

SHORE REGIONAL HIGH SCHOOL DISTRICT

A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable

Course Title: Technology

Content Area: Technology

Grade Level(s): 5

Course Description: Technology allows students to develop skills to communicate and collaborate in an online environment.

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Unit 1 Title: Online Etiquette and Digital Citizenship

Unit 2 Title: Word Processing

Unit 3 Title: Web 2.0 Tools and Environments

Unit 4 Title: Multimedia Presentations

Unit 1: Online Etiquette and Digital Citizenship

Unit Summary: Students will learn and model appropriate behavior online.

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Interdisciplinary Connections/Content Area Integrations Including Technology:
English Language Arts
21st Century Life and Careers

CCSS/NJCCCS Number	CCSS/NJCCCS Content
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.
8.1.8.D.1	Understand and model appropriate online behaviors related to cybersafety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.5.D.3	Demonstrate an understanding of the need to practice cybersafety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

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Summative Assessments:

- Multiple choice quizzes (Google Forms)
- Online Cybersafety quiz



Formative Assessments:

- Oral Questioning
- Electronic Journal (Google/Word Doc)
- Homework
- Google Classroom Discussion



Enduring Understandings:

- **Technology is a tool that must be used safely, legally, and ethically.**
- **Technology is always changing and requires ongoing learning.**
- **Social skills and appropriate behavior are essential in online environments.**



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Essential Questions:

- What skills are essential for 21st century students?
- How do students assess different tools and learn which are the ones they need to use?
- How do I communicate in an online environment?
- What are the positives and negatives of different technologies?



Instructional Outcomes:

- Determine how to maintain safety and protect your identity online.
- Know cyber ethics and how to behave appropriately online.



Suggested Learning Activities:

- Introduce cybersafety with the following links:

http://www.hectorsworld.co.nz/island/main/episode_theatre_interior_01/Set_01_episodes/HW_NZ_WEBSITE_JULY_2009_EPISODE_THEATRE_NZ_SET_01_EP_04.html

http://www.hectorsworld.co.nz/island/main/episode_theatre_interior_01/COMPUTER_SECURITY/HW_NZ_COMPUTER_SECURITY_IE.html

http://www.hectorsworld.co.nz/island/main/episode_theatre_interior_01/Set_01_episodes/HW_NZ_WEBSITE_JULY_2009_EPISODE_THEATRE_NZ_SET_01_EP_02.html

- Present real life examples of problems online to students and discuss appropriate ways to maintain cyber security and appropriate online behaviors.

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- Define cyberbullying and outline procedures to follow if it happens.
- Have students play the “Privacy Pirates Game” and the “Safety Land Game” at the link below:
http://mediasmarts.ca/sites/default/files/games/privacy_pirates/flash/PrivacyPirates_English/main.html
- Create a list of rules regarding Internet etiquette (students will type it and incorporate graphics).



Suggested Differentiation:

- Provide printout guides, graphic organizers, extra time, group assistance



Curriculum Development Resources:

- http://www.roselleschools.org/UserFiles/Servers/Server_3152275/File/departments/Curriculum%20and%20Instruction/TECHNOLOGY/5-6%20Technology%20Curriculum.pdf



Notes/Comments:

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Unit 2: Word Processing

Unit Summary: Enhance skills using word processing software.

Interdisciplinary Connections/Content Area Integrations Including Technology: Provide articles to copy related to current topics of study in Social Studies and Science.

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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.
8.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking, and the designed world as they relate to the individual, global society, and the environment.
8.1.2.A.2	Create a document using a word processing application.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

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8.2.5.B.1

Examine ethical considerations in the development and production of a product through its life cycle.

Summative Assessments:

- Wpm (words per minute) improvement and overall
- Story/letter/research assignment with pictures
- Quiz on keystrokes



Formative Assessments:

- Regular typing assignments
- Electronic journal
- Google Classroom discussion
- Student feedback (audience response tools)



Enduring Understandings:

- Learn homerow for typing and shortcuts (keystrokes).
- Online tools can be used to gather, process, and present data and information.
- Selection of appropriate tools and their efficient use is necessary to be successful.
- Learn to carefully select third party materials and add ons to enhance documents visually.

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Essential Questions:

- What tools do I use, and how can I use them appropriately?
- How do I improve my use of online tools and work more efficiently?



Instructional Outcomes:

- Attain proficiency with basic tools of Google Docs and/or Microsoft Word.
- Learn keystroke shortcuts to enhance efficiency in word processing.
- Improve speed and accuracy typing.
- Learn to search and gather digital pictures from online.



Suggested Learning Activities:

- Practice word processing going through each component of the tool bar.
- Create a table using the “insert table” tab with specified columns and margin formats.
- Create a document in which you alter the style and font, insert bullets, and use spell check and the thesaurus.
- Gather and format digital pictures into a document on a topic they are interested in.
- Learn and practice combinations of keystrokes.
- Use Typing Club App on Chromebooks or typingclub.com. Complete all modules (21).
- Use Chrome Store (add-ons on toolbar) to create graphics to enhance documents.



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Suggested Differentiation:

- Provide multiple levels of similar activities depending on accuracy and speed.
- Allow students necessary time before moving ahead in modules on typing club.



Curriculum Development Resources:

- <http://www.typingclub.com/typing-qwerty-en/review-vm.html>
- http://www.roselleschools.org/UserFiles/Servers/Server_3152275/File/departments/Curriculum%20and%20Instruction/TECHNOLOGY/5-6%20Technology%20Curriculum.pdf



Unit 3: Web 2.0 Tools and Environments

Unit Summary: Students will work collaboratively in an online environment, applying skills they have learned.

Interdisciplinary Connections/Content Area Integrations Including Technology: Students will further examine topics from Social Studies and Science in their research.

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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.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze, and produce a report that explains the analysis of the data.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

Summative Assessments:

- Excel Spreadsheets/Google Sheets
- Level 1: Google Exam - Learn the Basics



Formative Assessments:

- Regular typing assignments
- Electronic journal
- Coding activities

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- **Student feedback (audience response tools)**
- **Google tutorials**
- **Google Classroom discussion**
- **Surveys/data**



Enduring Understandings:

- **Students will manage goals and time.**
- **Students will learn to work collaboratively.**
- **Students will interact effectively with others in diverse groups.**
- **Students will learn how to find help in an online environment to suit their needs.**



Essential Questions:

- **How do I work with other classmates in an online environment?**
- **How do I access, edit, and share my work in an online environment?**
- **How do computers work?**
- **How do I write a program?**



Instructional Outcomes:

- **Use Google Docs and other online apps to work collaboratively with students.**
- **Learn how to edit documents and presentations simultaneously with peers.**

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- **Learn coding.**



Suggested Learning Activities:

- Find walkthroughs and online tutorials at an appropriate level to improve proficiency with Google apps (docs/slides/sheets).
- Gather and interpret information and data to create spreadsheets.
- Translate information and data into graphics using Google Sheets/Microsoft Excel.
- Create a class survey using Google Forms that students will participate in.
- Students collect and record survey data and interpret it to create a graph/visual graphic of results.
- Use code.org to introduce coding and practice coding and writing programs to complete tasks related to problem decomposition, functions, nested loops and conditionals, digital citizenship, and Internet transmission methods.



Suggested Differentiation:

- Students can become certified in Level 1 Google basics by completing online tutorials and passing an exam.



Curriculum Development Resources:

- code.org



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Notes/Comments:
Unit 4: Multimedia Presentations
Unit Summary: Students will collaboratively gather and present information and data using PowerPoint/Google Slides/Prezis.
Interdisciplinary Connections/Content Area Integrations Including Technology: Students will research societal problems from history and today and present causes and effects of these in presentations.

CCSS/NJCCCS Number	CCSS/NJCCCS Content
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.
8.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking, and the designed world as they relate to the individual, global society, and the environment.

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8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (e.g., tele collaborative project, blog, school web).
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.
8.2.5.C.1	Collaborate with peers to illustrate components of a designed system.
6.1	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Summative Assessments:

- Google Slides/PowerPoint Presentation
- Prezi
- Screencast

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Formative Assessments:

- Data collections
- Charts
- Electronic journals
- Google Classroom discussion



Enduring Understandings:

- Students will use and manage information.
- Students will use information in a creative way.
- Students will learn how to research collaboratively.
- Students will present information in an organized manner.
- Students will learn to gather and interpret data.
- Students will create multimedia presentations.



Essential Questions:

- How do I gather data?
- How do I organize ideas and information?

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- How do I work with peers and divide work appropriately?
- How do I present and publish my work online?



Instructional Outcomes:

- Students will be proficient with multimedia presentation tools and software.
- Students will create and publish work online and share with their peers.



Suggested Learning Activities:

- Students will research topics covered in Social Studies, examining areas of interest related to historical and modern people.
- Students will gather information with classmates and interpret data and create slideshows/Prezis, illustrating what they have discovered.
- Students will make screencasts drawing attention to an issue.
- Students will write short essays on topics they have researched and develop assessments for classmates (using Google Forms).



Suggested Differentiation:

- Students will choose research materials at or above reading ability level.
- Students can present information in writing, illustration, or record performance or roleplay.



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Curriculum Development Resources:

Screencastify

Prezi



Notes/Comments: