;
Algorithms relate to real life, and also computer programming.

Technology Integration (9.4 Standards) -
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf

At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards. (Starts on pg.22)

• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

Explanation of how 9.4 standards connect to the unit:

Stage 2- Assessment Evidence:	
Assessment:	
Formative	*Small day-to-day assessments*
Summative	*Large end-of-unit*
Alternative	*For students that can't complete normal assessment*
Benchmark	*Standard style assessment to gauge if all students in the course are on pace. Only in a mid and last unit. If the benchmark will not be in this unit, list which unit and provide a brief description of the skills/content the benchmark is expecting.*

Other	*Diagnostic, Projects, etc.*

Stage 3 - Learning Plan

Learning Activities:

- (please bullet)

Trajectory of how you are bringing students to develop the understandings listed above

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding

	• Allow verbal rather than written responses **Link to Math Differentiation Chart and** **2021 Accommodations Chart**

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Coding Unit 7

Grade Level(s): 2	**Length of Unit: 4-5 weeks**

Unit Rationale:
In the growing world of technology, there are increasingly more ways to create and design applications and programs, in very kid friendly ways. Students will need to understand that there are easy ways to program on the computer, to create projects. Learning to code can open a world of possibilities for students, including the avenue to create video games, apps, and websites. In this introduction to programming, students will learn basics that they can continue from home on the websites www.code.org, and www.scratch.mit.edu. Students will also be developing an understanding of algorithms as they demonstrate steps to an everyday task.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *Understand the importance of coding in our world today.*
- *Discover how to complete simple coding tasks.*
- *Use online tools to solve multiple problems.*
- *an algorithm can be a list of every day tasks*
-

Essential Questions:

1. - What is code?
2. - Why is it important to learn how to code?
3. - What can you create from code?
4. What is an algorithm?
5. Why is it important to complete tasks in order?
6.

Content:

Students will know…

some simple coding basics.
how to create a simple code action.
- how to list and demonstrate the steps to an every day task
- an understanding of how a computer takes input through a series of written commands and interprets and displays information as an output

Skills:

Students will be able to…

- - create a simple code action
- - create algorithms to solve simple code problems
- -demonstrate

NJ Student Learning Standards -

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

CLKS Practices:

5. Demonstrate creativity and innovation
6. Utilize critical thinking to make sense of problems and persevere in solving them
8. Use technology to enhance productivity increase collaboration and communicate effectively
9. Work productively in teams while using cultural/global competence

Explanation of how **CLKS Practices** connect to the unit:
Within this coding unit, students will use creativity and innovation, critical thinking and technology to help aid them in solving algorithms. Students will also work in teams to help each other, and understand that code is a worldwide activity and can be written in different languages, and can be learned in a variety of languages.

9.2 standards 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Explanation of how 9.2 standards connect to the unit:

Discuss how coding is used in every day life in a variety of professions.

Interdisciplinary Standards

Explanation of how interdisciplinary standards connect to the unit:

Technology Integration (9.4 Standards) -
• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Explanation of how 9.4 standards connect to the unit:
Students will learn how to use the virtual space to solve projects within the coding application, and explore different ways of thinking to arrive at their answers.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	*Exit tickets, oral and written responses*
Summative	End of unit coding tasks completed
Alternative	*One on One individual work with student*
Benchmark	*Each coding class has levels to complete*
Other	

Stage 3 - Learning Plan

Learning Activities:

- Participate in code.org hour of code activities.

Trajectory of how you are bringing students to develop the understandings listed above

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:
- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:
- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:
- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *code.org*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Digital Storytelling Unit 8

Grade Level(s): 2	**Length of Unit: 3 weeks**

Unit Rationale:
Digital storytelling is a fantastic way for students to be creative with their words, and share their ideas through stories. With the growing amount of available tools, students can collaborate and give feedback in more ways than they were ever able to before. Students will collaborate on stories together, sharing their ideas through a variety of platforms, working together to create a finished product.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *Digital tools provide opportunities for people to have new experiences, recognize problems, design solutions, and express their ideas.*
- *Producing a media rich story is an effective way to communicate ideas and enhance the story telling experience.*
- *Students will demonstrate effective inputting of text.*

Essential Questions:

1. - How can digital tools help enhance story telling?
2. - What are different ways to share a story with one another?
3. - Can you apply your typing skills to a digital format, by creating a story?
4. - How can digital tools be used for creating original and innovative works, ideas, and solutions?

Content:

Students will know…

- produce a media rich story, based on first person interviews about a significant local event or issue.
- share the document and receive feedback from their classmates.
-

Skills:

Students will be able to…

- create a document
- · conduct an interview
- · include uploaded visual image
- · demonstrate effective typing skills
- share the document and give feedback
-
-

NJ Student Learning Standards -

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

CLKS Practices:

5. Demonstrate creativity and innovation
8. Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how **CLKS Practices** connect to the unit:

Work creatively to tell stories through the use of technology

9.2 standards should be listed <u>when appropriate</u>. The <u>appropriate grade band</u> must be used for these standards.

https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.2CareerAwareness.pdf (Starts on pg.37)

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Explanation of how interdisciplinary standards connect to the unit:

Students will learn how to use digital tools as a way to produce writing and publishing.

Technology Integration (9.4 Standards) -
https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf

At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards. (Starts on pg.22)

• 9.4.2.TL.2: Create a document using a word processing application.
• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Explanation of how 9.4 standards connect to the unit:

Stage 2- Assessment Evidence:	
Assessment:	
Formative	**Informal assessment through questioning, exit tickets, health and wellness journal, student reflections**
Summative	**Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations**
Alternative	**Slideshow, poster, oral presentation**
Benchmark	**Questionnaire, survey**
Other	**Informal assessment through questioning, exit tickets, sketch book journal, student reflections**

Stage 3 - Learning Plan

Learning Activities:

- Write a digital story

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension

activities for early finishers

Special Ed:

- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:

- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes:

Course:Technology & Design

Educational Apps Unit 9

Grade Level(s): 2	**Length of Unit: 5 weeks throughout the year**

Unit Rationale:
Using Ipad applications to enhance what students are learning within the classroom is an exciting way to tie in the topics within their homerooms and bring them to life in the technology lab. In Kindergarten and 1st grade, students are introduced to many exciting topics including mathematics, social studies, and science. By bringing these concepts into the classroom, students are excited to learn through interactive and exploring. Some of these activities will include: Insects, World Explorer, Amazing Alex, and ToDo Math.

Stage 1 - Desired Results

Understandings:

Students will understand that…

- *applications on the ipad can be used for numerous learning purposes.*
- *technology can enhance learning in a variety of platforms.*
- *it is important to have an understanding of how to navigate on the ipad is a helpful skill*

Essential Questions:

1. How can we use the ipad for educational purposes and relate it to the topics in the classroom?
2. How do you properly navigate an appropriate environment to engage learning?
3.

Content:

Students will know…

- *differentiate technology devices from one another.*
- *understand the different purposes of technology devices*
-

Skills:

Students will be able to…

- *understand how to navigate educational related apps*
- *open and close programs*
- *turn on/off ipads*
- *charge the devices*
- *operate the volume*
- *treat the devices with respect*
- *share the devices*
-
-

NJ Student Learning Standards -

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

21st Century College & Career Practice Standards

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity

CRP11. Use technology to enhance productivity

NJSLS-Career Readiness, Life Literacies,and Key Skills:Standards & Disciplinary Concepts (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Career Awareness, Exploration and Preparation Standards)

CLKS Practices:

4. Demonstrate creativity and innovation
5. Utilize critical thinking to make sense of problems and persevere in solving them
8. Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how **CLKS Practices** connect to the unit:
Students will use creativity and innovation when using the variety of applications in this unit. Each of them will require technology in ways that increase teamwork, and perseverance when problem solving.

9.2 standards

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Explanation of how interdisciplinary standards connect to the unit:

Technology Integration (9.4 Standards) -
• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
• 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

Explanation of how 9.4 standards connect to the unit:
The applications used by students will give them a variety way to explore virtual spaces, learn to interact and communicate ideas.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	**Informal assessment through questioning, exit tickets, health and wellness journal, student reflections**
Summative	**Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations**
Alternative	**Slideshow, poster, oral presentation**
Benchmark	**Questionnaire, survey**
Other	**Informal assessment through questioning, exit tickets, sketch book journal journal, student reflections**

Stage 3 - Learning Plan

Learning Activities:

- Participate in a variety of online apps that will challenge students to think creatively.

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in teaching content to other students in the school
- Propose interest-based extension activities for early finishers

Special Ed:
- Utilize a multi-sensory approach during instruction
- Modify test content and/or format
- Preferential seating as needed

504:
- Review, restate and repeat
- Provide notes
- Chunk assignments

Students at Risk:
- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Link to Math Differentiation Chart and

2021 Accommodations Chart

Core Instructional Resources

Teacher Pedagogical Resources: *What skills/strategies, and resources helped the teacher design this unit*

Student Materials: *What materials are provided to students during this unit. (core texts, websites, etc.)*

***All materials must list a Lexile Level (https://hub.lexile.com/find-a-book/search)*

Notes: